Chapter One:

Meaningful Quotation:

“Learning is not compulsory…neither is survival” (W. Edwards Deming)

1. For whom might the above quotation be most meaningful? Why?
2. From the above quotation, what two words are most meaningful to you? Why?
3. Write two synonyms for compulsory and survival.

Memory Tip:

Intend to Remember is a memory principle that requires an ACTIVE attempt to learn. Students should be reminded about times in their educational careers when they ‘thought that they would remember’ (task, homework, phone number) but didn’t. An active decision to remember requires that students take charge of their learning. Students who do not “actively” participate in the learning process soon find they are unable to keep up or begin to find fault with others for their falling short of success.

Learning Strategy:

In addition to the information in the text, teachers should stress the difference between receptive language and expressive language.

Receptive language is that language that students can comprehend but are not comfortable with using. While expressive language is that language that students can use fluently. One of the goals of the SSCD strategy is to help students understand that they must first be able to receive the language (receptive) before they can use the language (expressive). Therefore, we must require that they pronounce the words correctly. A pronunciation key is provided on the inside cover of the text. A review of the use of it may be necessary.

Chapter One – Practice Exercises: Part A

Fill in the Blank – page 9

1. integrate  
2. impending  
3. insidious  
4. infiltrate  
5. percolate  
6. inadequate  
7. incrementally
Correct or Incorrect? – page 10

Students’ corrections will vary. Sample corrections are supplied.

1. Correct

2. Incorrect – Change *quite easy* to *very difficult*.

3. Incorrect – Change *mild* to *deadly*, *affect* to *affected*, and delete *did not*.

4. Incorrect – Change *was able to get an A* to *earned an F*.

5. Incorrect – Change *shy* to *outgoing*.

6. Incorrect – Change *integrate* to *percolate*.

7. Correct

Multiple Choice – page 10

1. a   2. b   3. c   4. a   5. d   6. b   7. a

Chapter One – Practice Exercises: Part B

Fill in the Blank – page 13

1. component   2. contaminated   3. collaborated

4. corresponding   5. consequently   6. conservative

7. consolidate

Correct or Incorrect? – page 13

Students’ corrections will vary. Sample corrections are supplied.

1. Correct

2. Incorrect – Change the dean’s list to probation.

3. Correct

4. Correct

5. Correct
6. Correct

7. Correct

8. Incorrect – Change new, risky stocks where I might make a quick profit to well-established stocks for long-term investments.

Multiple Choice – page 14

1. c  2. a*  3. b  4. c  5. d  6. a  7. d

* ‘a’ is the only answer that makes sense.

Chapter One: Power Words

Practice Exercises – page 15

1. A heart is to a pump, just as a letter is to correspondence.

2. Infamous means the same as notorious, just as percolate means the same as infiltrate.

3. Day is the opposite of night, just as pure is the opposite of contaminated.

4. Increment means the same as step, just as insidious means the same as harmful.

Puzzle Fun – page 16

NOTE: Number 4 Down is one block too long.

Across: 3. collaborate  4. conservative  5. insidious  7. consolidate  8. impending  9. inadequate  11. contaminate

Down: 1. correspond  2. percolate  4. consequently  5. integrate  10. infiltrate  11. component
Chapter Two

Meaningful Quotation:

“One must be drenched in words, literally soaked in them, to have the right ones form themselves into the proper pattern at the right moment” (Hart Crane)

1. How does Hart define the word drenched in this quotation?
2. In your own words, restate what Hart is saying in the above quotation.
3. Give a personal experience when you ‘knew what you wanted to say’ but didn’t have the right words to express yourself.
4. Why do you think that learning structural analysis of words will help make Hart’s quotation easier for you?

Memory Tip:

Organize the Material: Good organization speeds learning and makes recall of lectures and textbooks material easier. When notes are organized, they are easier to learn/remember. Without taking clear and organized notes, the task of learning/remembering becomes very difficult.

Activity: Have students get into groups and brainstorm ways that they can organize information. The list can include:

Themes
General to specific
People
Events
Similarities
Differences
Headings
Titles
Etc.

Learning Strategy: Tri-fold

This strategy actually supports the “test/retest—repetition” step to remember, but it seemed important to address it early in the text because students need to have tools that they can rely on when learning new words or new information.

When introducing this strategy, instruct students to use the tri-fold technique over a several day period. If students use this strategy in one study session, their retention of the information will not be as great as if they spaced learning over several study session (another memory step).
Activity: This activity is best used after an in class demonstration of it is complete. Have students use the words in Part A and Part B to complete a tri-fold in class.

Directions:

1. fold your paper into three parts
2. label each column with the letters ABC (front) DEF (back)
3. open your books to page 17; list the words from Part A in column A on your tri-fold (I generally instruct students to skip 2 spaces between each word in column A so that they will have enough room to make corrections if needed)
4. without using the textbook, write the definitions for the words in column A in column B
5. check your definitions with your textbook (if students write an incorrect definition or they didn’t write a definition, instruct them to draw a line and write the definition on the line)
6. students should now close their textbooks;
7. fold back column A so that only column B and C are showing.
8. in column C, write the definition for the word in column B
9. AT THIS POINT I CHECK TO SEE HOW MANY WORDS THE STUDENTS GOT CORRECT IN COLUMN B
10. fold back column A and turn the paper over
11. in column D, write the definitions
12. open the paper up; in column E- write the word for the definition in column D
13. fold back column D and complete column F and write the definition again

Chapter Two – Practice Exercises: Part A

Fill in the Blank – page 20

1. archetype 2. omnipotent 3. panaceas
4. hierarchy 5. panorama 6. pandemonium
7. democracy

Correct or Incorrect? – page 20

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change there was no special order to from highest to lowest.
2. Incorrect. Change did not allow any of the citizens to allowed all the citizens.
3. Correct
4. Incorrect. Change did not allow to allowed.
5. Incorrect. Change only the town hall to all the buildings.
6. Incorrect. Change none to all.
7. Incorrect. Eliminate new and change only when their newborn went to sleep to that they remembered when all their children were home from school.

Multiple Choice – page 21
1. a 2. a 3. b 4. c 5. c 6. d 7. a

Chapter Two – Practice Exercises: Part B

Fill in the Blank – page 24
1. hypodermic 2. hyperactive 3. anarchy
4. apathy 5. hypertension 6. hyperboles
7. hypothesis

Correct or Incorrect? – page 24
Students’ corrections will vary. Sample corrections are supplied.
1. Incorrect. Change effective to ineffective, everything to nothing, and all to none.
2. Incorrect. Change everywhere to nowhere.
3. Incorrect. Change sat quietly and played with his toys to ran around the room.
4. Correct
5. Incorrect. Change on top of to under.
6. Correct

Multiple Choice – page 25
1. a 2. b 3. b 4. c 5. d 6. a 7. c
Puzzle Fun – page 27

Across:
3. hypothesis  8. panorama  12. hypodermic
13. hyperactive

Down:
1. omnipotent  2. democracy  3. hierarchy
4. omniscient  5. pandemonium  6. archetype
7. apathy  8. panacea  9. amoral
10. omnivorous  11. hypertension  13. hyperbole
14. anarchy
Chapter Three

Meaningful Quotation:
“The word! I collect them in all shapes and sizes and hung them like bangles in my mind.”
(Hortense Calisher)

1. Hortense Calisher uses a simile in this quotation. What is a simile?
2. What is Ms. Calisher comparing to ‘bangles?’ Why?
3. Rewrite Hortense Calisher’s quotation in your own words.

Memory Tip:

In chapter two of this text, students were introduced to the learning strategy—tri-fold. The memory tip, test/retest/repetition, is supported by this strategy. Students should be encouraged to monitor their learning regularly. Additional rehearsal strategies will be provided throughout this text.

Metacognition:

Students should be encouraged to become active learners. In order to become active they must have strategies ready to be used. Brainstorm with students other possible ways of testing and retesting.

Activity:

Divide the class into three groups.

One group should be assigned multiple choice questions, another group, matching, and the third group, fill in the blank questions.

Have students go to www.easytestmaker.com and prepare a quiz to be given in class.

During a review session, each group will exchange quizzes that they made.

Each group should also check the review quiz.

(we tend to remember 80 percent of information that we discuss with others; 95 percent of information that we teach to others)(Glasser)
Chapter Three – Practice Exercises: Part A

Fill in the Blank – page 31

1. lateral 2. celestial 3. temporal
4. interval 5. parenthetical 6. physiological
7. fundamental

Correct or Incorrect? – page 32

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change Geologists to Astronomers and dig through the earth’s surface to view the stars through powerful telescopes.
2. Correct
3. Incorrect. Change straight ahead down the center of the field to toward the side lines.
4. Correct
5. Correct
6. Incorrect. Move fundamental to after the word basic.

Multiple Choice – page 32

1. a 2. d 3. b 4. b 5. a 6. a 7. c

Chapter Three – Practice Exercises: Part B

Fill in the Blank – page 35

1. decipher 2. demoralize 3. cognitive
4. designated 5. deficit 6. incognito
7. demure
Correct or Incorrect? – page 35

Students’ corrections will vary. Sample corrections are supplied.

1. Correct

2. Incorrect. Change easy to hard.

3. Correct

4. Incorrect. Add never in front of have.

5. Incorrect. Change the first one to hesitant.

6. Incorrect. Change A to F.

7. Correct

Multiple Choice – page 36

1. a  2. b  3. c  4. d  5. b  6. a  7. b

Chapter Review

VARK Visual – page 38

Across: 1. parenthetical  3. celestial  8. opulent

9. demure  10. cognitive  11. incognito

12. demoralize  13. lateral

Down: 2. ameliorate  4. designate  5. temporal

6. pervasive  7. deficit

Puzzle Fun – page 39

Across: 2. deficit  6. opulent  10. fervent

12. ameliorate  13. decipher  15. pervasive

16. celestial  17. demoralize

Down: 1. physiological  3. cognitive  4. incognito
5. designate  7. lateral  8. demure
9. fundamental  11. temporal  14. parenthetical
Chapter Four

Meaningful Quotation:

“If you are headed in the right direction, each step, no matter how small, is getting you closer to your goal” (anonymous)

1. This quotation is very easy to read. Explain the moral of the quotation.
2. Give a personal example of something that happened in your life that will illustrate the meaningfulness of this quotation.
3. Relate the quotation above to your goal of earning a college degree.

Memory Tip: Over-learn the material

I encourage students to over-learn the information/material so that the information is readily available. Test anxiety is minimized when students feel confident in their learning. By test/retest and over-learning the material, test anxiety can be kept to a minimum.

In every class that I teach, I will have a student or several students who come to me before an exam to express concern about test anxiety. I encourage them to keep testing and retesting to get to the point of over-learning so that the material is firmly embedded into the long-term memory. I gave this strategy the term—automactivity! By making the material automatically available by over-learning, they should be able to eliminate or reduce test anxiety.

Learning Strategy: SRS

In earlier chapters we discussed Primary Rehearsal Strategies. Students should be reminded that if they have a “PRS” they should also have “SRSs.” The SRS are used to do a final consolidation of information that they have gathered.

Chapter Four – Practice Exercises: Part A

Fill in the Blank – page 44

1. deceptive 2. rationalize 3. depersonalize
4. denotative 5. connotative 6. perspective
7. accelerate
Correct or Incorrect? – page 44

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change *exactly the same as* to *quite different from.*

2. Correct

3. Incorrect

4. Incorrect. Change *continue to* to *not.*

5. Correct

6. Incorrect. Add *do not* in front of *clearly.*

7. Incorrect. Change *stopped ahead* to *was moving rapidly to get out of the way of the emergency vehicles.*

Multiple Choice – page 45

1. b  2. b  3. c  4. b  5. c  6. b  7. a

Chapter Four – Practice Exercises: Part B

Fill in the Blank - page 48

1. euphemism  2. enhance  3. empathy

4. embezzling  5. emigrated  6. eulogy

7. endanger

Correct or Incorrect? – page 48

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change *honest* to *dishonest* and *followed* to *did not follow.*

2. Incorrect. Change *enhanced* to *did not enhance.*

3. Incorrect. Change *never* to *always* and *did not allow* to *allowed.*

4. Change *kept* to *did not keep.*
5. Correct.
6. Correct.
7. Correct

**Multiple Choice** – page 49

1. b  2. c  3. d  4. d  5. a*  6. a  7. a

*Note: In question 5, *emigrate* means *to go from*, therefore ‘b’ is not correct because of the word *into*.

**Puzzle Fun** – page 51

Across: 3. emigrate  10. connotative 13. eulogy  
14. rationalize  15. deceptive

Down: 1. euphemism  2. depersonalize  4. enhance  
5. empathy  6. accelerate  7. entrench  
8. endanger  9. embezzle  11. denote  
12. perspective
Chapter Five

Meaningful Quotation:

“Learning is ever in the freshness of its youth, even for the old.” (Agamemnon)

1. After reading the quotation above, explain what the message is that Agamemnon is suggesting.
2. How can you relate the quotation to your quest for knowledge?
3. This is considered a timeless statement; what does that mean?

Memory Tip: Space your Learning

Ask students the following questions:
1. Did you ever read a 30-35-page chapter in a textbook when upon completion you can’t recall the information in it?
2. What is the adult attention span? (Answer: approx 15-20 minutes)
3. How long does it take to read a 30-35-page chapter?
4. Do you think that you could recall more information if you studies were spaced out over several study sessions? Use the information about attention span and memory to answer this question.

Learning Strategy: Frequency of Forgetting

Discuss the graphs on page 54. Remind students that they are responsible for their learning. Encourage 10 minutes of review each day by telling students to organize notes, consolidate textbook information, or practice recall of facts. By incorporating 10 minutes of review each day students can remember over 4 times more information.

Chapter Five – Practice Exercises: Part A

Fill in the Blank – page 56

1. postscript  
2. description  
3. transcribe  
4. excursion  
5. prescription  
6. exonerated  
7. exuberant  
8. expertise
**Correct or Incorrect?** – page 56

Students’ corrections will vary. Sample corrections are supplied.

