

Lesson Two

1. **amalgamate** (ə māl' gə māt') *verb* to combine
Because of his forceful personality, he was able to *amalgamate* the smaller tribes into a large and dangerous army.
syn: unite, blend, mix, consolidate *ant: splinter, disunite*

2. **ambidextrous** (əm bī dĕk' strəs) *adjective* equally skillful with either hand.
Because he was *ambidextrous*, he was good at pitching horseshoes with either hand.
syn: versatile

3. **anachronism** (ə nāk' rə nīz' əm) *noun* something or someone out of its proper time
The setting for the play was a peasant village in the Middle Ages, but in the middle of the stage was a refrigerator. What an *anachronism* that was!

4. **animate** (än' ə māt) *verb* to give life or motion to
Even a trip to the ice cream parlor did little to *animate* the two lost children.
syn: enliven, encourage, excite *ant: deaden*

5. **anthropomorphic** (än' thrə pə mōr' fik) *adjective* attributing human characteristics or qualities to objects, animals, or gods
I just hate *anthropomorphic* stories in which pigs and rabbits walk upright, dress in clothes, and speak to each other in a human tongue.

6. **antiquated** (än' tī kwā tīd') *adjective* no longer used or useful; very old
The *antiquated* car chugged slowly up the hill.
syn: obsolete, out-of-date

7. **aphorism** (äf' ə rīz' əm) *noun* a concise statement of a truth or principle
"Waste not, want not" is an *aphorism* that my father lives by.
syn: proverb, adage, maxim

8. **aplomb** (ə plŭm') *noun* self-confidence
The youngest dancer showed such *aplomb* that even the veterans of the troupe were astonished.
syn: poise, assurance *ant: awkwardness*

9. **bandy** (bän' dē) *verb* to give and take quickly in conversation; to toss back and forth
"Let's not *bandy* words," the woman told her son. "Just tell me what happened."
syn: exchange (words)

10. **bane** (bän) *noun* the cause of ruin, harm or distress, death
As he passed out midterm grades, the teacher woefully told the students, "You'll be the *bane* of me yet."

Exercise I—Words in Context

From the words below, supply the words needed to complete the sentences.

animate bane aphorism amalgamated bandied antiquated

- A. The novel *Frankenstein* is about a scientist named Victor Frankenstein, who devoted his life to studying the theories of ancient philosophers, who, Victor's contemporaries said, were too _____ to be of any modern use. Nevertheless, it was Victor's dream to _____ non-living matter and create a living being, so he continued his studies.
- B. After discovering the secret of life, Victor _____ about the idea of whether or not to create a living being. Finally, he settled the question with the _____, "Nothing ventured, nothing gained."
- C. He took various human parts and _____ them into one gigantic body which he brought to life. Victor originally thought this achievement would bring him glory, but it turned out to be the _____ of his existence.

From the words below, supply the words needed to complete the sentences.

anthropomorphic aplomb anachronism ambidextrous

- D. Most movies portray Victor Frankenstein as a mad scientist of the nineteenth century, but this is an _____, as the book was written early in the 1800's and is actually set some time in the mid-eighteenth century.
- E. Many left-handed people have become _____ when forced to adapt to a right-handed world.
- F. In the mythologies of ancient Greece and Rome, we say that the gods are _____ because they possess the characteristics and behaviors of humans.
- G. Before reading the book *How to Win Friends and Influence People*, I was terribly shy; but afterwards, I developed such _____ that I surprised even myself.

Exercise II—Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The root *chroma* means *color*.
The prefix *mono* means *one*.

The prefix *poly* means *many*.

- A. Without using a dictionary, try to define the following words:
- | | |
|------------------|---------------|
| 1. polychromatic | 4. monotonous |
| 2. monochromatic | 5. monorail |
| 3. polygon | 6. monomania |
- B. Morphology is the study of forms. Animals which take on many forms during their life cycles are called _____.
- C. List as many words as you can think of which contain the root *chroma*, the prefix *poly*, or the prefix *mono*.

Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

- | | | |
|------------------------|------------------------|----------------------|
| 1. antiquated : new :: | 2. mouse : elephant :: | 3. aplomb : poise :: |
| A. warm : hot | A. cat : dog | A. tan : brown |
| B. beginning : end | B. man : house | B. secret : gossip |
| C. never : ever | C. pen : book | C. clumsy : awkward |
| D. precise : concise | D. aphorism : essay | D. large : small |

Exercise IV—Reading Comprehension

Read the selection and answer the questions.

