The Heinle & Heinle TOEFL Test Assistant

Vocabulary

Успешная сдача TOEFL Лексика

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Milada Broukal
Бройкал М.

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С помощью тестов TOEFL (Test of English as a Foreign Language) и TWE (Test of Written English) проверяют знание английского языка в его устной и письменной форме у иностранцев, поучаствовавших в американские университеты. Книга содержит тексты по биологии, физике, истории, искусству и социологии, близкие к предложенным на экзамене, и систему упражнений и контрольных заданий на усвоение изученного материала. Пособие может быть использовано для занятий в группе с преподавателем или для самостоятельной работы.

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Милада Бройкал

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Ответственный редактор Л. И. Кравцова
Технический редактор Э. С. Соболевская
Корректор Е. Е. Комарова
Компьютерная верстка Д. С. Парсаданика

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**TO THE STUDENT**

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David C. Lee, Editorial Director
Martha Liebs, Production Editor
John F. McHugh, Market Development Director

Also participating in the publication of this program were:

Publisher: Stanley J. Galek
Editorial Production Manager: Elizabeth Holthaus
Project Manager: Publication Services
Assistant Editor: Kenneth Mattson
Associate Marketing Manager: Donna Hamilton
Production Assistant: Maryellen Eschmann
Manufacturing Coordinator: Mary Beth Hennebury
Interior Designer: Publication Services
Cover Illustrator: George Abe
Cover Designer: Kimberly Wedlake

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To the Teacher

The Heinle & Heinle TOEFL® Test Assistant: Vocabulary is a vocabulary building text that prepares students to meet the vocabulary needs in all sections of the TOEFL® test; i.e., Listening Comprehension, Structure and Written Expression, and Vocabulary and Reading Comprehension, in a variety of ways.

Each section of the TOEFL® test has different vocabulary needs. The Listening Comprehension section requires vocabulary in the form of idioms, phrasal verbs, and everyday and specific vocabulary. The Structure and Written Expression section tests knowledge of suffixes, and of confusing words. The Vocabulary and Reading Comprehension section requires looking for contextual clues that reveal the meaning of a word. When contextual clues are not helpful, a knowledge of synonyms, roots, and prefixes will help to find the meaning. It is, therefore, important to address all these needs in a comprehensive TOEFL® test vocabulary book.

Each chapter of The Heinle & Heinle TOEFL® Test Assistant: Vocabulary addresses the different vocabulary needs for the test. The vocabulary is contextualized in the beginning of each chapter in a reading passage or conversation. These do not replicate the passages or conversations found on the test because their purpose is to promote classroom activity and learning skills. Similarly, in Chapter 1, “Words in Context,” vocabulary is contextualized in passages of lower overall difficulty than those found on the actual exam, since its aim is to strengthen the vocabulary teaching aspect of the book. The readings are, however, selected from areas of readings covered by the TOEFL® test such as biology, physical science, history, art, and social science.

Structure of Each Chapter

- **Presentation**
  A reading or listening passage, a dialogue, or a structure passage presents the vocabulary to be studied in the unit in contextualized form.

- **Comprehension questions**
  Comprehension questions follow the passages or dialogues. These questions are followed by tasks to encourage students to use contextual clues and relate words with one another. Students can work alone, in groups, or in pairs.

- **Strategies for vocabulary development**
  Strategies are presented that deal with the particular vocabulary building focus of the chapter.
• Exercises
There are a variety of exercise types ranging from multiple choice, blank filling, correcting errors, completing word lists, using the dictionary to find out meanings, and so on. These exercises can be done in the classroom with students interacting in pairs or groups or they can be assigned as homework.

• End of chapter tests
The end of unit test focuses on the vocabulary taught in the unit. The question types are similar to those found on the TOEFL® test.

How to Use This Book

1. Order of presentation
The units in this book do not have to be covered in the order presented. You can either follow the order of the book or choose the units that tie in with your curriculum.

2. Classroom use
The introductory passages and/or dialogues with the questions and tasks that follow can be used for interactive work, with students working in groups or pairs to answer the questions. If more listening skills need to be worked on, you can read the reading passages and the dialogues aloud. After going over the strategies with the students, the exercises that follow can be either worked on in the classroom, or if there is not enough time to cover them in class you can assign them as homework.