1. Correct

2. Correct

3. Incorrect. Change *started* to *ended*.

4. Incorrect. Change *prescription* to *description*.

5. Correct

6. Correct

7. Correct

8. Incorrect. Eliminate *not* and the end of the sentence beginning with the word *because*.

**Multiple Choice** – page 57

1. a 2. b 3. a 4. d 5. a 6. a 7. b 8. a

**Chapter Five – Practice Exercises: Part B**

**Fill in the Blank** – page 60

1. infer 2. insomnia 3. ingest

4. incandescent 5. inherent 6. intuitive

7. indigenous

**Correct or Incorrect?** – page 60

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change *easy* to *hard* and *always* to *never*.

2. Incorrect. Change *no* to *many*.
3. Incorrect. Change the end of the sentence to made the room bright and cheerful, and it was easy to see.

4. Correct

5. Incorrect. Change ingest to go down.

6. Incorrect. Change the word cultivated to avoided.

7. Correct

Multiple Choice – page 61
1. a 2. b 3. b 4. a 5. b 6. a 7. c

Puzzle Fun – page 63
Across:
1. transcribe
2. indigenous
3. infer
4. exonerate
5. expertise
6. critical
7. empirical
8. description
9. inherent
10. exuberant
11. insomnia
12. prescription
13. narcissism
14. albatross
15. intuitive
16. ingest
17. excursion
18. incandescent
Chapter Six

Meaningful Quotation:

“The true art of memory is the art of attention.”  (Samuel Johnson)

1. What memory principle does this refer to best? (answer—Intend to remember)
2. What word can be substituted for “Art” in the above quotation? (answer—skill)
3. What is an adult’s attention span?  (answer—15-20 min)

Memory Tip:  Memory Techniques—Mnemonics

Encourage students to practice building mnemonics.  Use the following common mnemonics to entice students to begin developing their own.

1. HOMES—great lakes
2. ARITHMETIC—a rat in Tom’s house might eat Tom’s ice cream.
3. Please Excuse My Dear Aunt Sally—order of operation for math problems—parenthesis, exponents, multiply, divide, add, subtract
4. My Very Educated Mom Just Served Us Nine Pizzas—the order of the planets—Mercury, Venus, earth, mars, Jupiter, Saturn, Uranus, Neptune, Pluto
5. Desert and Dessert--Deserts (like the Sahara) and Desserts (like Tiramisu) could be remembered by thinking that the sweet one has two sugars–two s’.
6. Roy G. Biv—colors in a rainbow/spectrum
7. Kids Prefer Cheese Over Fried Green Spinach—taxonomy in biology (kingdom, phylum, class, order, family genus, species

Learning Strategy:  Recitation

The following suggestions come from:  
http://www.mtsu.edu/~studskl/memprinc/recite.html

Most of us learned the multiplication tables or practiced spelling words in elementary school reciting, but have forgotten just how powerful it can be.

Recitation works for several reasons:

- First, when you know you are going to recite something in your own words, you pay more attention. It forces you to employ the principle of intent to remember.
- Second, you get immediate feedback. You know if you are able to explain something in your own words out loud. You understand it.
- Third, when you hear something, you have used an entirely different part of the brain.
Some tips for recitation:

- Make use of flashcards of anything you need to learn.
- When you finish reading a paragraph in your reading assignment, stop and recite. You will soon see that understanding what you read and explaining it out loud are very different. If you can explain something out loud, you are well on your way to learning it.
- Find a partner and ask each other questions and answer out loud.

**Chapter Six – Practice Exercises: Part A**

**Fill in the Blank** – page 68

1. interpersonal  
2. interior  
3. introvert  
4. intrastate  
5. intramural  
6. introspection  
7. interstate  
8. interact

**Correct or Incorrect?** – page 68

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change *interior walls* to *exterior.*
2. Incorrect. Change *interacted* to *did not interact.*
3. Incorrect. Change the end of the sentence to read *interpersonal skills by making himself talk with his fellow students.*
4. Incorrect. Change *the other schools in the state* to *teams from all the dorms.*
5. Incorrect. Change *intrastate* to *interstate.*
6. Correct
7. Correct

**Multiple Choice** – page 69

1. b  
2. b  
3. a  
4. b  
5. c  
6. d  
7. d  
8. a
Chapter Six – Practice Exercises: Part B

Fill in the Blank – page 72

1. spatial  2. intersperse  3. vertical
4. sequentially  5. continuum  6. horizontally
7. axis

Correct or Incorrect? – page 72

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change *horizontally* to *vertically*.
2. Incorrect. Change *interspersed* to *finished*.
3. Correct
4. Correct
5. Correct
6. Incorrect. Change *vertically* to *horizontally*.
7. Correct

Multiple Choice – page 73

1. b  2. a  3. c  4. d  5. b  6. c  7. c

Puzzle Fun – page 75

Across:
2. interstate  4. interior  6. horizontal
9. geographical  10. intersperse  11. intrastate
12. axis  13. mandatory  14. spatial
15. introvert  16. intramural

Down:
1. maritime  3. vertical  4. interpersonal
5. continuum  7. sequential  8. interact  11. introspection
Chapter Seven

Meaningful Quotation

“The memory should be specially taxed in youth, since it is then that it is the strongest and most tenacious. But in choosing the things that should be committed to memory the utmost care and forethought must be exercised; as lessons well learnt in youth are never forgotten.” (Arthur Schopenhauer)

1. This is a very long quote but a very short message. Explain the message.
2. Define the word tenacious as it is used in the quote.
3. Recall three early learning experiences that might have been better not learned. I.E. bad manners, bad language

Memory Tip: Memory Techniques—part II—association and visualization

Association and Visualization can work hand-in-hand. Creating mental pictures in your mind connecting new information to old information uses a different part of the brain than that used to store verbal information. Having the information you need in two different parts of your memory will increase the chances of having that information available when you need to recall it.

The following information was found in: http://www.siu.edu/~perkins/cbt/frmain.htm

VISUALIZATION

Your concentration and memory will improve if you make an effort to visualize what you are learning. In most cases, it is the mental picture you remember, not the printed words.

Create a picture in your mind of something you need to know. For example, if you need to know how fluid flows through a series of components in a system, picture it like this: Imagine each little component lined up in a row in order. Then, imagine that little water drops with tiny legs are running in the direction of flow between the components.

This mental picture may sound a little dumb, but it would probably stay in your mind longer than a list of components and a direction. Mental pictures that are clear in your mind and make you think or even laugh, will help you remember things longer. Make your visualizations interesting to you.

Activity:

Have your students practice visualizing with this exercise. Instruct them to:

• look at the six pairs below.
• Create a picture in your mind that will help you connect the object in the right column with the object in the left column. For example, number one could be a picture of a giant paper clip clipped over the back of a chair.

Study the pairs for 10-15 minutes, and try to jot down the associated pairs.

Paper clip -- Chair
File Folder -- Table
Staples -- Couch
Memo pad -- Cushion
Pen -- Desk
Stapler -- Floor

**Learning Strategy:** Context Clues—part 1

Activity:

For additional practice and fun activities, have students go to [www.quia.com](http://www.quia.com) and then click on verb context clues. Several fun and challenging exercises are provided.

Activity:

Have students go to [www.easytestmaker.com](http://www.easytestmaker.com) and make up fill in the blank sentences using the vocabulary words from chapter seven. Instruct them to include a context clue for each one.

**Chapter Seven – Practice Exercises: Part A**

**Fill in the Blank** - page 80

1. infanticide  
2. genetics  
3. genesis  
4. fratricide  
5. pesticide  
6. generate  
7. genocide

**Correct or Incorrect?** – page 80

Students’ corrections will vary. Sample corrections are supplied.
1. Incorrect. Change *generated* to *stopped*.

2. Incorrect. Change *being caused by an unhealthy lifestyle* to *something the patient had since birth*.

3. Correct

4. Incorrect. Change *young children* to *termites*.

5. Correct

6. Incorrect. Change *stalk single young victims at night to kill everyone in a city or town*.

7. Correct

**Multiple Choice** – page 81

1. a  2. c  3. b  4. b  5. c  6. b  7. a

**Chapter Seven – Practice Exercises: Part B**

**Fill in the Blank** – page 83

1. prejudice  2. precedent  3. precipitous
4. predict  5. perceived  6. preserve
7. perplexed

**Correct or Incorrect?** – page 84

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change *had not been feeling well* to *would take to recover*.

2. Correct

3. Incorrect. Change *preserve* to *collect*.

4. Incorrect. Change *everything* to *nothing that*.
5. Incorrect. Change welcomed onto the campus to snubbed on and at home to unwelcome.

6. Correct.

7. Correct

Multiple Choice – page 84

1. a  2. b  3. a or d  4. d  5. c  6. b  7. a

Puzzle Fun – page 87

Across:  4. contend  5. vehement  7. pesticide
         8. genocide  10. prejudice  12. perplex
         13. precipitous  14. predict  15. preserve
         16. perceive

Down:   1. constitute  2. infanticide  3. deem
         6. genetics  9. generate  10. precedent
         11. genesis
Chapter Eight

Meaningful Quotation:

“Not to unlearn what you have learned, upon being asked what learning was the most necessary.” (Diogenes Laertius)

1. In your own words explain what Diogenes Laetius’ message is.
2. Rewrite this quotation so as to define learning for the modern student.

Memory Tip: Study Before Bed

This idea is highly controversial. It is in the same category as studying with background music. Have students try the strategy and report back on their success or lack of it.

Learning Strategy: Context Clues—part II

Activity:

For additional practice and fun activities, have students go to www.quia.com and then click on verb context clues. Several fun and challenging exercises are provided.

Activity:

Have students go to www.easytestmaker.com and make up fill in the blank sentences using the vocabulary words from chapter seven. Instruct them to include a context clue for each one.

Chapter Eight – Practice Exercises: Part A

Fill in the Blank – page 92

1. podiatrist 2. bipedal 3. pedestal
4. pedagogy 5. pediatric 6. pedophile
7. podium

Correct or Incorrect? – page 92

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change geriatric to childhood.
2. Incorrect. Change embezzlement to child molestation.
3. Incorrect. Change manicure to pedicure.

4. Incorrect. Change podium to pedestal.

5. Incorrect. Change pedestal to podium. NOTE: While you could put your notes on a pedestal, podium is the better answer.

6. Correct

7. Incorrect. Change the end of the sentence to read bipedal moth that was trapped in the bathtub.

Multiple Choice – page 93

1. b  2. a  3. c  4. b  5. c  6. a  7. d

Chapter Eight – Practice Exercises: Part B

Fill in the Blank – page 95

1. transfer  2. catastrophe  3. transfusion  4. transmit  5. cataclysmic  6. catalyst  7. transpire

Correct or Incorrect? – page 95

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change completely stopped to was instantaneous.

2. Incorrect. Change refreshed and safe to upset and scared.

3. Correct

4. Incorrect. Change transfusion to transfer.

5. Incorrect. Change renewed to destroyed and shabby to beautiful.

6. Correct

7. Correct
Multiple Choice – page 96

1. b  2. d  3. d  4. c  5. c  6. b  7. a

Puzzle Fun – page 98

Across: 3. paraphrase 7. podiatrist 10. catastrophe
14. transfusion 15. cataclysmic 16. biped

Down: 1. transpire 2. neonatal 4. pedestal
5. pedagogy 6. pedophile 7. pediatric
8. transfer 9. podium 11. annotate
12. catalyst 13. transmit


Chapter Nine

Meaningful Quotation:

“Which is better: to have FUN with fungi or to have IDIOCY with ideology, to have WARS because of WORDS, to have TOMORROW’S misdeeds or YESTERDAY’S miscreeds?” (Aldous Huxley)

1. Who is Aldous Huxley? (Answer: the author of famous books such as Brave New World)
2. Here is another great quote by Aldous Huxley: Every Man’s Memory is his Private Literature. What is the message that Mr. Huxley is giving with this quote?
3. After reading the quote in chapter nine and the additional quote provided above, what is your impression of A. Huxley? (Answer: a man before his time)

Memory Tip: Personalize Your Learning

Information provided in text

Learning Strategy: Graphic Organizers, Word Webs, Semantic Maps

Word webs (also known as semantic mapping) illustrate how key words or concepts are related to one another through graphic representations. Creating word webs can be done as a whole-class, small group, or individual activity. (Graphic organizers are similar to word webs but are created by the teacher.)

The primary purpose of word webs is to teach students to see how new concepts can be defined and related to other concepts. Word webs are particularly useful for prereading instruction because they help to activate students’ prior knowledge of key concepts they will encounter in the text.

The following example of how to prepare a word web can be found at:

http://www.indiana.edu/~l517/word_webs.htm
Word Webs: An Example

Following is an example of a word map that a student or student group might create when preparing to read a text in which “Freedom in America” is a key concept. “Freedom in America” is at the center of the map to indicate that it is the concept about which associations were made. The words and phrases that are not in the boxes are the brainstormed associations. And, the words in the boxes are the categories that the student or student group might identify to organize the associations.

Chapter Nine – Practice Exercises: Part A

Fill in the Blank – page 101

1. contradict  
2. contrary  
3. sophisticated

4. counterpart  
5. sophomore  
6. philosophy*

7. controversy

*NOTE: The answer in the word bank is incorrect. It should be *philosophy*, not *philosopher.*
Correct or Incorrect? – page 102

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change the ending to everyone disagreed and refused to work together.
2. Correct
3. Incorrect. If you want to contradict your professor, you should make an appointment to see them privately in their office.
4. Correct
5. Incorrect. Change the end of the sentence to even the brightest mathematician had to think and work carefully.
6. Correct
7. Incorrect. Change the end of the sentence to studying the values of good and evil in various religions around the world.

