

## Lesson Two

1. **amalgamate** (ə mäl' 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** (äm 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** (ä näk' 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*syn: obsolete, out-of-date*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** (bān) *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.

## Lesson 2 *Concepts*

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.

**Grammar Practice:**

1. We (is, are) going to go to the movies today after school.  
a. is b. are
2. The tables (was, were) loaded down with food during the holidays.  
a. was b. were
3. Several of the children (was, were) painting the wall with their fingers.  
a. was b. were
4. Some of the cake (was, were) left on the table.  
a. was b. were
5. Some of the boxes (was, were) opened and thrown in the trash.  
a. was b. were
6. Nobody near the trees (likes, like) the new game that they are playing.  
a. likes b. like
7. Few of the apples (is, are) still hanging on the tree.  
a. is b. are
8. James and Sally (is, are) going to find the new book.  
a. is b. are
9. Tilda (seems, seem) to think that Tom was not at home.  
a. seems b. seem
10. J.J. (is, are) the neighbor's really sweet dog.  
a. is b. are

**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.
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.
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