3. Use of dictionaries
The use of a good dictionary is encouraged, however it is recommended that the dictionary act as a reinforcement after the student has tried to work out the meaning of a word by himself/herself through context or other clues.
To the Student

This book will help you to build your vocabulary for all sections of the TOEFL®. Study the chapters in this book, but don’t stop there. Vocabulary learning is a lifelong process; make sure you learn some new words every day. The following are some strategies for building your vocabulary whether you are working alone or in the classroom.

Strategies for Vocabulary Building

- **Read as much as you can**
  By reading as many magazines, fiction and non-fiction books, and journals as you can, you will encounter new words. You can guess the meanings of many of these words by their context—that is, you will get a clue to the meaning from the words that surround the new word. If you are still not sure, you can look up the word in a dictionary to check if you were right.

- **Use a dictionary**
  Buy a good dictionary, preferably a college-level dictionary. The dictionary should be all English, not a bilingual one. A good dictionary should include the following information about a word:
  - its pronunciation
  - its part of speech (noun, adjective, verb)
  - a clear, simple definition
  - an example of the word used in a sentence or phrase
  - its origin (root, prefix)
  You can also use a pocket dictionary if you travel back and forth to classes.

- **Learn roots, prefixes, and suffixes**
  Roots and prefixes from Latin and Greek make up many English words. It has been estimated that more than half of all English words come from Latin and Greek. Prefixes are added to the beginning of a root and suffixes are added to the end to modify the meaning of words. Learning these will help you increase your vocabulary.

- **Learn from listening**
  Listening to good programs on the radio and television as well as to people who speak English well is another way of improving your vocabulary. Since you cannot always ask the speaker to tell you what a particular word means, write down the words and look them up later.
• Use a dictionary of synonyms and antonyms
  Synonyms are words that have almost the same meaning; antonyms are words that have almost the opposite meaning. Knowing the synonyms and antonyms of a word will expand your vocabulary. Some dictionaries of synonyms and antonyms explain each synonym and how it differs in meaning from other synonyms. Since no two words have the exact same meaning, this is very useful for you.

• Make your own word list
  Get a notebook for your vocabulary study and use it to create your own word list. Whenever you read and come across a word you don’t know, write it down in your notebook together with the sentence in which you found it. Try to work out the meaning of the word from its context. Then look the word up in a dictionary and write the definition in your notebook. Also, write down any other information such as the root of the word, and see how it is connected to the meaning. Lastly, write your own sentence using the word. Writing will help you remember the word and its meaning. Try to add a new word to your list every day.

• Create your own theme groups
  Words are easier to remember and learn when you group words with similar meanings under a theme. For example,

  ![Diagram of synonyms and antonyms]

  Then you can make another theme with the opposite.

  ![Diagram of antonyms]

• Use your new words
  Using your new words whether it be in speaking or writing is an important step in learning them.
Text Credits

I would like to acknowledge the sources for some of the passages used in this text. In some cases several sources were used for a passage, in others the passage was slightly changed in content or style. The following is a list of the sources used:

Chapter 1

Chapters 2 & 3

Chapter 5

Chapter 10

Chapter 12

Chapter 13
The passages in this section are based on information in the Kids’ World Almanac of History by Deborah G. Felder, Pharos Books, New York, 1991.
CHAPTER 1

Words in Context

Introduction
At some point there may be a word you do not know the meaning of, and there may be no prefix or root to help you. In this case, you must look at the context of the word.

The context of a word is the setting in which the word occurs in speech or in writing. Since you normally learn words by hearing or seeing them in contexts, developing this ability will help you to learn more words.

The following readings include exercises for words in context. With the exception of the last three selections, these passages are lower in overall difficulty than the reading passages you will find in the TOEFL® since the aim of this book is to teach vocabulary.
STRATEGIES

- When looking for clues to the meaning of a word in context, one of the following types of contextual clues will help you:

  1. *Straight definitions*  In some cases where there is an unusual word, a definition of the word is given close by. Try to understand the definition and apply it to the word in context.

  2. *Paraphrases or synonyms*  Look for the possibility of another word or phrase in the context that has the same meaning.