The Industrial Revolution which took place in England between 1750 and 1825 was to change the life of Western Europe fundamentally. These changes would be most marked in the political and social life of the mass of mankind. For example, as a group, the peasants moved or were forced off the farms and into burgeoning cities. There, people provided the cheap labor that kept the wheels of industry rolling. As the people crowded into the cities, life in the city became a matter of survival. Housing conditions were deplorable; overcrowding and unsanitary conditions were the norm. The quality of life plummeted. Because of the terrible social conditions in which the volatile mass of people lived, they were ripe to be led into some political movement. Heretofore the common man had little political voice, but it had never seemed to matter to him. Given the new conditions, however, the common man's indifference to politics would not last.

1. The main idea in this selection is that
- people provided the cheap labor that propelled the industrial revolution forward.
 - the Industrial Revolution made a profound change in the life of Western Europe.
 - the quality of life in Western Europe plummeted as a result of the Industrial Revolution.
 - the Industrial Revolution made Western Europe a mighty political and economic power.

2. The writer states or implies that
 - A. the rich people were the only ones with political power up until this time.
 - B. life in the city, as hard as it was for the peasants, was preferable to life in the country.
 - C. an armed revolution was bound to follow the Industrial Revolution.
 - D. the Industrial Revolution made the common man economically self-sufficient, although conditions were hard.

3. In this writer's opinion, it appears that the Industrial Revolution
 - A. brought wealth to the common man.
 - B. brought a good deal of suffering to the common man.
 - C. turned England into a second-rate power.
 - D. brought prosperity to everyone in the country.

4. From this article, we might infer that the Industrial Revolution
 - A. brought material wealth to a few but misery for many.
 - B. created slums in many cities.
 - C. made the poor, working people more class conscious.
 - D. All the above are correct.

Concepts Find a vocabulary word that matches the following definitions.

1. Something which exists or happens at a time other than its proper historical time. For example, when one watches a movie about the Middle Ages and sees an airplane.
2. A person, object, or situation that can cause great trouble, ruin, or death for others.
3. The ability to use either hand with equal facility.

II. *Inferences: Choose the answer which best fits the situation.*

1. A good example of *anthropomorphism* may be found in
 - A. the Bible.
 - B. animated cartoons.
 - C. popular sports.
 - D. prime time television.
3. In his work the one least likely to *bandy* words.
 - A. a politician
 - B. a stand-up comedian
 - C. a salesman
 - D. a scientist
2. An idea that some people find *antiquated* is
 - A. the survival of the fittest.
 - B. a woman's place is only in the home.
 - C. the way to a man's heart is through his stomach.
 - D. two wrongs do not make a right.

DIRECTIONS: Use this student essay to answer items 1 through 8 on the next page.

My favorite piece of clothing is a hand-me-down shirt that once belonged to my brother. It is the jersey he wore when he played on the high school football team. He was a big star on the team. He wears the shirt the day he scored the winning touchdown in the homecoming game.

The jersey are purple with gold stripes and numbers. The number 17, my brothers number, is on the front and back of the shirt, as well as on both sleeves. There are a few grass stains on the front, but they are difficult to see because the shirt is such a dark color. There are also a few tears in the fabric. The shirt was torn when somebody tried to tackle my brother during a game.

The jersey is too big for me to wear as a shirt, of course, because it is a large size and I'm a small twelve-year-old when I walk around in the shirt I have to be careful not to trip, because the shirt is so big that it touches the ground. I wear my brother's old jersey as a nightshirt, even though it is really too big for me to sleep in. In fact, if I wriggle around, I can squeeze both my arms and my head into the collar.

My brother is at college now. So I don't see him as much as I used to. That's the biggest reason that I love the shirt. It reminds me of him, so that I don't get so lonely.

DIRECTIONS: For each underlined item in the essay, choose the correction to be made. If there is no error, choose "Make no change."

1. A could wear
B was wearing
C worn
D Make no change.
2. A is
B were
C being
D Make no change.
3. A brother's
B brother
C brotherses
D Make no change.
4. A color there
B color, there
C color. there
D Make no change.

5. A I
B myself
C me myself
D Make no change.
6. A twelve-year-old that when
B twelve-year-old, when
C twelve-year-old. When
D Make no change.
7. A squeez
B squeeze
C scuieze
D Make no change.
8. A now So
B now, so
C now but so
D Make no change.