

Lesson Three

1. **beget** (bĭ gĕt´) *verb* to produce; to be the parent of
Hatred *begets* more hatred.

2. **begrudge** (bĭ grŭj´) *verb* to resent another's success; to give with reluctance
The old miser *begrudged* every cent he paid to the caretaker.
syn: envy

3. **belated** (bĭ lā´ tid) *adjective* delayed
Joan sent a *belated* birthday card to her sister.
syn: tardy; too late *ant: timely*

4. **beleaguer** (bĭ lē´ gər) *verb* to besiege by encircling (as with an army); to harass
The picnickers were *beleaguered* with pesky ants and flies.
syn: surround; annoy

5. **benediction** (bĕn´ ĩ dĭk´ shən) *noun* a blessing
We bowed our heads for the *benediction* before singing the closing hymn.
ant: curse, malediction

6. **beneficiary** (bĕn´ ə fĭsh´ ē ěr´ ē) *noun* one who receives benefits
John was the sole *beneficiary* of his Uncle Martin's vast estate.

7. **berate** (bĭ rāt´) *verb* to scold or rebuke severely and at length
The coach *berated* the three players for arriving late.
syn: rebuke; reprimand *ant: praise*

8. **berserk** (bər sŭrk´) *adjective* in a state of violent or destructive rage
My father went a little *berserk* when I told him I had put a dent in his new car.
syn: frenzied

9. **bias** (bĭ əs) *noun* a prejudiced view (either for or against) that inhibits impartial judgment
The jurors were instructed to review the facts without *bias*.
ant: impartiality

10. **bibliophile** (bĭb´ lē ə fĭl´) *noun* a lover of books
Having been a *bibliophile* since childhood, Mrs. Duncan was the perfect librarian.

Exercise I—Words in Context

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

benediction bibliophile beneficiary begets

- A. One can generally find a _____ in any library or major bookstore. Such lovers of books believe that reading is not merely an end in itself, but also an activity which _____ ideas and philosophies for the betterment of mankind.
- B. While the individual book lover grants an aspiring writer a _____ for a noble attempt, mankind itself is the _____ of an author's efforts, for it receives all the benefits of the collective ideas of the brightest and best of mankind through the ages.

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

berserk berate begrudge bias beleaguered belated

- C. For these reasons book lovers may go _____ at book burnings and meetings at which book banning is discussed. At these times, true scholars feel _____ by the small-minded men and women who think an idea can be killed by burning a book. Yet, rather than verbally _____ these book haters for their unintelligent _____, thoughtful men and women quietly look forward to a day of awareness and acceptance.
- D. I don't mind paying my bills, but I do _____ the money I send away for car insurance.
- E. I'd only recently heard about the death of Joan's mother last month, so I called and offered my _____ condolences.

Exercise II—Roots, Prefixes, and Suffixes

Study the entries, and answer the questions that follow.

The prefix *biblio* means *book*.
The root *voc, vox* means *call*.

The root *mort* means *death*.

- A. Without using a dictionary, try to define the following words:
- | | |
|-----------------|---------------|
| 1. bibliography | 4. vocation |
| 2. Biblical | 5. vociferous |
| 3. mortician | 6. mortuary |
- B. List as many words as you can think of which contain the roots *mort*, *voc* and the prefix *biblio*.



Exercise III—Analogies

Complete the analogy by choosing the most appropriate word.

- | | | |
|----------------------------|---------------------|---------------------------|
| 1. benediction : church :: | 2. beget : begot :: | 3. bibliophile : books :: |
| A. sound : sight | A. walk : run | A. philosophy : law |
| B. lecture : school | B. berate : beret | B. wisdom : television |
| C. affliction : disease | C. hero : heroine | C. Anglophile : England |
| D. creation : destruction | D. swim : swam | D. actor : movie |

Exercise IV—Reading Comprehension

Read the selection and answer the questions.

Children who are regularly spanked or beaten by their parents run a higher risk of becoming delinquents, or even killers, than children who are not physically punished. This is a conclusion drawn by Professor Murray Straus, a sociologist at the University of New Hampshire. Straus believes that the research indicates that there is a link between corporal punishment and homicide.