  3. *Implied meaning*  In some contexts direct clues are not given but just implied. In this case you must think about the context and guess what the meaning of the word can be. Even if you cannot determine its exact meaning, you will be able to determine its general meaning.

- Every time you read, practice looking for contextual clues. This will encourage you to analyze the meaning of what you read, and will also train you to think about words and their meanings.
Biology Reading

Read the following passage.

Otters belong to another group of animals, the mustelids. This word comes from the Latin, and means “weasel.” Other members of this family of animals include weasels, skunks, and badgers. They are all short-legged, have thick coats of fur and sharp, tearing teeth, and are carnivorous or meat-eating mammals.

Otters love water, and their webbed feet, thick tails, and dense fur make them well-suited for life in the water. Two kinds of otters are found in and around North America. One is a fresh-water otter; the other is a sea otter.

The home of the fresh-water otter is usually a hole dug into the bank of a stream or lake. The hole leads to a den lined with leaves. Here, the young, usually two or three, are born in late winter or early spring. Before the young can swim, the mother sometimes carries them about on her back in the water and feeds them milk.

But the young learn very quickly to swim themselves. Their parents teach them to dive and to catch the fish on which they feed. Soon the cubs are able to stay underwater for as long as four minutes.

Sea otters are larger and heavier than fresh-water otters. Their thick fur is dark brown with white at the tips and has a frosted appearance. They have white whiskers from which they get the nickname, the “old men of the sea.”

EXERCISE 1

Working Out the Meaning

Find the words below in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

EXAMPLE:

1. fur
   a. thick hair on the body of an animal
   b. hard skin on the body of an animal

In the passage the words “thick coats” are close to the word “fur.” A coat is usually made of animal hair, not “hard skin”; therefore, the correct answer is (a).

2. carnivorous
   a. meat-eating
   b. plant-eating

3. mammals
   a. animals that lay eggs
   b. animals that give milk

4. webbed
   a. with skin between the toes
   b. with long nails on the toes

5. dense
   a. thin
   b. thick

6. den
   a. home of a meat-eating animal
   b. dead animal used for food

7. to dive
   a. run quickly
   b. jump into the water
EXERCISE 2

Dictionary Work

A. Where do these animals live? Match the animal with its home. You may use the same home more than once.

<table>
<thead>
<tr>
<th>den</th>
<th>hive</th>
<th>web</th>
<th>nest</th>
</tr>
</thead>
<tbody>
<tr>
<td>stable</td>
<td>hive</td>
<td>web</td>
<td>nest</td>
</tr>
</tbody>
</table>

1. otter 2. rabbit
3. bee 4. lion
5. spider 6. pig
7. horse 8. bird

B. List other animals and their homes.

EXERCISE 3

What is the name for the animal's baby? Match the animals on the left with the names of their young on the right. You may use the name of the young more than once.

____ 1. otter
     2. goat
     3. cow
     4. cat
     5. dog
     6. horse
     7. lion
     8. deer

     a. puppy
     b. cub
     c. kitten
     d. foal
     e. kid
     f. fawn
     g. calf
Science Reading (1)

Read the following passage.

The shooting star that streaks across the sky is a tiny particle or piece of matter from outer space. When the particle enters the earth’s atmosphere, friction with the air causes it to glow white hot and then turn to gas. Most of these particles, or meteors, are smaller than a grain of rice.

Comets move around the sun and have a very bright head and a long tail. Many meteors seem to be fragments of comets that crashed into one another. Other meteors are tiny particles from the tails of comets. Some meteors are iron and some are stone.

Once in a while, an extra bright meteor, or fireball, appears. Fireballs can sometimes be seen during the day and may even be as bright as the full moon. Some meteors survive their fall through the Earth’s atmosphere and land on the ground. These are called meteorites, and are usually cool enough to touch when they land.

EXERCISE 1

Working Out the Meaning

Find the words below in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. streak
   a. move very fast
   b. move slowly

2. particle
   a. piece of matter
   b. piece of space

3. friction
   a. appearance
   b. rapid movement

4. grain
   a. seed
   b. field

5. glow
   a. give out cold
   b. give out light

6. fragments
   a. small pieces
   b. ice pieces

7. crashed
   a. hit violently
   b. mix slowly

8. land
   a. go out
   b. come down

EXERCISE 2

One word in each group does not belong. Find the word.