Multiple Choice – page 102

1. c 2. a 3. b 4. c 5. d 6. a 7. a

Chapter Nine – Practice Exercises: Part B

Fill in the Blank – page 105

1. repercussions 2. deficiencies 3. depletion
4. detractors 5. relinquished 6. detriment
7. repudiated
Correct or Incorrect? – page 105

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change end of sentence to was that the driver lost her license for six months.

2. Incorrect. The detractors were so unhappy with the new quarterback that they started a letter campaign to have him replaced.

3. Incorrect. Change increased to decreased.

4. Correct

5. Correct


7. Incorrect. Change happy to sorry and purchase of my new home to sale of my family home.

Multiple Choice – page 106

1. b 2. d 3. c 4. b 5. a 6. a 7. b

Puzzle Fun – page 108

NOTE: The clue for 14 across should be “the study of the causes…”

Across:

2. counterpart
3. sophisticated
6. manual
7. contradict
9. repudiate
11. depletion
14. philosophy
15. detractor

Down:

1. sophomore
4. deficiency
5. relinquish
6. manipulate
8. detriment
10. repercussion
12. controversy
13. contrary
Chapter Ten

Meaningful Quotation:

“Study is nothing else but a possession of the mind.” (Thomas Hobbes)

1. What analogy is Thomas Hobbes using in the above quotation?
2. In your own words, rewrite the quotation.

Focus Tip:
For chapters 10 through 13, a focus tip is provided instead of a memory tip or learning strategy. No additional information is provided for these tips. Simply have students revisit the memory tip and learning strategies that are provided throughout the text.

Chapter Ten – Practice Exercises: Part A

Fill in the Blank – page 112

1. eradicate 2. coerce 3. curtail
4. deprivation 5. deviates 6. abridged
7. advocate 8. deference 9. discreet

Correct of Incorrect? – page 112

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change at least ten pages in length to only two pages.
2. Correct
4. Incorrect. Change the last sentence to She wanted to go to the movies instead.
5. Incorrect. Change with his deference to and did not speak with deference.
7. Incorrect. Change had tried to deviate to he should have deviated.
8. Incorrect. Change the end of the sentence to *so he bought a small, neutral colored car.*


**Multiple Choice** – page 113

1.a  2.b  3.c  4.d  5.c  6.a  7.b  8.d  9.c

**Chapter Ten – Practice Exercises: Part B**

**Fill in the Blank** – page 117

1. ratify  
2. **indict**  
3. **ordinances**  
4. endorsement  
5. indoctrinate  
6. **appellate**  
7. secular  
8. malice  
9. jurisdiction  
11. maledictions

**Correct or Incorrect?** – page 117

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change *endorsed* to *did not endorse.*

2. Correct

3. Correct

4. Incorrect. Change *relieved* to *depressed* and *set him free* to *sent him to jail.*

5. Incorrect. Change *ordinance* to *prescription.*

6. Incorrect. Change *church hymns* to *rock and roll songs.*

7. Correct

8. Correct


10. Incorrect. Change *maledictions* to *praise.*
Multiple Choice – page 118

1. b  2. a  3. b  4. d  5. a*  6. b  7. c  8. d  9. c  10. b

*NOTE: In question five, the word *against* in the stem makes b, c, and d incorrect.

Puzzle Fun – page 121

Across: 4. malice 6. indict 8. discreet 11. eradicate 15. deference

16. deprive 17. secular

Down: 1. advocate 2. ordinance 3. jurisdiction 5. condense 7. endorse

9. coerce 10. indoctrinate 12. curtail 13. malediction

14. appellate 16. deviate 18. ratify
Chapter Eleven

Meaningful Quotation:

“What is the first business of one who studies philosophy? To part with self-conceit. For it is impossible for anyone to begin to learn what he thinks he already knows.”

(Epicetus)

1. What does the word self-conceit mean in the above quotation? Why is it used?
2. What common, popular phrase is saying the same thing that Epicetus is saying? (answer: don’t be a know-it-all)

Focus Tip:

For chapters 10 through 13, a focus tip is provided instead of a memory tip or learning strategy. No additional information is provided for these tips. Simply have students revisit the memory tip and learning strategies that are provided throughout the text.

Chapter Eleven – Practice Exercises: Part A

Fill in the Blank – page 126

1. attributes 2. conciliatory 3. amenities
4. acute 5. facilitate 6. terminated
7. perspective 8. inherent 9. minuscule

Correct or Incorrect? – page 127

Students’ corrections will vary. Sample corrections are supplied.

1. Correct
2. Correct
3. Incorrect. Change attribute to informally talk.
5. Correct
7. Incorrect. Change the end of the sentence to *I had to stay in my small apartment and could not buy a new car.*

8. Correct.

9. Correct

**Multiple Choice** – page 128

1. b 2. a 3. c 4. d 5. a 6. b 7. c 8. b 9. a

**Chapter Eleven – Practice Exercises: Part B**

**Fill in the Blank** – page 131

1. incentive 2. clerical 3. inaugurated
4. sector 5. boycott 6. compensated
7. compliance 8. contingent 9. appraisal

**Correct or Incorrect?** – page 131

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change the end of the sentence to *she enjoyed typing and helping others with their office work.*

2. Correct

3. Incorrect. Change *boycott* to *contribute.*

4. Correct

5. Correct

6. Incorrect. Change the sentence to read *The marketing company did not value creativity; they wanted everyone to be in compliance with the previous way things were done.*

7. Correct
8. Incorrect. Change retired as to was named and his employees to the employees.

9. Correct

Multiple Choice – page 132

1. c  2. d  3. a  4. b  5. c  6. c  7. a  8. b  9. a

Puzzle Fun – page 135

Across:

1. conciliatory  4. compliance  5. boycott  7. perspective  
11. compensate  12. incentive  16. appraise  17. minuscule  
18. sector

Down:

2. inaugurate  3. attribute  6. terminate  
8. acute  9. negotiate  10. facilitate  
12. inherent  13. clerical  14. contingent  15. amenity
Chapter Twelve

Meaningful Quotation:

“The society which scorns excellence in plumbing as a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy; neither its pipes nor its theories will hold water.” (John W. Gardner)

1. In your own words, rewrite John Gardner’s message about learning.
2. Do you think Gardner’s analogy between a philosopher and a plumbing provides a good illustration?
3. Replace the words: society, scorns, humble, shoddiness, and exalted with a word that is close in meaning—synonym. Reread the message.

Focus Tip: SQ3R

Activity: Have students search the web for educational sites that provide additional information about the study strategy SQ3R. You may want to start them out with the following web sites:

http://www.ucc.vt.edu/stdysk/sq3r.html

http://jamaica.u.arizona.edu/ic/wrightr/other/sq3r.html

http://www.dartmouth.edu/~acskills/success/reading.html

http://www.csusm.edu/dmasur/sq3r.htm

http://www.nv.cc.va.us/home/diwilson1/SQ3RStudyMethod.htm

Activity #2

Instruct students to do a complete SQ3R on one chapter from a psychology, sociology, biology, etc. text. I have students work in groups for this assignment. Many students are in the same section (same time same professor) so not only do they get practice in completing an SQ3R, but they also get practice working in study groups as an added benefit.
Chapter Twelve – Practice Exercises: Part A

Fill in the Blank – page 140

1. covert 2. radical 3. sociologist
4. ambiguous 5. morale 6. psychiatrist
7. conventional 8. overt 9. ambivalent
10. moral

Correct or Incorrect? – page 141

Students’ corrections will vary. Sample corrections are supplied.

1. Incorrect. Change always to never.
2. Incorrect. Change high to low.
3. Incorrect. Delete clearly well, change planned and organized to unplanned and unorganized, and change appreciate to resent.
5. Incorrect. Change overtly to covertly.
6. Correct
7. Correct
8. Incorrect. Change covert to overt.
9. Correct
10. Incorrect. Change budget to student social structure.

Multiple Choice – page 142

1. b 2. a 3. a 4. b 5. a 6. c 7. c 8. a 9. b 10. a
Chapter Twelve – Practice Exercises: Part B

Fill in the Blank – page 145

1. rural 2. suburban 3. decimated
4. casual 5. causal 6. urban
7. provocative 8. decade 9. adversary
10. ally 11. provoked

Correct or Incorrect? – page 146

Students’ corrections will vary. Sample corrections are supplied.

1. Correct
2. Incorrect. Change urban to rural.
3. Incorrect. Change allies to adversaries.
4. Incorrect. Change 100 to 10.
5. Incorrect. Delete was decimated.
6. Correct.
7. Correct

Multiple Choice – page 146

1. b 2. c 3. a 4. c 5. a 6. c 7. b 8. a 9. a

Puzzle Fun – page 149

NOTE: Number 17 down should be over one block to the right.

Across:
1. suburban 4. ambiguous 6. morale 8. provoke
9. moral 10. urban 11. causal 5. provocative
18. premeditate 21. overt 22. aberrant
23. sociologist
Down: 2. adversary  3. covert  5. rural  7. demeanor
8. psychiatrist  11. conventional  12. ally
13. decimate  14. ambivalent  16. demographics
17. casual  9. radical  20. decade
Chapter Thirteen

Meaningful Quotation:

“An undefined problem has an infinite number of solutions.” (Robert A. Humphrey)

1. What is Humphrey saying is the first step in problem solving? (answer: identify the problem)
2. What does the word infinite mean? Finite?
3. Think about the message that Humphrey is making. How can you apply this message to your college career? (answer: students may discuss how difficult it is to go to school, work, and possibly, care for a family. They must first be able to verbalize the problem before they can begin to find solution)

Focus Tip: Reading in the Science

The following is from the University of Texas. The suggestions may be helpful for students who are beginning a science class.

http://www.utexas.edu/student/utlc/handouts/2419.html

THE U T LEARNING CENTER
THE UNIVERSITY OF TEXAS AT AUSTIN
UTLC (HOME) | CLASSES | TUTORING | ACADEMIC COUNSELING | SUPPLEMENTAL INSTRUCTION | CAMPUS SERVICES

Reading In The Sciences
What is different about reading in the sciences?

1. Readings contain a large number of facts and details (specifics). This kind of reading requires an overall understanding of the information presented in order to process details.
2. Placement of main ideas and details is usually straight forward (headings and subheadings), but grasping all of the details can be awesome. Information may be dense.
3. Organizational pattern is usually "relationships", i.e., ideas and details building upon previous information. A solid background of the basics in the discipline is necessary to understand and comprehend the information.
4. Terminology is subject specific and must be understood to comprehend information presented. Often important terms are boldfaced or italicized. A review of terminology before reading increases understanding and comprehension.
5. Diagrams, figures, charts, and graphs are numerous. Time is needed to study these both before reading and as one reads as these visual aids help integrate information. Visualizations aid in the understanding and retention of information.
6. Knowledge and comprehension of the readings and lectures must be taken to an "application" level, i.e., the ideas learned should be applied to new or different situations other than those presented in the texts or lectures.

7. Research is an extension of information. In order to read research and understand it, the basics of the discipline must be understood. Think of research as taking an idea, analyzing, synthesizing and extending it.

8. Difficulty of material often necessitates more than one reading for thorough understanding of information.

**How does one read the sciences?**

**BEFORE THE LECTURE**

1. Preview the chapter. - Briefly look over titles, introductions, subheadings, first few sentences beneath subheadings, figures, diagrams, italicized or boldfaced words and terms, and summaries. As you preview, ask yourself:

   - What is this about?
   - What do I know about this ... and don't know or don't remember?
   - Where does the author begin and where is he going?
   - What is the organizational pattern (relationships, chronological, topics?)
   - How does this fit into what we are learning in this course?
   - How difficult or how easy is this?
   - Is there terminology that is unfamiliar or that I will need to review?
   - How important is this information? Are there parts I could skim and get the main ideas?
   - Where can I make logical breaks in the reading to divide up my study time?
   - In what order might I read the information in the chapter? Would it be easier and more motivating to read the most interesting section first?

2. Skim the chapter - in more detail, but don't try to read it thoroughly yet. Read first and last sentences of paragraphs. Pull out some major ideas and details. Examine charts and figures. Try to understand the more important and frequently repeated terminology. Think about the over-all organization of ideas.

3. Don't panic or become overwhelmed with the readings. They may be dense, but not unconquerable. By previewing and skimming the materials before the lecture, you can then use the lecture to clarify the level and depth of comprehension you'll need to achieve when you actually read the chapter more thoroughly.

4. If the material is quite difficult and detailed, and if you have little recent background in the discipline, it might be useful to review the fundamentals and basic terminology in an introductory text in the field.
• IN CLASS

1. Be prepared to anticipate information acquired from pre-skimming your textbook, and listen for clues during the lecture that will help you focus on an appropriate level of comprehension when you read the related chapter(s) after the lecture.

2. Take lecture notes on the right side of your notebook page, and leave the facing left page free to add related notes summarized from your textbook.

• AFTER CLASS

1. Review and edit your notes taken from the lecture. Begin thinking about what additional information you'll need to add from the text.

   Read the related textbook material that you have previously skimmed.

   1. Re-preview and break the reading into logical sub-sections to be tackled one at a time.
   2. Plan far enough ahead of time that you'll be able to take a break and move away from the material at the end of each sub-section if you feel overwhelmed. Often time is needed to allow the mind to gradually absorb complex ideas.
   3. Read carefully and methodically, referring to figures and diagrams as appropriate.
   4. "Self-pacing" by moving a card or pencil finger along as you read may help keep your attention focused on the task.
   5. After reading a sub-section, stop and recall what you've read: tell it to yourself in your own words; take relevant notes along side the related lecture notes in your notebook, and/or make marginal notes in the textbook and highlight key details. (However, just highlighting in dense texts may not be the best form of recall since nearly all of many paragraphs may need to be highlighted and review would be difficult.)
   6. Draw your own diagrams or charts to summarize and translate information.
   7. Review your notes and the reading periodically. Information needs to be reviewed and used periodically for it to be stored in long term memory.
   8. Reflect upon the information in various ways - e.g., How are these functions related to each other? How do they affect each other? Apply ideas learned to other or new situations: What would happen to the body if one of these areas/functions/organs were damaged or destroyed, etc.
   9. Anticipate and practice responding to the kinds of test questions which might be asked.