Straus, an expert on family violence, states: "I found that the more parents spank, and the more corporal punishment is used in schools, the higher the homicide rate." Straus, who heads his university's family research laboratory, has published twelve books.

People who receive physical punishment will not necessarily grow up to be criminals, but they may be at increased risk for violent behavior. His research, published in the journal *Social Problems*, compared homicide rates and the use of corporal punishment among United States and ten European nations. Straus also cited research findings indicating that parents who spank frequently are more likely to abuse their own offspring.

"It is difficult to establish a direct cause-and-effect relationship between spanking and violence because parents tend to spank children who are already aggressive and violent," he said. Most attending the conference would agree that severe physical punishment has damaging long-term effects on children.

- The phrase that best describes the topic of this piece is
 - violence in the home.
 - a more violent society.
 - the dangers of spanking.
 - parents and children.
- The main idea of this piece is
 - parents who spank their children are more likely to abuse their children physically than parents who do not spank.
 - parents who received large amounts of physical punishment as a child are more likely to abuse their own children than those who didn't.
 - spanking and physical abuse may turn children into delinquents.
 - Europeans physically punish children less than Americans do.
- The article suggests, or states, that
 - children who are aggressive and violent are spanked more often than children who are not.
 - severe physical punishment has long-term effects on children.
 - more murders are committed in the United States than in Europe.
 - Both A and B are correct.
- The author gathered the facts he used to arrive at his conclusions by
 - talking with murderers.
 - sitting down and thinking a long time about it.
 - comparing the homicide rate and the use of corporal punishment in the U.S. with the same data from ten European nations.
 - talking with police, killers, and judges.



Lesson 3 - Concepts

1. An inclination for or against someone or something, inhibiting impartial judgment.
2. Anyone who derives benefit from something. The only living relative, could be said to be the sole one.
3. Since *phil* means *love* and *biblio* means *books*, what do you suppose you might call a lover of books?

V. Inferences: Choose the answer which best fits the situation.

1. A benediction is most frequently said in a
A. church.
B. school.
C. public building.
D. college.
3. A berserk person is likely to demonstrate
A. a lack of self-control.
B. a good mind.
C. an excess of energy.
D. a well-developed body.
2. One is most likely to begrudge an enemy's
A. failures.
B. successes.
C. lies.
D. troubles.



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

In the play, *A Marriage Proposal*, by Anton Chekhov, a man arrives at a friend's house to propose marriage to his daughter, but his plan is almost ruined by a series of petty arguments. In this satirical play, the writer shows that most people are small-minded fools who are consumed with minor disagreements.

As the play begins, Stepan, the father of Natalia, greets Ivan, who has come to ask for Natalia's hand in marriage. Each man reveals his selfishness almost immediately. Stepan worries that Ivan, whom he greets as a "dear friend," has come to borrow money, which Stepan decide's not to lend even though he is wealthy. Ivan reveals to the audience that he does not love Natalia, however, he believes she would make a good wife.

Ivan tries to propose later, he and Natalia quarrel about unimportant matters. Such as who owns an insignificant meadow, then who owns the best hunting dog. Each time, their ridiculous argument makes Ivan forget the purpose of his visit.

When Natalia finally learns from her father the purpose of Ivan's visit, she tries to set aside their differences so that she can accept Ivan's proposal. Yet as soon as she agrees to marry Ivan, the argument is resumed by them about the hunting dog. By ending his play this way, the characters of Chekhov show their true nature and lets the audience know that they will never change their silly ways.

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 disagreements
B disagreemints
C disagreemince
D Make no change.
2. A come
B coming
C had came
D Make no change.
3. A decides's
B decides'
C decides
D Make no change.
4. A Natalia, however he believes
B Natalia: however, he believes
C Natalia; however, he believes
D Make no change.
5. A Ivan does try
B Ivan's trying
C When Ivan tries
D Make no change.
6. A matters; such as
B matters, such as
C matters: such as
D Make no change.
7. A they resume their argument about the hunting dog
B the argument about the hunting dog resumes by them
C the hunting dog argument is resumed by them
D Make no change.
8. A Chekhov shows his characters' true nature
B the true nature of Chekhov's characters show
C showing the true nature of Chekhov's characters
D Make no change.