1. hot glow cool grain
2. particle fragment comet grain
3. meteor comet fireball sky
4. space moon star land
EXERCISE 3

Dictionary Work

The following words represent small pieces or quantities. Match the word and the object it goes with.

<table>
<thead>
<tr>
<th>grain</th>
<th>fragment</th>
<th>trace</th>
<th>blade</th>
</tr>
</thead>
<tbody>
<tr>
<td>speck</td>
<td>flake</td>
<td>breath</td>
<td>item</td>
</tr>
</tbody>
</table>

1. _grain_ of sand  
2. _blade_ of grass  
3. _speck_ of dust  
4. _breath_ of fresh air  
5. _flake_ of snow  
6. _item_ of news  
7. _fragment_ of a vase  
8. _trace_ of poison

---

EXERCISE 4

Put the following words in order of size from the smallest to the largest.

<table>
<thead>
<tr>
<th>earth</th>
<th>star</th>
<th>meteor</th>
<th>universe</th>
</tr>
</thead>
<tbody>
<tr>
<td>solar system</td>
<td>galaxy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. _meteor_  
2. _earth_  
3. _star_  
4. _solar sys_  
5. _galaxy_  
6. _universe_
Reading about People

Read the following passage.

Horace Mann has been called the “Father of Public Education” because of the great educational reforms he started in American public schools.

He was born in 1796 in Massachusetts. Mann gave up a promising career as a lawyer to become the first superintendent of education for Massachusetts in 1837. For twelve years he pleaded, argued, and lectured the state government to improve the schools.

Mann was a dedicated reformer. He even spent his vacations visiting schools around the country. Mann believed the effort was worth the price. In his opinion a democratic republic needed well-educated citizens.

During his term as superintendent, education made important strides in Massachusetts. He doubled teachers’ salaries, and raised the minimum time children must attend school to six months a year. He improved the quality of teaching by starting new training schools for teachers.

---

EXERCISE 1

Working Out the Meaning

Find the words in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. reforms
   a) improvements  
   b) arrangements

2. promising
   a) untrustworthy
   b) hopefully successful

3. pleaded
   a) implored
   b) understood

4. lectured
   a) taught
   b) warned

5. dedicated
   a) devoted
   b) educated

6. effort
   a) chance
   b) hard work

7. term
   a) improvement
   b) period of time

8. strides
   a) steps forward
   b) arguments

---

EXERCISE 2

Dictionary Work—Time Periods

A. Look up the words below and then complete the sentences.

<table>
<thead>
<tr>
<th>period</th>
<th>spell</th>
<th>term</th>
<th>semester</th>
<th>era</th>
</tr>
</thead>
<tbody>
<tr>
<td>span</td>
<td>decade</td>
<td>an epoch</td>
<td>age</td>
<td></td>
</tr>
</tbody>
</table>
1. The __________ of space exploration started in the 1960s.
   a. period  
   b. era  
   c. spell

2. The computer __________ has helped to improve global communication.
   a. age  
   b. term  
   c. span

3. The discovery of the Americas began __________ of adventure.
   a. a semester  
   b. a spell  
   c. an epoch

4. From 1990 to the year 2000 is the last __________ of the 20th century.
   a. epoch  
   b. decade  
   c. span

5. Many colleges in the United States run on __________ system.
   a. a decade  
   b. an era  
   c. a semester

6. The president of the United States can only serve two __________ of four years.
   a. epochs  
   b. terms  
   c. age

7. The Civil War was the climax of a very important __________ in the growth of the United States of America.
   a. period  
   b. spell  
   c. age

8. The northern part of the country experienced a very cold __________ in the winter of 1993.
   a. term  
   b. spell  
   c. era

9. The Pony Express lasted for a __________ of 18 months.
   a. term  
   b. spell  
   c. span

B. List any other words you know for periods of time.

---

**EXERCISE 3**

One word in each group does not belong. Find the word.

1. oppose resist start rebel
2. protest demonstrate riot improve
3. plead urge teach request
The Shoshone were a group of Indian tribes who lived in the western plains of Wyoming, Utah, Nevada, and Idaho. Life in this almost arid, desertlike region was difficult. The Shoshone lived by hunting small animals and gathering nuts, fruits, and seeds. Most Shoshone lived together in small family groups. An older person in each group was the leader. Each group was known to the others by the type of food that was plentiful in its particular region. The “Sheep Eaters” and “Seed Eaters” were two such groups.