(2419)

For more information or assistance, come by The U T Learning Center, JES A332A, or call 471-3614, M-F 9:00am - 4:45pm.

The information above can be found at:
Chapter Thirteen – Practice Exercises: Part A

Fill in the Blank - page 153

1. deleterious 2. dispersed 3. brink
4. aesthetic 5. predisposed 6. constitutes
7. exponentially 8. predators

Correct or Incorrect? – page 154

Students’ corrections will vary. Sample corrections are supplied.

1. Correct
2. Correct
4. Incorrect. Change highest to lowest.
5. Correct
6. Correct
7. Incorrect. Change with the help of their predators to when the farmer protected them from their predators.
8. Incorrect. Change the beginning of the sentence to Tom was the most natural runner on the track team; and delete but.

Multiple Choice – page 155

1. a 2. b 3. c 4. a 5. a 6. c 7. c 8. a
Chapter Thirteen – Practice Exercises: Part B

Fill in the Blank – page 157

1. inbreed  2. habitat or ecosystem  3. fragmentation
4. geologic  5. habitat or ecosystem  6. extinct
7. species  8. reclamation

Correct or Incorrect? – page 158

Students’ corrections will vary. Sample corrections are supplied.

1. Correct
2. Incorrect. Change *extinct species flourished* to *species flourished that were almost extinct.*
3. Incorrect. Change the sentence to *The scientist used the cliff’s natural fragmentation process to learn about the various types of rock in the region.*
4. Incorrect. Change *stars* to *rocks.*
5. Correct
6. Correct
7. Incorrect. Change *removed* to *identified and protected.*
8. Correct

Multiple Choice – page 158

1. a  2. a  3. b  4. a  5. c  6. d  7. b  8. a

Puzzle Fun – page 161

NOTE: Number 17 across should be moved up one square.
Across:  
2. habitat  
8. fragmentation  
10. ecosystem  
11. extinct  
12. biodiversity  
14. predator  
16. injurious  
17. aesthetic  
18. brink

Down:  
1. disperse  
3. constitute  
4. species  
5. predisposition  
6. inbreed  
7. geology  
9. genetic  
13. exponential  
15. reclamation
Test Bank—Building College Vocabulary Strategies

Name:_________________________________________________________

Chapter One

Fill in the Blank – Chapter One

impending    consolidated    inadequate    increments    insidious
integrate    notorious    corresponded    component    consequently

1. Because of the __________ ________ final exams, all the instructors assigned more homework so that the students would review what they have learned.

2. Jerry ______________ all of his credit cards onto one card in order to reduce his monthly expenses.

3. There was an ________________ amount of money in Becky’s checking account, so she could not buy all of the food she wanted at the grocery store.

4. The ______________ virus had spread throughout the entire school before the nurse realized there was a problem.

5. The high school football team was _____________ for losing games in the final seconds. They lost all of their last five games in the last two minutes.

6. The baseball coach required all of the players to spend at least two hours a day at practice.

_____________________ they had a winning season.

7. Before she went to college, Judy _________________ with her future roommate by email.

8. At the beginning of his physical therapy, Dale’s improvement in his leg strength was measured in small ________________.

9. One _______________ of Jeff’s complex military training was to be able to take apart and reassemble his rifle in three minutes.

10. For the final essay exam you must be able to ________________________ the information from the textbook with the lecture information.
Match the words in the left column with the BEST definition in the right column.

1) ____ notorious  
2) ____ consequently  
3) ____ contaminate  
4) ____ percolate  
5) ____ component  
6) ____ insidious  
7) ____ conservative  
8) ____ correspond  
9) ____ analogy  
10) ____ collaborate  
11) ____ integrate  
12) ____ infiltrate  
13) ____ consolidate  
14) ____ increment  
15) ____ correspondence

a. to pass secretly into enemy territory  
b. communication via letter typically  
c. infamous; negative fame  
d. combine  
e. a statement that shows relationship between pairs of words 
f. spreading harmfully in a very subtle manner; working to spread harm  
g. opposing change  
h. to seep through; to trickle down  
i. as a result  
j. joint work project  
k. unite  
l. to make impure or unclean by exposing to toxins  
m. similar in character, quantity, origin, structure, or function  
n. a part of a bigger unit  
o. one of a regular or consecutive addition

Word Parts: Structural Elements

Use your knowledge of word parts to select the best word for each definition given. These are not vocabulary words that you studied, but instead, words that have the structural elements that were presented in the chapter. Use each word only once.

Collective bargaining  contingent  coerce  compensate  
Inaugurate  infer  insomnia  incentive  indict

a. Possible but not certain to occur together with other conditions: _______________

b. To charge with by putting into a formal complaint: _______________

c. To act together to force someone to do something: _______________

d. Something that is put into place as a reward for an act: _______________
e. To work together with employer and employee to come to work terms:________

f. Ceremony to bring into office:___________________________________

g. To yield into from evidence given:_____________________________

h. Not able to put into a sleep state:_____________________________
Chapter Two

Fill in the Blank – Chapter Two

hyperbole  pandemonium  panorama  omniscient  hierarchy
panacea  hyperactive  anarchy  hypothesis  apathy

1. Sue did not believe the car salesman’s ________________ when he said that the car would get 40 miles per gallon.
2. The ________________ of New York City from the top of the Empire State Building was breathtaking.
3. A toddler trusts his parents completely and thinks they are ________________.
4. The voters’ ________________ was apparent because only 30% of all those registered voted in the fall election.
5. ________________ broke out in the convention hall when the presidential candidate was nominated.
6. There is a strict ________________ in our office. The people with the most seniority always get first pick of jobs.
7. There is no ________________ for the common cold, but many people think that chicken noodle soup helps them feel better.
8. Because four-year-old Colby never sat still, his parents thought he might be ________________. But the doctor told them he was just a normal four-year-old.
9. As soon as the teacher walked out of the seventh grade classroom, the unruly students erupted in ________________.
10. The scientist repeatedly tested his ________________ before he submitted his article to the medical journal.
Match the words in the left column with the BEST definition in the right column

| 1) | ____ | omnipotent | a. | an all around view |
| 2) | ____ | panacea | b. | one who rules or governs |
| 3) | ____ | hierarchy | c. | neither with or without manners or behavior that would be considered typical |
| 4) | ____ | omnivorous | d. | something taken to be true but not yet proven |
| 5) | ____ | omni- | e. | rule, government |
| 6) | ____ | anarchy | f. | a series of ordered groupings of people or things |
| 7) | ____ | panorama | g. | under |
| 8) | ____ | omniscient | h. | feelings |
| 9) | ____ | archetype | i. | excessive tension |
| 10) | ____ | hypothesis | j. | gross exaggeration not meant to be taken literally |
| 11) | ____ | -cracy | k. | chaos; noisy |
| 12) | ____ | -crat | l. | original model |
| 13) | ____ | apathy | m. | lack of interest; indifference |
| 14) | ____ | democracy | n. | political disorder |
| 15) | ____ | hyperbole | o. | government by the people exercised through elected representatives |
| 16) | ____ | hypertension | p. | all-powerful |
| 17) | ____ | pathy- | q. | over |
| 18) | ____ | hyper- | r. | having all knowledge |
| 19) | ____ | pandemonium | s. | eating everything; eating all -- both meat and vegetables |
| 20) | ____ | amoral | t. | without; not |
| 21) | ____ | an-; a- | u. | all |
| 22) | ____ | Hypo- | v. | a cure-all remedy |
Yes or No:

1. The word elements: -archy and –cacy relate to government rule. ____
2. A synonym for archetype could be model. ____
3. A *panacea* is a diagnosis of a disease. ____
4. Most college freshman are *omnipotent*. ____
5. Pandemonium is something that is welcomed at most events. ____
6. “There are a thousand lights on in this house” is an example of a *hyperbole*. ____
7. Sympathy and *apathy* are synonyms. ____
8. Hypertension and hyperactivity are terms used to describe children’s behavior. ____
9. A professor who considers himself to be omniscient lacks self-confidence. ____
10. Since my niece Alyssa only eats vegetables she is said to be omnivorous. ____
Chapter Three

Fill in the Blank – Chapter Three

incognito    laterally    fervent    fundamental    designated
cestial      demoralized    decipher    pervasive    cognitive

1. The car skidded _________________, or sideways, across the ice-covered street and crashed into a mailbox.

2. The most basic, _________________, difference between the two sisters was their interest in baseball for Sue and tennis for Jane.

3. Darrell liked to lie outside on a clear summer evening and look up at the _________________ panorama.

4. My dad’s handwriting is terrible. Can you help me _________________ this letter he wrote?

5. I am amazed at my grandson’s _________________ development. It seems as if he learned to say the alphabet overnight.

6. Ray and Julie went to the costume party _________________. No one recognized them dressed as Romeo and Juliet.

7. It is my _________________ wish that all of my children have fulfilling lives.

8. The professor ________________ one student in each study group to report back to her so that she could be sure all the main topics were covered.

9. The gossip network in the office was so _________________ that everyone knew what happened before noon.

10. The citizens in the town were _________________ after the plant closed and many people lost their jobs.
Match the words in the left column with the BEST definition in the right column

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>_____</td>
<td>-al</td>
<td>a. feeling with great passion or caring</td>
</tr>
<tr>
<td>2)</td>
<td>_____</td>
<td>parenthetical</td>
<td>b. insufficiency</td>
</tr>
<tr>
<td>3)</td>
<td>_____</td>
<td>celestial</td>
<td>c. not eternal; relating to a period of time</td>
</tr>
<tr>
<td>4)</td>
<td>_____</td>
<td>lateral</td>
<td>d. time</td>
</tr>
<tr>
<td>5)</td>
<td>_____</td>
<td>incognito</td>
<td>e. modest; shy</td>
</tr>
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<td>6)</td>
<td>_____</td>
<td>cognitive</td>
<td>f. interpret confusing or ambiguous matter</td>
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<td>7)</td>
<td>_____</td>
<td>opulent</td>
<td>g. space between two objects, points, or units</td>
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<td>8)</td>
<td>_____</td>
<td>fervent</td>
<td>h. pertaining to; relating to</td>
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<td>9)</td>
<td>_____</td>
<td>decipher</td>
<td>i. down; away</td>
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<td>10)</td>
<td>_____</td>
<td>temporal</td>
<td>j. relating to the side</td>
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<td>11)</td>
<td>_____</td>
<td>temp-</td>
<td>k. dishearten</td>
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<td>12)</td>
<td>_____</td>
<td>deficit</td>
<td>l. a qualifying phrase or remark</td>
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<td>13)</td>
<td>_____</td>
<td>fundamental</td>
<td>m. a concealed identity so that no knowledge of who they are can be revealed</td>
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<td>14)</td>
<td>_____</td>
<td>ameliorate</td>
<td>n. relating to knowledge or perception</td>
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<td>_____</td>
<td>de-</td>
<td>o. side</td>
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<td>16)</td>
<td>_____</td>
<td>demoralize</td>
<td>p. pertaining to the heavens</td>
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<td>17)</td>
<td>_____</td>
<td>lat-</td>
<td>q. elementary</td>
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<td>18)</td>
<td>_____</td>
<td>pervasive</td>
<td>r. to weaken or lessen</td>
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<td>19)</td>
<td>_____</td>
<td>demure</td>
<td>s. lavish; showy; rich</td>
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<td>20)</td>
<td>_____</td>
<td>interval</td>
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Yes or No—Write yes if the word is used correctly; no if it is not used correctly.

1. _____ It is important to learn the *fundamentals* of math if you hope to become an engineer.

2. _____ A *parenthetical* expression is essential to the understanding of a passage.

3. _____ A *celestial* body refers to the physiology of an individual.

4. _____ An *interval and a lateral* are synonyms.

5. _____ After you *decipher* a message you know what you have to do.

6. _____ Most people are very pleased when their bank account shows a *deficit*.

7. _____ Megan said that Jeremy was going to be the *designated* driver for the evening; he was given the responsibility of making sure that everyone got home safely.

8. _____ When an actress is performing on stage she is said to be going *incognito*.

9. _____ Kathy and Judy were *fervent* Steven Spielberg fans; they didn’t miss one of his movies and they read all of his books.

10. _____ A house is considered to be *opulent* when it furnished with only the bare necessities.
Chapter Four

Fill in the Blank – Chapter Four

embezzling    deceptive    endangered    accelerate

eulogy    enhanced    empathy    entrenched

perspective    rationalized

1. Sue was very ___________________________ when she accepted a date with Bob, all the while planning to break it if Jim asked her out.

2. I am in a hurry to graduate and start to work. Do you think I could ______________ my studies by going to classes in the summer?

3. Sam was fired when it was discovered that he had _______________, improved, his resume with false information.

4. The second graders were so _______________ in their daily routine that they did everything on time even though their teacher was late.

5. Joe _______________ his illegal actions by trying to say he thought that the law was wrong.

6. Jeff was sent to jail for “cooking to books” and ________________ money from his company.

7. Jolene yelled at her husband because she thought he had _______________ their two children when he let them play outside by themselves.

8. The mayor delivered a beautiful _______________ at the police chief’s funeral service.

9. Corey was a successful tutor because he had ________________ for the students he worked with. He always remembered how he had struggled to pass calculus.