In the 1700s the Shoshone received guns from the Spanish. Some of them became hunters like their neighbors, the nomadic Comanche tribe.

Perhaps the most famous member of the Shoshone tribe was Sacagawea, the woman who accompanied Merriwether Lewis and William Clark on their expedition across the West.

Today, more than 10,000 Shoshone Indians live on or near reservations in the western United States. Most of them are ranchers, farmers, and laborers.

---

**EXERCISE 1**

**Working Out the Meaning**

Find the words in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. arid  
   a. dry  
   b. wet  
2. gathering  
   a. scattering  
   b. collecting  
3. plentiful  
   a. scarce  
   b. abundant  
4. particular  
   a. special  
   b. general  
5. nomadic  
   a. wandering  
   b. farming  
6. accompanied  
   a. settled with  
   b. went with  
7. expedition  
   a. journey  
   b. trade  
8. laborers  
   a. traders  
   b. workers

---

**EXERCISE 2**

**Dictionary Work**

A. Look up the adjectives below. Put the adjectives under the two headings dry / not dry.

<table>
<thead>
<tr>
<th>damp</th>
<th>arid</th>
<th>dessicated</th>
<th>humid</th>
<th>baked</th>
</tr>
</thead>
<tbody>
<tr>
<td>parched</td>
<td>saturated</td>
<td>immersed</td>
<td>soaked</td>
<td>moist</td>
</tr>
</tbody>
</table>
Dry

Not Dry

B. Add your own words under each heading.

EXERCISE 3

Synonyms and Antonyms
List as many synonyms of plentiful and of its antonym scarce as you can.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>plentiful</td>
<td>scarce</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 4

One word in each group does not belong. Find the word.

1. expedition journey voyage reservation
2. ranchers farmers laborers neighbors
3. gathering collecting hunting picking
4. wanderer tribe traveler nomad
History Reading

Read the following passage.

Sequoy was a Cherokee Indian who invented an alphabet that **enabled** his people to read and write their own language.

Sequoy was born in Tennessee in 1770, the son of an Indian mother and a white father. Sequoy was first a hunter, but after a hunting accident he became a trader. Sequoy had no education, but he knew that reading and writing were important. He began to work on an alphabet for the Cherokee language. In 1823, after 12 years of work, his alphabet was ready. It consisted of symbols for 85 sounds that **make up** the Cherokee language.

Within a few months thousands of Cherokees learned to read and write using the new alphabet. Soon a Cherokee newspaper called the *Phoenix* was being published. Its **columns** carried news in both English and Cherokee.

Sequoy became a teacher and moved to Oklahoma where he continued to teach the alphabet. The **huge** sequoia trees, known for their great size, that grow in California are named in his memory and **honor**.

---

**EXERCISE 1**

*Working Out the Meaning*

Find the words below in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. enabled  
   a. let  
   b. made

2. make up  
   a. color  
   b. comprise

3. columns  
   a. newspaper articles  
   b. newspaper sellers

4. huge  
   a. immense  
   b. minuscule

5. honor  
   a. courage  
   b. recognition

---

**EXERCISE 2**

*Dictionary Work*

One word in each group does not mean **big**. Find the word.

1. bulky. immense dwarf
2. vast infinitesimal colossal
3. monumental minute substantial
4. considerable huge memorial
EXERCISE 3

A. Where do you find these? Put the words below under the correct heading.

<table>
<thead>
<tr>
<th>column</th>
<th>bibliography</th>
<th>article</th>
</tr>
</thead>
<tbody>
<tr>
<td>editorial</td>
<td>headline</td>
<td>appendix</td>
</tr>
<tr>
<td>index</td>
<td>biography</td>
<td>glossary</td>
</tr>
</tbody>
</table>

Newspaper

Book


B. Add other words under each heading.

---

EXERCISE 4

Give synonyms for the following phrasal verbs. You may write more than one synonym.

1. make up = comprise
2. set up = establish
3. put up =
4. take place =
5. tie up =
6. pick up =

12
Reading on Earthquakes

Read the following passage.

The people of Mexico City felt the ground shake several times on September 19–20, 1985. Each tremor was a little stronger than the one before. A rumbling sound seemed to approach the city. The rumble increased to a roar, as if a huge train were rushing through a tunnel under the streets. The ground rose and fell in waves. After the main shocks came a brief pause, followed by renewed shaking, the aftershock.

People were thrown off their feet by the shaking of the earth. Apartment buildings crumbled into heaps. Many buildings in Mexico’s capital were damaged. Thousands of persons were hurt or killed by falling buildings.

---

EXERCISE 1

Working Out the Meaning

Find the words in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. tremor
   a. shake
   b. wave

2. rumbling
   a. a deep sound
   b. a loud sound

3. roar
   a. soft sound
   b. loud sound

4. pause
   a. stop
   b. shake

5. heaps
   a. piles
   b. shakes

6. damaged
   a. cracked
   b. destroyed

---

EXERCISE 2

Dictionary Work

A. Look up the words below that mean damage / destroy. Then put them under the headings they go with. You may use the same word more than once.

<table>
<thead>
<tr>
<th>hurt</th>
<th>impair</th>
<th>injure</th>
<th>spoil</th>
</tr>
</thead>
<tbody>
<tr>
<td>harm</td>
<td>mar</td>
<td>damage</td>
<td>destroy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Your Leg</th>
<th>Your Reputation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Painting</td>
<td>The Environment</td>
<td>Your Health</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Add your own words for destroy/damage under the headings. You can start a new heading.

---

**EXERCISE 3**

A. Work alone or with a partner. Look up the words for the *types of sound* given below. Put each under one of the headings.

<table>
<thead>
<tr>
<th>roar</th>
<th>rumble</th>
<th>rattle</th>
<th>crack</th>
<th>hum</th>
</tr>
</thead>
<tbody>
<tr>
<td>rustle</td>
<td>squeak</td>
<td>bang</td>
<td>slam</td>
<td>hummur</td>
</tr>
</tbody>
</table>

*Continuous Sound*  
*Single Sound*

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Add more sounds under each heading.

---

**EXERCISE 4**

Choose the sound that is louder.

1. a. hum          2. a. rustle          3. a. roar      
   b. rumble        b. rattle           b. rumble

4. a. crack         5. a. murmur         6. a. bang       
   b. slam           b. rumble           b. squeak
EXERCISE 5

Choose the correct sound to complete the sentence.

1. The bees are ____________ around the flowers.
   a. humming  b. squeaking

2. The mouse ____________
   a. cracked  b. squeaked

3. The wind ____________ the door shut.
   a. slammed  b. roared

4. The leaves ____________ in the wind.
   a. rattled  b. rustled

5. The thunder ____________ in the distance.
   a. slammed  b. roamed

EXERCISE 6

A. Match the animal with the sound it makes.

   1. a bee  a. hisses
   2. a bird  b. buzzes
   3. a snake  c. bleats
   4. a sheep  d. twitters
   5. a lion  e. croaks
   6. a frog  f. roars

B. Write three more animals and the sound they make.
Science Reading (2)

Read the following passage.

Rubber can be made from latex, the sap of a rubber tree. Rubber can also be made synthetically by combining the chemical elements carbon and hydrogen. Synthetic substances are often artificial imitations of natural substances. A synthetic that is exactly like a natural substance is made up of the same elements as the natural substance. For example, a natural diamond is made up of carbon atoms, but the atoms are arranged in a certain pattern. A synthetic diamond is also made up of carbon atoms, but the atoms are arranged in a pattern by people. Nevertheless, the synthetic diamond is still a real diamond. However, there are imitation diamonds made of the chemical compound titanium dioxide. These diamonds are not synthetic. They are fake diamonds because they are not made of up the same chemical elements as natural diamonds.

A synthetic product may be better than a natural substance. For example, synthetic rubber is better than natural rubber for some uses because it can be made stronger.

EXERCISE 1

Working Out the Meaning

Find the words in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. sap
   a. chemical
   b. juice
2. synthetically
   a. artificially
   b. naturally
3. elements
   a. basic substances
   b. products
4. imitations
   a. chemicals
   b. copies
5. pattern
   a. substance
   b. arrangement
6. fake
   a. false
   b. natural

EXERCISE 2

Dictionary Work—“Not real”

A. The words fake, false, counterfeit, phony, and artificial all mean “not real.” Put the words below under the correct heading. You may use the same word more than once.