10. I had a new ________________ about the need for car insurance after I was in a major accident.
Match the words in the first column with the BEST definition in the second column

| 1)   | ______ | eulogy                           | a.   | to make excuses for something or someone |
| 2)   | ______ | deceptive                        | b.   | good                                      |
| 3)   | ______ | embezzle                         | c.   | increase in speed                         |
| 4)   | ______ | denote                           | d.   | associated with the feeling that words have as opposed to the direct definition of the word |
| 5)   | ______ | emigrate                         | e.   | to go out from one's country to settle elsewhere |
| 6)   | ______ | -ize; ate                        | f.   | secretly take money that is not yours but belongs to an organization or company |
| 7)   | ______ | endanger                         | g.   | to make or to cause to be                 |
| 8)   | ______ | end; em, en                      | h.   | a specific way of considering something   |
| 9)   | ______ | connotative                      | i.   | hiding the truth from                     |
| 10)  | ______ | rationalize                      | j.   | Imperil                                   |
| 11)  | ______ | perspective                      | k.   | to make something or someone lack personal identity or character |
| 12)  | ______ | depersonalize                    | l.   | to improve the quality of something      |
| 13)  | ______ | accelerate                       | m.   | to designate                              |
| 14)  | ______ | perspective                      | n.   | establish a strong position               |
| 15)  | ______ | depersonalize                    | o.   | put into                                  |
| 16)  | ______ | empathy                          | p.   | ability to share the feelings of another |
| 17)  | ______ | empathy                          | q.   | words of great praise for someone who has died or has retired |

Yes/No: Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.
1. _____ The connotative meaning most often is the exact dictionary meaning for the word.

2. _____ Some students rationalize the reasons for doing poorly on an exam.

3. _____ You are showing empathy for someone when you don’t care if they are happy or sad.

4. _____ At most weddings a eulogy is read by the preacher.

5. _____ A common euphemism for dying is to say “passed away” instead of the word died.

Word Elements: Write 5 words that you know that have these common word elements: -ize; tive, ate, em, en. You may use any word element more than once.

(Do not use the words that you learned in this unit)

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________
Name: ______________________________________

Chapter Five

Fill in the Blank – Chapter Five

inferred  intuitive  crucial  ingest  expertise  
descriptions  excursion  exonerated  indigenous  exuberant

1. Ellie’s ________________ nature helped her understand Carol’s personality shortly after they met.

2. Jill wanted Mike to propose to her, so she constantly ________________ that she would accept if he asked.

3. When you are hiking in the woods with your dog, be careful that he does not ______________ any plants. They may be poisonous.

4. If you plan to travel by air, it is ________________ that you have a photo ID with you. Otherwise you will not be able to board the plane.

5. The fifth grade English class practiced writing ________________ of flowers using as many different adjectives as they could.

6. I admire my car mechanic’s ________________. He always figures out the car’s problem and can fix it right away.

7. Dale was ________________ when his classmates told Miss Smith that the fifth graders were the ones who wrote on the men’s room walls, not him.

8. After being in the house for several days because of the rainy weather, even a trip to the Dollar Store seemed like an exciting ________________.
9. One reason why I like my history class is Dr. Hill’s ____________________ lecture style. She makes the most boring topic seem interesting.

10. The wildflower, Trillium, is ____________________ to Western Pennsylvania. It would not grow in Florida.

Match the words in the first column with the BEST definition in the second column

| 1)    | __________ | crucial            | a. native to |
| 2)    | __________ | infer              | b. to reach an opinion based on the information available |
| 3)    | __________ | inference          | c. an opinion reached by examining available information or facts |
| 4)    | __________ | excursion          | d. an added message placed at the end of a story or letter |
| 5)    | __________ | description        | e. ability to understand something without needing to think about it or to reason it out |
| 6)    | __________ | incandescent       | f. a short, pleasant trip |
| 7)    | __________ | postscript         | g. to free from guilt |
| 8)    | __________ | empirical          | h. producing a bright light by adding heat |
| 9)    | __________ | exonerate          | i. critically important; decisive |
| 10)   | __________ | ingest             | j. a natural quality of someone |
| 11)   | __________ | narcissism         | k. inability to sleep |
| 12)   | __________ | albatross          | l. a constant burden |
| 13)   | __________ | intuition          | m. to take in as nourishment or food |
| 14)   | __________ | transcribe         | n. rules for a situation that will effect the outcome |
| 15)   | __________ | indigenous         | o. extreme joy; energetic |
| 16)   | __________ | inherent           | p. experimental; observational |
| 17)   | __________ | insomnia           | q. writing that tells what something or someone |
| 18)   | __________ | prescription       |   |
is like
r. extreme self admiration; conceit
s. to make a written record of what someone has said
t. the knowledge that someone has that would demonstrate a high level of skill or understanding

Yes/No: Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.

1. _______ Empirical studies are used by many teachers and psychologists.
2. _______ Mia’s narcissism was one of her most pleasant characteristics.
3. _______ Alyssa’s albatross was winning the state lottery; she was financially secure and didn’t have a care in the world after her win.
4. _______ Deandra said that it was crucial that she gets home by nine o’clock since her father needed to use the car to go to work.
5. _______ Megan’s expertise was in the area of counseling young juveniles; her master’s degree in counseling helped her find the resources needed to do a good job.

Match the word element with its definition.

1. _____-tion A. out, away
2. _____script B. not
3. _____in- C. pertaining to
4. _____ex D. write
5. _____-ent E. state or condition
Chapter Six

Fill in the Blank – Chapter Six

interspersed introvert continuum introspection spatial
axis interact maritime interior mandatory

1. Because Don was a(n) ____________________, he found that he prefers to study alone instead of with a group of friends.

2. After a period of ____________________, June realized that she did not enjoy her job and that was the cause of her insomnia.

3. At our high school, it is _____________________ for graduation that everyone takes physical education courses for at least four semesters.

4. One of the main reasons I sent my son, an only child, to preschool was for him to have a chance to ____________________ with other children.

5. Once a cruise ship is in international waters, there are certain __________________ laws that the captain must follow.

6. In order to make the school day go more quickly, the first grade teacher ____________________ games in with the math and reading lessons.
7. When the navy recruits were to be given their new uniforms, they were told to line up in a ________________ from the tallest to the shortest.

8. Mr. Jones’ stroke affected his ________________ orientation. He was unable to tell how far away he was from objects such as a chair or door.

9. The new elementary school was designed like a wheel. The offices were at the center ________________ and the classrooms were arranged around the outside.

10. When you are buying a new house, the ________________ layout is as important as the exterior design.

Match the words in the first column with the BEST answer in the second column:

| 1)  | 2)  | 3)  | 4)  | 5)  | 6)  | 7)  | 8)  | 9)  | 10) | 11) | 12) | 13) | 14) | 15) | 16) | 17) | 18) | 19) | 20) | 21) |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
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| a. | b. | c. | d. | e. | f. | g. | h. | i. | j. | k. | l. | m. | n. | o. | p. | q. | r. | s. | t. | u. |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| scatter | nautical | relating to; pertaining to | within a state | between | within | of the earth and land | parallel to the plane of the horizon | obligatory; required | happening within a school, college, or university | following a particular order | going between states | a succession or whole, no part of which can be distinguished from neighboring parts except by arbitrary division | rising straight up from a level surface | relating to or having the nature of space | connected with relationship between people | react with others |
r. the inside part of something
s. to look within oneself
t. someone who is reserved, shy, and quiet
u. a straight line upon which a body rotates

Yes/No: Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.

1. _____A line that is perpendicular to a horizontal line would be a vertical line.
2. _____School is mandatory in the United States.
3. _____The geographical students are studying the constellations
4. _____The interior of the house is made of brick while the inside is plastered.
5. _____Pitt’s football team usually plays Penn State’s football team at intramural games every year.

Match the word elements with the meaning. (one definition is used twice)

1. _____inter A. within
2. _____intro B. between
3. _____-al C. pertaining to
4. _____intra
Chapter Seven

Fill in the Blank – Chapter Seven

vemement precedent perceive predict contender
perplexing genetic generate constitutes genesis

1. When we allowed our oldest child to start to date at age 15, we did not realize that we had set a ________________ for all of our other children to follow.

2. Sol’s claim of innocence was so forceful and ________________ that the detectives went back and reviewed the evidence.

3. As a child, Joe was so friendly and cared so much about his country that it was easy to ________________ that he would go into politics as an adult.

4. Be careful when you speak to children. Many times what you mean and what they ________________ are different.

5. The rules of the new reality game show on TV are very ________________. The viewers cannot follow the game if they missed the first episode.
6. The lightweight boxing __________________ tried to set up as many matches as possible before fighting the champion.

7. When you are brainstorming ideas for a project, you should ______________ as many ideas as possible before deciding on one.

8. The doctors finally decided that Jane’s disease was ______________, she had it from birth.

9. The ______________ for the novel storyline happened when the author overheard a conversation on the subway. From those comments she developed the entire plot.

10. It would be helpful if your English professor explains what __________ an ‘A’ paper as opposed to a ’C’ paper.

Match the words in the first column with the BEST definition in the second column

1) ___ pesticide  a. the heinous crime of murdering a baby or young child
2) ___ contend  b. to foretell as the result of knowledge or experience
3) ___ deem  c. displayed by forcefulness of expression
4) ___ predict  d. to establish
5) ___ precedent  e. assert to be true
6) ___ prejudice  f. an action that comes before so as to set the standard for future action
7) ___ infanticide  g. to see or become aware of something that is obvious
8) ___ vehement  h. to produce
9) ___ genesis  i. to conserve; to keep something as it is
10) ___ per-  j. the killing of a race, group, or kind
11) ___ perceive  k. to kill
12) ___ fratricide  l. study of inherited characteristics
13) ___
13. ___ perplex
14. ___ generate
15. ___ genetics
16. ___ precipitous
17. ___ constitute
18. ___ genocide
19. ___ preserve
20. ___ -cide

Yes/No: Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.

1. _____ The young mother was accused of genocide when she accidentally gave her young son too much candy.

2. _____ The genesis of the new company was just last year.

3. _____ A common pesticide used in most hand lotions is lanoline.

4. _____ Dale was interested in studying genetics so that he would learn about the possibility of inherited characteristics of unborn children.

5. _____ If you generate enough sales, you may get a promotion.

Match the word element with its meaning.
1. _____gen  
2. _____-cide  
3. _____pre  
4. _____per  

A. to kill  
B. before  
C. for each  
D. birth, beginning

Name: __________________________________________

Chapter Eight

Fill in the Blank – Chapter Eight

pediatric    paraphrase    pedagogy    podiatrist    transfer
transpire    catalyst    catastrophe    annotated    podium

1. In order to better understand what you are reading, you can __________ the information instead of repeating the exact words you read.

2. Maureen wants to be a ______________ nurse because she likes working with young children.

3. Bob thinks that the bone structure in feet is amazing, so he is studying to be a ______________.

______________________________
4. As part of Margie’s coursework for an elementary education degree, she took a class in ____________.

5. The novel I am reading is so good that I stayed up until midnight reading to see what would ____________ next.

6. I do all my banking online now instead of going to the bank. It is so much easier to _________________ money from my saving to checking account.

7. When my computer crashed it was a ____________ because I had not saved any of my English paper on a disk or CD.

8. The fight between the rival gangs was the ______________ that led to revising all the school’s procedures for handling these problems.

9. My history professor lectures constantly, all the time leaning on the __________ and reading from his notes.

10. The __________ edition of the textbook had notes and definitions in the margins of each page.

Match the words in the first column with the BEST definition in the second column:

1) ___ neonatal
   - a. happen; become known

2) ___ biped
   - b. dais; a platform or area upon which a speaker or conductor may stand

3) ___ podiatrist
   - c. to yield across; to move across

4) ___ pedagogy
   - d. relating to the unborn child

5) ___ pediatrician
   - e. child; foot

6) ___ pedestal
   - f. to send across to a distant destination

7) ___ catastrophe
   - g. an agent that causes change

   - h. the study of teaching children

   - i. relating to the treatment and care of children

   - j. one who cares for and/or treats
8) __  catalyst  
   _  j.  one who cares for and/or treats disorders of the feet
  
9) __  transfer  
   _  k.  across
  
10) __  pedophile  
    _  l.  a human being is an example of this
  
11) __  trans-  
    _  m.  child molester
  
12) __  paraphrase  
    _  n.  a transfer of blood from one person to another
  
13) __  annotate  
    _  o.  one who cares for the medical needs of young children
  
14) __  cataclysmic  
    _  p.  extreme disaster
  
15) __  ped-  
    _  q.  a restatement of information or text
  
16) __  pediatric  
    _  r.  relating to violent destructive occurrence
  
17) __  transfusion  
    _  s.  to make explanatory notes or commentary
  
18) __  transpire  
    _  t.  a column structure with a foot like supporting base
  
19) __  podium  
    _  
  
20) __  transmit  
    _  

Yes/No: Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.

1. _____ A teacher must keep current in the pedagogy that is being researched in her area to become an effective educator.
2. _____ The neonatal nurse had to help most of her elderly patients perform the most routine tasks such as feeding and bathing.

3. _____ Megan’s English professor instructed the class to never paraphrase what someone has said; she told them that it is better to restate the main concepts by putting them in their own words.

4. _____ After years of studying the Greek classics, David found that the annotations that he made in his textbooks helped him pass his comprehensive exam.

5. _____ A snake is a biped.

Match the word elements with best definition for each. (one definition is used twice)

1. _____ ped A. relating to
2. _____ -ium B. foot
3. _____ -ic C. yield/bear
4. _____ cata D. act of; state of
5. _____ -fer E. child/foot
6. _____ trans F. send
7. _____ mit G. down
8. _____ -tion H. across
9. _____ pod

Name: ____________________________________________

Chapter Nine

Fill in the Blank – Chapter Nine
1. I was impressed with the young mother’s _______________. She had her three children dressed, fed, with their lunches packed, all within one half hour.

2. Joe stole money from the convenience store without thinking of the _______________ that would come later.

3. When Joann’s company, Hillcrest, merged with Topcrest, she met her _______________ who had her same job at Topcrest.

4. When Kevin was looking for new car insurance, he realized his many speeding tickets were a _______________ to finding a low rate.

5. As an environmentalist, I am concerned about the _______________ of our natural resources. They cannot be renewed once they are gone.

6. Many times during the intense political campaign, each candidate _______________ the claims of the opponent.

7. Two-year-old Jeremy has a hard time sharing toys, so he seldom will _______________ a toy that another child wants to play with.

8. After her stroke, Sara worked with an occupational therapist to learn how to _______________ buttons and buttonholes.

9. After using computers for years, it would be hard to work on a _______________ typewriter that requires finger strength to press the keys.

10. _______________ to what you have been told, I did not spread the gossip you told me.

Match the word in the first column with the BEST definition in the second column

1) ____________ deprive  
   a. condense; shorten  
   b. to take away from possibly forcibly

2) ____________ ex post facto
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<th></th>
<th>discreet</th>
<th></th>
<th>to plead in favor of</th>
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<td>3)</td>
<td>__</td>
<td>indict</td>
<td></td>
<td>a regulation enacted by the government</td>
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<tr>
<td>4)</td>
<td>__</td>
<td>due process</td>
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<td>to stay from; to turn to another course or way</td>
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<tr>
<td>5)</td>
<td>__</td>
<td>jurisdiction</td>
<td></td>
<td>to repeat a belief in order to persuade someone to accept it</td>
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<tr>
<td>6)</td>
<td>__</td>
<td>ordinance</td>
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<td>extreme ill will or spite</td>
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<td>7)</td>
<td>__</td>
<td>curtail</td>
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<td>to compel; intimidate</td>
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<td>8)</td>
<td>__</td>
<td>malediction</td>
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<td>evil words; bad words</td>
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<tr>
<td>9)</td>
<td>__</td>
<td>deference</td>
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<td>to reduce (not a written text)</td>
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<td>10)</td>
<td>__</td>
<td>secular</td>
<td></td>
<td>the right and power to interpret and apply laws</td>
</tr>
<tr>
<td>11)</td>
<td>__</td>
<td>malice</td>
<td></td>
<td>person under arrest must be brought to a court of law to explain the charges/ reasons for the arrest</td>
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<td>12)</td>
<td>__</td>
<td>eradicate</td>
<td></td>
<td>not spiritual; rather worldly</td>
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<tr>
<td>13)</td>
<td>__</td>
<td>deviate</td>
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<td>laws that allow certain people of a group to be punished without a trial</td>
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<td>14)</td>
<td>__</td>
<td>indoctrinate</td>
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<td>to approve by giving official sanction to</td>
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<td>15)</td>
<td>__</td>
<td>bill of attainder</td>
<td></td>
<td>having the power to review court decisions</td>
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<tr>
<td>16)</td>
<td>__</td>
<td>ratify</td>
<td></td>
<td>respect; yield in opinion or judgment</td>
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<td>17)</td>
<td>__</td>
<td>writ of habeas corpus</td>
<td></td>
<td>done afterward, but retroactive</td>
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<td>18)</td>
<td>__</td>
<td>abridge</td>
<td></td>
<td>legal proceedings established to protect rights and liberties of individuals</td>
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<tr>
<td>19)</td>
<td>__</td>
<td>coerce</td>
<td></td>
<td>prudent; careful about what one says or does</td>
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<td>20)</td>
<td>__</td>
<td>appellate</td>
<td></td>
<td>to wipe out a large portion of; to stamp out; to destroy</td>
</tr>
<tr>
<td>21)</td>
<td>__</td>
<td>advocate</td>
<td></td>
<td>to approve by giving official sanction to</td>
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<tr>
<td>22)</td>
<td>__</td>
<td>endorse</td>
<td></td>
<td>having the power to review court decisions</td>
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<tr>
<td>23)</td>
<td>__</td>
<td></td>
<td></td>
<td>respect; yield in opinion or judgment</td>
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</tbody>
</table>
Yes/No: Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.

1. _____ Since Lisa was only 10 she felt very sophisticated about politics and current events.
2. _____ Arden and Lisa had an excellent relationship; they always contradicted each other.
3. _____ The little girl repudiated her little brother because he was her best friend.
4. _____ After the political debate, both candidates suffered repercussions for the constant bashing of their opponent’s character.
5. _____ After months of researching and interviewing clients, the automobile insurance company found that most people would agree that a major depletion for most drivers is a cell phone.
Name: 

Chapter Ten

Fill in the Blank – Chapter Ten

deviate advocate coerce eradicate curtail
abridged endorsed deprive discreet indicted

1. The Drug Task Force was established to _______________ eliminate, drug-related crimes in both the urban and suburban areas of our city.

2. Even though her friends had tried many times to _____________ her into trying drugs, Beth stuck to the promise she had made to her mother to stay drug-free.

3. I don’t have the time to read the entire novel. Could you find me a(n) ________________ version?

4. It is unhealthy to ________________ yourself of fluids. You should drink several glasses of water each day.

5. I want to know how much my neighbor spent on their new kitchen, but my ________________ inquires didn’t work. Finally I just asked her.

6. The consumer ________________ constantly monitored the cash registers to be sure no one was overcharged.

7. If you want to have a chance to win the contest, do not ________________ from the rules required by the sponsor.

8. Ian took his dog to obedience classes in order to ________________, or stop, his habit of running away.

9. My union has ____________ John Smith for senator because of his pledge to help us get a wage increase.

10. Tristan was ________________ for theft even though the prosecutor only had circumstantial evidence.
Yes/No: Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.

1. _____Since Emily only had one week to read three novels, she decided to read the *abridged* version of each.
2. _____Lisa and Megan were *advocates* for the abuse of animals in their hometown.
3. _____Most professors enjoy the *deference* their students give them when they address them by using the formal title –Professor!
4. _____Ryan and Erick were *coerced* into taking the $1 million lottery prize.
5. _____Stephanie and Shannon exchanged *maledictions* with each other since they have been best friends since first grade.
6. _____It is important to find the correct *jurisdiction* before you send in your yearly local tax payment.
7. _____The state legislature is poised to *ratify* the gambling law.
8. _____Most major league athletes are offered a large *some* of money if they would *endorse* a particular product or service.
9. _____A synonym for *ordinance* is an *indictment*.
10. _____Your rights as a U.S. citizen are protected by *due process*. 
Match the words in the first column with the BEST definition in the second column

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<th></th>
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<th>a. to refuse to accept as true; cast away</th>
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<tr>
<td>1</td>
<td>___</td>
<td>manipulate</td>
<td></td>
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<td></td>
<td>_____</td>
<td></td>
<td>b. one who is immature in thinking; a second year student</td>
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<td>repudiate</td>
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<td>_____</td>
<td></td>
<td>c. conflicting</td>
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<td>3</td>
<td>____</td>
<td>efficiency</td>
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<td></td>
<td>_____</td>
<td></td>
<td>d. result of an action</td>
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<td>4</td>
<td>____</td>
<td>philosophy</td>
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<td></td>
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<td>e. equivalent; a person or thing having the same function as another</td>
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<td>detractor</td>
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<td>_____</td>
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<td>f. contention; argument</td>
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<td>____</td>
<td>controversy</td>
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<td>_____</td>
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<td>g. worldly; experienced</td>
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<td>7</td>
<td>____</td>
<td>repercussion</td>
<td></td>
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<td></td>
<td>_____</td>
<td></td>
<td>h. to give up, back, or quit</td>
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<td>8</td>
<td>____</td>
<td>detriment</td>
<td></td>
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<tr>
<td></td>
<td>_____</td>
<td></td>
<td>i. an injury or loss</td>
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<td>9</td>
<td>____</td>
<td>contrary</td>
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<td></td>
<td>_____</td>
<td></td>
<td>j. something or someone that speaks ill of or criticizes someone unfairly</td>
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<td>10</td>
<td>___</td>
<td>contradict</td>
<td></td>
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<td></td>
<td>_____</td>
<td></td>
<td>k. adequate performance; using only the amount that is needed</td>
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<td>___</td>
<td>counterpart</td>
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<td>_____</td>
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<td>l. to move by hand; to move skillfully</td>
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<td>12</td>
<td>___</td>
<td>sophomore</td>
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<td></td>
<td>_____</td>
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<td>m. a study of a science that deals with the general causes and principles of things that affect our world</td>
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<td>13</td>
<td>___</td>
<td>sophisticated</td>
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<td></td>
<td>n. a reduced amount or size</td>
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<td>14</td>
<td>___</td>
<td>depletion</td>
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<td></td>
<td>_____</td>
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<td>o. speak against or opposite</td>
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</table>
Chapter Eleven

Fill in the Blank – Chapter Eleven

clerical    acute    attribute    minuscule    incentive
compliance  terminate  contingent  conciliatory  amenities

1. The ________________ fish was small enough to slip through the protective screen.

2. The engineer’s ________________ mind enabled her to see the design flaw and fix it before
   the building started.

3. When I travel, I like to stay at hotels that offer many ________________; for example, free
   breakfast, in-room coffee, and free HBO.

4. The customer service representative spoke in such a(n) ________________ manner that the angry
   customer decided not to sue for breach of contract.

5. If you buy something from a door-to-door salesman, you have three days to ________________ the
   transaction if you change your mind.

6. To what do you ________________ your success; hard work or good luck?

7. Jolene is looking for a(n) ________________ position where she can use her typing and
   proofreading skills.

8. Many companies wanted to hire Dale, so he selected the one that offered the ________________
   of a signing bonus.

9. The paving company’s contract with the city was ________________ upon the work being done at
   night so traffic was not disrupted.
10. OSHA often makes unannounced visits to factories to be sure that they are in ____________________________ with all the latest safety regulations.

Match the words in the first column with the BEST definitions in the second column:

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<td>1)</td>
<td>___</td>
<td>Clerical</td>
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<td>___</td>
<td>Facilitate</td>
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<td>2)</td>
<td>___</td>
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<td></td>
<td>___</td>
<td>Compliance</td>
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<td>3)</td>
<td>___</td>
<td>Appraise</td>
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<td></td>
<td>___</td>
<td>Acute</td>
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<td>4)</td>
<td>___</td>
<td>Perspective</td>
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<td></td>
<td>___</td>
<td>Amenity</td>
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<td>5)</td>
<td>___</td>
<td>Conciliatory</td>
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<td></td>
<td>___</td>
<td>boycott</td>
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<td>6)</td>
<td>___</td>
<td>contingent</td>
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<td></td>
<td>___</td>
<td>incentive</td>
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<td>7)</td>
<td>___</td>
<td>terminate</td>
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<td></td>
<td>___</td>
<td>minuscule</td>
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<td>8)</td>
<td>___</td>
<td>compensate</td>
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<td></td>
<td>___</td>
<td>inaugurate</td>
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<tr>
<td>9)</td>
<td>___</td>
<td>sector</td>
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</tbody>
</table>

80
1. _____ The resort that we stayed in while traveling to Aruba had many attractive amenities.
2. _____ Dale had acute knee pain because of all of the years of playing football.
3. _____ It is inherent to most that a mother’s love is everlasting.
4. _____ One of the reasons that Deandra went back to school was because she was terminated from her job two months ago.
5. _____ Ryan was compensated for not going to work everyday by getting a bonus.
Chapter Twelve

Fill in the Blank – Chapter Twelve

provoked    demeanor    radical    ambivalent    ambiguous
aberrant    conventional    overtly    causal    casual

1. Elizabeth __________________ defied her mother when she colored on the wall when she was
   looking.

2. Ann Marie wanted a(n) __________________ wedding with bridesmaids, a wedding dance, and the
   bouquet toss.

3. When Kevin proposed, Ann Marie’s answer was so ______________ that he had to ask her what
   she meant.

4. Megan was __________________ about college; she didn’t care whether she went or not.

5. Chris’ parents felt that they had to take ______________ steps to get him to do his homework, so
   they gave away all of their televisions.

6. A flat tire was the ______________ factor of the accident.

7. On __________________ Friday the employees of USX are allowed to wear blue jeans and tennis
   shoes to work.

8. Ms. Jones was so strict that she immediately stopped the slightest ______________ behavior by her
   students.

9. Megan could tell by Chris’ suspicious ______________ that he had done something wrong.
10. Lisa was so _____________ by Bill’s behavior that she sent him to his room until he could regain his calm nature.

Match the words in the first column with the BEST definition in the second column:

<p>| 1)   | __ | covert          | a. deviating from the norm |
| 2)   | __ | rural           | b. expressing a cause      |
| 3)   | __ | provoke         | c. to plan beforehand      |
| 4)   | __ | moral           | d. uncertain in meaning; doubtful |
| 5)   | __ | conventional   | e. one's way of behaving   |
| 6)   | __ | radical         | f. to anger; to stir to action or feeling |
| 7)   | __ | ally            | g. one who is in a friendly association with another |
| 8)   | __ | ambiguous       | h. peoples feelings of being uncertain (as in attitudes) |
| 9)   | __ | morale          | i. 1990 to 2000             |
| 10)  | __ | demeanor        | j. the spirit of a person as exhibited by confidence and cheerfulness |
| 11)  | __ | provocative     | k. residential district that is not centered in the city limits |
| 12)  | __ | premeditate     | l. an opponent             |
| 13)  | __ | casual          | m. a person who studies the development of human society and their behaviors |
| 14)  | __ | causal          | n. not hidden; open        |
| 15)  | __ | urban           | o. to wipe out or destroy a large portion or group |
|      |    |                 | p. study of human populations and their statistical relationships |
|      |    |                 | q. tending to stimulate or provoke |
|      |    |                 | r. customary; usually accepted based on general agreement |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
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<tbody>
<tr>
<td>16</td>
<td>ambivalent</td>
</tr>
<tr>
<td>17</td>
<td>sociologist</td>
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<tr>
<td>18</td>
<td>aberrant</td>
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<tr>
<td>19</td>
<td>decade</td>
</tr>
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<td>20</td>
<td>suburban</td>
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<td>21</td>
<td>psychiatrist</td>
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<td>22</td>
<td>decimate</td>
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<tr>
<td>23</td>
<td>aberrant</td>
</tr>
</tbody>
</table>

**Yes/No:** Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.

1. _____ The morale of the story is “do unto others as you would have them do unto you.”
2. _____ Professor Hamer was always ambivalent when it came to discussing her research findings. She was sure that her work was expertly done and clearly documented.
3. _____ The FBI’s overt actions helped them find the terrorist; they had to go undercover for over three years to find the leader of the group.
4. _____ I recently bought a house in a rural area of New York. I enjoy the hustle and bustle of the city.
5. _____ A.J.’s mom scolded him by saying, ”Don’t provoke your sister—she doesn’t feel well.”
Name: ________________________________

Chapter Thirteen

Fill in the Blank – Chapter Thirteen

species  aesthetic  brink  predator  extinct
habitat   dispersed  predisposition  deleterious  reclamation

1. I like the more modern zoos where you can see the animals living in replicas of their natural _______.

2. Many animals that are in danger of being ________________ have been increasing in numbers in captivity.

3. The senior citizens identified Joe as the ________________ who had stolen their savings and their homes.
4. Sam knew he was on the ________________ of success when several publishers were bidding for the rights to his novel.

5. Emily bought the painting for its ________________ value, not because she thought it might be a good investment.

6. Immediately after the last final of the semester, all the students ________________ and left campus to go to their homes.

7. Dale exercised daily and watched his diet because he had a ________________ to heart disease.

8. Joey’s obsession with matches led to ________________ results when he caught his house on fire.

9. The entire school worked together on the ________________ project to save an abandoned building in the center of town.

10. Dr. Butler, the senior biology professor, has an amazing collection of insect ________________.

Match the first column with the BEST definition in the second column

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<td>1</td>
<td>___</td>
<td>disperse</td>
<td>a. edge of; the point at which something is likely to begin</td>
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<td>2</td>
<td>___</td>
<td>reclamation</td>
<td>b. the environment where an organism usually lives</td>
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<td>3</td>
<td>___</td>
<td>deleterious</td>
<td>c. restoration to usefulness or productivity</td>
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<td>4</td>
<td>___</td>
<td>brink</td>
<td>d. a class of individuals or objects grouped by their common attributes and assigned a common name</td>
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<td>5</td>
<td>___</td>
<td>habitat</td>
<td>e. concerning the appreciation of beauty or good taste</td>
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<td>6</td>
<td>___</td>
<td>aesthetic</td>
<td>f. no longer existing</td>
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<td>7</td>
<td>___</td>
<td>predator</td>
<td>g. continued mating of closely related individuals or species</td>
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<td>8</td>
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<td>9</td>
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<td>exponential</td>
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<td>10</td>
<td>___</td>
<td>constitute</td>
<td>h. to give out; to scatter in different directions</td>
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<td>11</td>
<td>___</td>
<td>geology</td>
<td>i. expressed in terms of a designated power</td>
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<td>12</td>
<td>___</td>
<td>ecosystem</td>
<td>j. study of the formation and origin of the structure of the earth</td>
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<td>13</td>
<td>___</td>
<td>extinct</td>
<td>k. a type of organism where one species feeds on another species</td>
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<td>14</td>
<td>___</td>
<td>species</td>
<td>l. set up or establish</td>
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<td>15</td>
<td>___</td>
<td>inbreed</td>
<td>m. injurious; having a harmful effect</td>
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Yes/No: Write “yes” if the word in italic print is used correctly; “no” if it is not used correctly.

1. _____Erick had a predisposition towards getting ear infections every year.
2. _____The fox is a common predator of chickens.
3. _____The candidates were dispersing pamphlets that explained their political agenda.
4. _____Penicillin has been proven to be a deleterious treatment for most people.
5. _____Jennifer and Andrew are at the brink of getting married; they have been dating for five years.
Building College Vocabulary Strategies – Test Bank Answer Key

Chapter One Answers

Fill-in-the-Blank Answers

1. impending  2. consolidated  3. inadequate  4. insidious  5. notorious
6. consequently  7. corresponded  8. increments  9. component  10. integrate

Match the words in the left column with the BEST definition in the right column.

1) c notorious a. to pass secretly into enemy territory
2) i consequently b. communication via letter typically
3) l contaminate c. infamous; negative fame
4) h percolate d. combine
5) n component e. a statement that shows relationship
6) f insidious f. spreading harmfully in a very subtle
7) g conservative manner; working to spread harm
8) m correspond g. opposing change
9) e analogy h. to seep through; to trickle down
10) j collaborate i. as a result
11) k integrate j. joint work project
12) a infiltrate k. unite
13) d consolidate l. to make impure or unclean by exposing to
14) o increment m. similar in character, quantity, origin,
15) b correspondence n. a part of a bigger unit

Word Elements

1. contingent  2. indict  3. coerce  4. incentive
5. collective bargaining  6. inaugurate  7. infer
Chapter Two Answers

Fill in the Blank Answers:

1. hyperbole  2. panorama  3. omniscient  4. apathy
5. pandemonium  6. hierarchy  7. panacea  8. hyperactive  9. anarchy
10. hypothesis

Match the words in the left column with the BEST definition in the right column.

1) p. omnipotent  a. an all around view
2) v. panacea  b. one who rules or governs
3) f. Hierarchy  c. neither with or without manners or behavior that would be considered typical
4) s. omnivorous  d. something taken to be true but not yet proven
5) u. Omni-  e. rule, government
6) n. Anarchy  f. a series of ordered groupings of people or things
7) a. Panorama  g. under
8) r. omniscient  h. feelings
9) l. Archetype  i. excessive tension
10) d. hypothesis  j. gross exaggeration not meant to be taken literally
11)  e. -cacy  k. chaos; noisy
12) b. -crat  l. original model
13) m. Apathy  m. lack of interest; indifference
14) o. democracy  n. political disorder
15) l. Hyperbole  o. government by the people exercised through elected representatives
16) i. hypertension  p. all-powerful
17) h. pathy-  q. over
18) g. hyper-  r. having all knowledge
19) k. pandemonium  s. eating everything; eating all --both meat and vegetables
t. without; not
u. all
20) Amoral

21) an-; a-

22) Hypo-

Yes/No
1. yes 2. yes 3. no 4. no 5. no 6. yes 7. no 8. no 9. no 10. no

Chapter Three Answers

Fill in the Blank Answers:
1. laterally 2. fundamental 3. celestial 4. decipher
5. cognitive 6. incognito 7. fervent 8. designated
9. pervasive 10. demoralized

Match the words in the left column with the BEST definition in the right column

1) H -al a. feeling with great passion or caring
2) L Parenthetical b. insufficiency
3) P Celestial c. not eternal; relating to a period of time
4) i Lateral d. time
5) M Incognito e. modest; shy
   - f. interpret confusing or ambiguous matter
6) N Cognitive g. space between two objects, points, or units
7) S Opulent h. pertaining to; relating to
8) U cog-n- i. down; away
9) A Fervent j. relating to the side
10) f Decipher k. dishearten
   ) l. a qualifying phrase or remark
11) C Temporal m. a concealed identity so that no knowledge of who they are can be revealed
   ) n. relating to knowledge or perception
12) D temp-
Chapter Four - Answers

Fill in the Blank answers:

1. deceptive 2. accelerate 3. enhanced 4. entrenched
5. rationalized 6. embezzling 7. endangered 8. eulogy
9. empathy 10. perspective

Match the words in the first column with the BEST definition in the second column:

1) a. Eulogy  
   2. a. to make excuses for something or someone
   2) i. Deceptive  
   b. good
   3) f. Embezzle  
   c. increase in speed
   4) m. Denote  
   d. associated with the feeling that words have as opposed to the direct definition of the word
5) e Emigrate  e. to go out from one's country to settle elsewhere
6) b eu-  f. secretly take money that is not yours but belongs to an organization or company
7) l Enhance  g. to make or to cause to be
8) g -ize; ate  h. a specific way of considering something
9) j Endanger  i. hiding the truth from
10 o em, en  j. imperil
11 d connotative  k. to make something or someone lack personal identity or character
12 a rationalize  l. to improve the quality of something
13 n Entrench  m. to designate
14 c accelerate  n. establish a strong position
15 h perspective  o. put into
16 k depersonalize  p. ability to share the feelings of another
17 p Empathy  q. words of great praise for someone who has died or has retired

Yes and No:
1. no 2. yes 3. no 4. no 5. yes
Sentence answers will vary.

Chapter Five - Answers

Fill in the Blank Answers:
1. intuitive  2. inferred  3. ingest  4. crucial
5. descriptions  6. expertise  7. exonerated  8. excursion
9. exuberant  10. indigenous

Match the words in the first column with the BEST definition in the second column
1) **i** Crucial  
2) **b** Infer  
3) **c** Inference  
4) **f** Excursion  
5) **q** description  
6) **h** incandescent  
7) **d** Postscript  
8) **p** Empirical  
9) **g** Exonerate  
10) **m** Ingest  
11) **r** Narcissism  
12) **l** Albatross  
13) **e** Intuition  
14) **s** Transcribe  
15) **a** indigenous  
16) **j** Inherent  
17) **k** Insomnia  
18) **n** prescription  
19) **o** Exuberant  
20) **t** Expertise

**Yes and No**

1. yes 2. no 3. no 4. yes 5. yes
Element matching

1. e
2. d
3. b
4. a
5. c
Chapter Six - Answers

Fill in the Blank Answers:

1. introvert  
2. introspection  
3. mandatory  
4. interact  
5. maritime  
6. interspersed  
7. continuum  
8. spatial  
9. axis  
10. interior

Match the words in the first column with the BEST answer in the second column:

1) __h__  Horizontal  
   a. catter

2) __e__  inter  
   b. Nautical

3) __i__  mandatory  
   c. relating to; pertaining to

4) __p__  interpersonal  
   d. within a state

5) __o__  spatial  
   e. Between

6) __m__  continuum  
   f. Within

7) __c__  -al  
   g. of the earth and land

8) __t__  introvert  
   h. parallel to the plane of the horizon

9) __l__  interstate  
   i. obligatory; required

10 __a__  intersperse  
   j. happening within a school, college, or university

11 __b__  maritime  
   k. following a particular order

12 __u__  axis  
   l. going between states

13 __g__  geographical  
   m. a succession or whole, no part of which can be distinguished from neighboring parts except by arbitrary division

14 __i__  intramural  
   n. rising straight up from a level surface

15 __k__  sequential  
   o. relating to or having the nature of space

16 __r__  interior  
   p. connected with relationship between people

17 __s__  introspection  
   q. react with others

18 __d__  intrastate  
   r. the inside part of something

19 __n__  vertical  
   s. to look within oneself

20 __f__  intra-  
   t. someone who is reserved, shy, and quiet

   u. a straight line upon which a body rotates
Yes and No:
1. yes  2. yes  3. no  4. no  5. no

Element Matching
1. b
2. a
3. c
4. a
Chapter Seven Answers

Fill in the Blank Answers:

1. precedent
2. vehement
3. predict
4. perceive
5. perplexing
6. contender
7. generate
8. genetic
9. genesis
10. constitutes

Match the words in the first column with the BEST definition in the second column:

1) __p__ pesticide a. the heinous crime of murdering a baby or young child
2) __e__ contend b. to foretell as the result of knowledge or experience
3) __n__ deem c. displayed by forcefulness of expression
4) __b__ predict d. to establish
5) __f__ precedent e. assert to be true
6) __s__ prejudice f. an action that comes before so as to set the standard for future action
7) __a__ infanticide g. to see or become aware of something that is obvious
8) __v__ vehement h. to produce
9) __q__ genesis i. to conserve; to keep something as it is
10) __r__ per- j. the killing of a race, group, or kind

k. to kill
l. study of inherited characteristics
m. killing of one's sibling(s)
n. believe to be true
Yes and No
1. no  2. yes  3. no  4. yes  5. yes

Element Matching
1.  D
2.  A
3.  B
4.  C
Chapter Eight Answers

Fill in the Blank Answers:

1. paraphrase  2. pediatric  3. podiatrist  4. pedagogy  5. transpire
6. transfer  7. catastrophe  8. catalyst  9. podium
10. annotated
Match the words in the first column with the BEST definition in the second column

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<tbody>
<tr>
<td>1)</td>
<td><strong>d</strong></td>
<td>neonatal</td>
<td>a.</td>
<td>happen; become known</td>
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<td>2)</td>
<td><strong>l</strong></td>
<td>biped</td>
<td>b.</td>
<td>dais; a platform or area upon which a speaker or conductor may stand</td>
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<td>3)</td>
<td><strong>i</strong></td>
<td>podiatrist</td>
<td>c.</td>
<td>to yield across; to move across</td>
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<td>4)</td>
<td><strong>h</strong></td>
<td>pedagogy</td>
<td>d.</td>
<td>relating to the unborn child</td>
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<td>5)</td>
<td><strong>o</strong></td>
<td>pediatrician</td>
<td>e.</td>
<td>child; foot</td>
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<td>6)</td>
<td><strong>t</strong></td>
<td>pedestal</td>
<td>f.</td>
<td>to send across to a distant destination</td>
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<td>7)</td>
<td><strong>p</strong></td>
<td>catastrophe</td>
<td>g.</td>
<td>an agent that causes change</td>
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<td>8)</td>
<td><strong>g</strong></td>
<td>catalyst</td>
<td>h.</td>
<td>the study of teaching children</td>
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<td>9)</td>
<td><strong>c</strong></td>
<td>transfer</td>
<td>i.</td>
<td>relating to the treatment and care of children</td>
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<td>10)</td>
<td><strong>m</strong></td>
<td>pedophile</td>
<td>j.</td>
<td>one who cares for and/or treats disorders of the feet</td>
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<td>11)</td>
<td><strong>k</strong></td>
<td>trans-</td>
<td>k.</td>
<td>Across</td>
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<td>12)</td>
<td><strong>q</strong></td>
<td>paraphrase</td>
<td>l.</td>
<td>a human being is an example of this</td>
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<td>13)</td>
<td><strong>s</strong></td>
<td>annotate</td>
<td>m.</td>
<td>child molester</td>
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<td>14)</td>
<td><strong>r</strong></td>
<td>cataclysmic</td>
<td>n.</td>
<td>a transfer of blood from one person to another</td>
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<td>15)</td>
<td><strong>e</strong></td>
<td>ped-</td>
<td>o.</td>
<td>one who cares for the medical needs of young children</td>
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<td>16)</td>
<td><strong>i</strong></td>
<td>pediatric</td>
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<td>transpire</td>
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19  \text{b} \quad \text{podium}

20  \text{f} \quad \text{transmit}

\begin{itemize}
\item p. extreme disaster
\item q. a restatement of information or text
\item r. relating to violent destructive occurrence
\item s. to make explanatory notes or commentary
\item t. a column structure with a foot like supporting base
\end{itemize}

\textbf{Yes and No}

1. yes 2. no 3. no 4. yes 5. no

\textbf{Element Matching}

1. E
2. A
3. A
4. G
5. C
6. H
7. F
8. D
9. B
Chapter Nine Answers

Fill in the Blank Answers:

1. efficiency  2. repercussions  3. counterpart  4. detriment  5. depletion  

Match the words in the first column with the BEST definition in the second column.

1)  manipulate  
2)  repudiate 
3)  efficiency  
4)  philosophy  
5)  detractor  
6)  controversy  
7)  repercussion  
8)  detriment  
9)  contrary  
10) contradict  
11) counterpart  
12) sophomore

a. to refuse to accept as true; cast away 
b. one who is immature in thinking; a second year student 
c. conflicting 
d. result of an action 
e. equivalent; a person or thing having the same function as another 
f. contention; argument 
g. worldly; experienced 
h. to give up, back, or quit 
i. an injury or loss 
j. something or someone that speaks ill of or criticizes someone unfairly
) g sophisticated
) n depletion
) h relinquish

Yes and No
1. no 2. no 3. no 4. yes 5. no

Chapter Ten Answers
Fill in the Blank Answers:
1. eradicate 2. coerce 3. abridged 4. deprive 5. discreet
6. advocate 7. deviate 8. curtail 9. endorsed 10. indicted

Match the word in the first column with the BEST definition in the second column
1) b deprive a. condense; shorten
2) t ex post facto b. to take away from possibly forcibly
3) v discreet c. to plead in favor of
4) h indict d. a regulation enacted by the government
5) u due process e. to stray from; to turn to another course or way
6) m jurisdiction f. to repeat a belief in order to persuade someone to accept it
7) d ordinance g. to recommend
8) l curtail
9) k malediction
10. deference

11. secular

12. malice

13. eradicate

14. deviate

15. indoctrinate

16. bill of attainder

17. ratify

18. writ of habeas corpus

19. abridge

20. coerce

21. appellate

22. advocate

23. endorse

h. to charge with a wrongdoing

i. extreme ill will or spite

j. to compel; intimidate

k. evil words; bad words

l. to reduce (not a written text)
m. the right and power to interpret and apply laws

n. person under arrest must be brought to a court of law to explain the charges/ reasons for the arrest

o. no spiritual; rather worldly

p. laws that allow certain people of a group to be punished without a trial

q. to approve by giving official sanction to

r. having the power to review court decisions

s. respect; yield in opinion or judgment

t. done afterward, but retroactive

u. legal proceedings established to protect rights and liberties of individuals

v. prudent; careful about what one says or does

w. to wipe out a large portion of; to stamp out; to destroy

Yes and No

1. yes 2. yes 3. yes 4. no 5. no

6. yes 7. yes 8. yes 9. no 10. yes
Chapter Eleven Answers

Fill in the Blank Answers

1. minuscule  
2. acute  
3. amenities  
4. conciliatory  
5. terminate  
6. attribute  
7. clerical  
8. incentive  
9. contingent  
10. compliance

Match the words in the first column with the BEST definitions in the second column

| 1) | a | a. relating to office work; relating to the clergy |
| 2) | k | b. depending on the conditions or occurrences not yet established |
| 3) | e | c. counterbalance; to offset |
| 4) | h | d. very small |
| 5) | q | e. a characteristic of a person or thing that makes that person known |
| 6) | o | |
| 7) | g | |
| 8) | l | |

amenity

facilitate

attribute

compliance

appraise

acute

perspective
| 8) lamenity                     | f. to abstain from using, buying,  |
| 9) conciliatory                 | or dealing with something as a     |
| 10) boycott                     | way of showing disapproval        |
| 11) contingent                  | g. a mental view or outlook on     |
| 12) incentive                   | something                          |
| 13) terminate                   | h. willingness to follow a         |
| 14) minuscule                   | prescribed course of action or     |
| 15) compensate                  | treatment                          |
| 16) inaugurate                   | i. existing as an essential part;  |
| 17) sector                      | j. a part or division              |
| 18) inherent                    | k. to coach or instruct            |
|                                  | l. an attractive added feature     |
|                                  | m. a reward which induces action  |
|                                  | or motivates effort                |
|                                  | n. halt; to bring to an end        |
|                                  | o. keenly perceptive; sharp point;|
|                                  | p. to dedicate formally            |
|                                  | q. to estimate                     |
|                                  | r. relating to gaining friendship; |
|                                  | good will relationships            |

Yes and No:

1. yes  2. yes  3. yes  4. yes  5. no

Chapter Twelve Answers

Fill in the Blank Answers

1. overtly  2. conventional  3. ambiguous  4. ambivalent  5. radical

Match the words in the first column with the BEST definition in the second column

| 1) covert | a. deviating from the norm |
| 2) rural | b. expressing a cause |
| 3) provoke | c. to plan beforehand |
| 4) moral | d. uncertain in meaning; doubtful |
| 5) conventional | e. one's way of behaving |
6) radical
7) ally
8) ambiguous
9) morale
10) demeanor
11) provocative
12) premeditate
13) casual
14) causal
15) urban
16) ambivalent
17) sociologist
18) aberrant
19) decade
20) suburban
21) psychiatrist
22) decimate
23) aberrant
24) overt
25) demographics
26) adversary

f. to anger; to stir to action or feeling

6) radical
7) ally
8) ambiguous
9) morale
10) demeanor
11) provocative
12) premeditate
13) casual
14) causal
15) urban
16) ambivalent
17) sociologist
18) aberrant
19) decade
20) suburban
21) psychiatrist
22) decimate
23) aberrant
24) overt
25) demographics
26) adversary

f. to anger; to stir to action or feeling

g. one who is in a friendly association with another

h. peoples feelings of being uncertain (as in attitudes)

i. 1990 to 2000

j. the spirit of a person as exhibited by confidence and cheerfulness

k. residential district that is not centered in the city limits

l. an opponent

m. a person who studies the development of human society and their behaviors.

n. not hidden; open

o. to wipe out or destroy a large portion or group

p. study of human populations and their statistical relationships

q. tending to stimulate or provoke

r. customary; usually accepted based on general agreement

s. relating to living in the country

t. concerned with good judgment about behavior

u. Extreme

v. relaxed; not formal

w. deviating from the norm

x. concealed; secret

y. city living; characteristics of living in the city

z. a person who specializes in diagnosis and treatment of mental disorders.
Yes and No

1. no 2. no 3. no 4. no 5. yes

Chapter Thirteen Answers

Fill in the Blanks Answers

1. habitat 2. extinct 3. predator 4. brink 5. aesthetic
6. dispersed 7. predisposition 8. deleterious 9. reclamation 10. species

Match the first column with the BEST definition in the second column:

1) **h** disperse a. edge of; the point at which
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<td>2)</td>
<td><strong>c</strong></td>
<td>reclamation</td>
<td>something is likely to begin</td>
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<td>3)</td>
<td><strong>m</strong></td>
<td>deleterious</td>
<td>b. the environment where an organism usually lives</td>
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<td></td>
<td><strong>d</strong></td>
<td>brink</td>
<td>c. restoration to usefulness or productivity</td>
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<td>4)</td>
<td><strong>a</strong></td>
<td>habitat</td>
<td>d. a class of individuals or objects grouped by their common attributes and assigned a common name</td>
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<td>5)</td>
<td><strong>b</strong></td>
<td>aesthetic</td>
<td>e. concerning the appreciation of beauty or good taste</td>
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<td>6)</td>
<td><strong>e</strong></td>
<td>predator</td>
<td>f. no longer existing</td>
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<td>7)</td>
<td><strong>k</strong></td>
<td>predisposition</td>
<td>g. continued mating of closely related individuals or species</td>
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<td>8)</td>
<td><strong>n</strong></td>
<td>exponential</td>
<td>h. to give out; to scatter in different directions</td>
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<td>9)</td>
<td><strong>i</strong></td>
<td>constitute</td>
<td>i. expressed in terms of a designated power</td>
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<td>10)</td>
<td><strong>l</strong></td>
<td>geology</td>
<td>j. study of the formation and origin of the structure of the earth</td>
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<td>11)</td>
<td><strong>j</strong></td>
<td>ecosystem</td>
<td>k. a type of organism where one species feeds on another species</td>
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<td>12)</td>
<td><strong>o</strong></td>
<td>extinct</td>
<td>l. set up or establish</td>
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<td>13)</td>
<td><strong>f</strong></td>
<td>related individuals or species</td>
<td>m. injurious; having a harmful effects</td>
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<td>14)</td>
<td><strong>d</strong></td>
<td>inbreed</td>
<td>n. state of having an inclination or tendency towards something</td>
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<td>15)</td>
<td><strong>g</strong></td>
<td>inbreed</td>
<td>o. a community (in the environment) functioning as a unit</td>
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**Games and activities to improve retention of vocabulary words:**

Use the following games to help your students learn the vocabulary words and word elements.

Each game will have a symbol that indicates if it is intended for a visual, auditory, read/write, or
kinesthetic learner. You can encourage your students to use these activities or games to support their learning style.

**Tic-Tac-Toe Voc**

*How to play:* (This game can be played in teams or individually)

Make a large tic-tac-toe board on the chalkboard or poster board. In the squares write a word from the vocabulary list. Then the person who goes first picks a word defines it and uses it in a sentence correctly (providing a context clue). If he/she defines the word and uses the word correctly in a sentence with a context clue an “X” or “O” is put on the board. If either the definition or the context sentence is incorrect the opposing team or person gets a chance to steal the word. Continue until a winner is found.

**Variation:** (Tic-Tac-Toe Bean Bag Toss) For the kinesthetic learner—put the poster board on the floor and provide each person with a bean bag. Have the person/team toss the bean bag on the poster board. Wherever the bean bag lands is the word that needs defined and a context sentence stated.

**Variation 2:** Only the four corners would complete the voc-tic-tac-toe.

**Word Search:** (This game is best played in teams)

Select the chapter that will be reviewed. Tell the students in advance that they will create a word search using the words from that chapter or list of words. Write on the board one of the words from the chapter. For example: Debris.

Each team gets a turn to come up to the board and write and define the word that they can add to the “word search” by using one of the letters from the word DEBRIS.
If a correct word is given (spelling, definition, context sentence), the team gets a point. If the team cannot make a word, the opposing team has a chance to score. If none of the teams can make a word, you may add another word to the board to encourage the search. For example:

debris
 u
 b
 r
 i
 c

**Word Scramble:** This game is played best in teams.

Scramble the words from the chapter (you may add up to three unused letters to add a challenge—make sure that you let the students know the number of unused letters.)

List the scrambled words on paper or on the board. Each team takes a turn. Identify one student as the “giver” for the game. All of the team members are “receivers.” The giver reads the definition and a context clue sentence. The receiver looks at the words on the scrambled list and identifies the correct word by writing it next to the scrambled word. Each receiver will have 5 to 10 seconds to respond.

If the correct answer is given the team gets a point; if the correct answer is not given, the question goes to the opposing team for an attempt to answer and score. The team with the most points wins.

**Word splice:**
Select a word from the word list. (Don’t write it on the board!) Have the class divide into teams.

Provide lines for each letter in the word. For example: the word “debris” would look like:

_____ _____ _____ _____

Each team selects two letters of the alphabet. If the letter selected is one of the letters used in the word, the letter is written on the appropriate line. Each team takes turns selecting letters for the Mystery Word. The team who answers the final letter selection has the opportunity to define the word. If the team cannot define the word, the definition can be given by the opposing team.

A point is earned for each definition given.

**Vocabulary Hangman:**

Prepare a handout or draw a hangman on the board. Divide the class into groups.

Taking turns, give each group a definition or a word that they are to put into a sentence using context clues. For each question that the team gets incorrect, they “hang their man.” Use the following as the body parts for each “hangman.”

1. head
2. left arm
3. right arm
4. left hand
5. right hand
6. body
7. left leg
8. right leg
9. left foot
10. right foot, etc.
Keep playing until one team “hangs the man.”

**Vocabulary Match:**

The object of this game is to match the definitions to its word. On index cards, write a vocabulary word on one card, and write the definition on another card. Do this for all of the vocabulary words that you want to review. Divide the group into teams. One member from each team turns over two cards. The object is to match the word with the definition so each team has to watch the board closely. As the teams match the words/definitions they are given the cards. The team with the most cards wins.

**Big Point Sentences:**

On index cards, write the vocabulary word, context clues, parts of speech (i.e. nouns, verbs, adverbs, adjectives), punctuation (i.e. period, comma, question marks, etc).

Write a number from 1 to 5 on the back of each card.

Divide the class into groups. Give each group a set of cards and instruct them that they have 10 minutes to make as many sentences as they can from the word cards provided. Make sure that they know that each card has a value.

Each sentence must include a vocabulary word or no points are given for that sentence. After time is up, the groups have to read their sentences. If the sentences are correct, the team will add up the numbers from the back of the cards. The group with the highest number wins.