<table>
<thead>
<tr>
<th>smile</th>
<th>flowers</th>
<th>sweetener</th>
<th>address</th>
</tr>
</thead>
<tbody>
<tr>
<td>diamonds</td>
<td>picture</td>
<td>impression</td>
<td>alarm</td>
</tr>
<tr>
<td>money</td>
<td>letters</td>
<td>statement</td>
<td>teeth</td>
</tr>
<tr>
<td>False</td>
<td>Fake</td>
<td>Counterfeit</td>
<td></td>
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<tr>
<td>-------</td>
<td>------</td>
<td>-------------</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Phony</td>
<td>Artificial</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

B. Add your own words under each heading. You can start a new heading.

---

**EXERCISE 3**

*Liquids*

**EXAMPLE**

*Sap* = liquid in a plant

*Juice* = liquid in a fruit or vegetable

Write the definitions of these words:

1. secretion =
2. resin =
3. extract =
4. fluid =

---

**EXERCISE 4**

One word in each group does not belong. Find the word.

1. arrangement order copy
2. artificial compound counterfeit
3. a product a form of matter a basic substance
Science Reading (3)

Read the following passage.

A satellite is a body that moves in an orbit about a larger body. Our moon is a satellite of Earth. Earth and the eight other planets are satellites of the sun. These are natural satellites. The Earth has many artificial satellites too. Most artificial satellites are used for research and communication.

Communication satellites have had the greatest effect on our daily lives. They have made it possible for live radio and television broadcasts to be carried around the world.

A communication satellite is like a big mirror for radio and television signals. A television signal is sent from Japan high into space and hits the communication satellite. It bounces off the satellite and is directed toward the United States, where it is picked up by television stations and relayed to millions of viewers at home.

EXERCISE 1

Working Out the Meaning

Find the words in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. satellite
   a. a body that moves
   b. a body that moves around a larger body

2. an orbit
   a. a planet
   b. a path

3. live
   a. seen as it happens
   b. recorded

4. broadcasts
   a. stations
   b. presentations

5. bounces off
   a. passes by
   b. springs back from

6. relayed
   a. transmitted
   b. stopped

EXERCISE 2

One word or word phrase in each group does not belong. Find the word.

1. carry around relay hit transmit
2. broadcast space viewers television
3. planet television satellite earth
4. orbit communication radio television
**EXERCISE 3**

*Dictionary Work*

The following words indicate "paths." Choose the appropriate word to complete the sentences.

<table>
<thead>
<tr>
<th>orbit</th>
<th>trail</th>
<th>circuit</th>
<th>course</th>
</tr>
</thead>
</table>

1. The hunter followed the animal's ____________
2. The satellite went out of its ____________ and lost contact with earth.
3. After the flood, the ____________ of the river changed.
4. The movie was shown only on closed ____________ television.

---

**EXERCISE 4**

List as many synonyms of *transmit* and of its antonym *pick up* as you can.

*Synonyms* | *Antonyms*
---|---
1. transmit | pick up
2. send out | 
3. | 
4. | 
5. | 
6. | 

---

19
Reading on Literature

Read the following passage.

The three major types of poetry are narrative, lyric, and dramatic. Narrative poetry tells a story. It includes epic poems, which are long tales or stories usually taken from history, or legends about brave or heroic acts.

The ballad is another kind of narrative poem. It is shorter and is often sung. Lyric poetry tells the poet’s own feelings and thoughts. Lyric poems were once sung to the musical accompaniment of a stringed instrument called a lyre, after which the poetry was named.

Dramatic poetry has characters who tell a story through dialogue, just as a play does. Some plays, such as those of Shakespeare, are written almost entirely in verse or poetry.

EXERCISE 1

Working Out the Meaning

Find the words in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. narrative
   a. poetry
   b. story

2. epic
   a. a short story
   b. a long poem

3. tales
   a. stories
   b. poems

4. heroic
   a. something from history
   b. something brave

5. characters
   a. poems
   b. people

6. dialogue
   a. conversation
   b. thoughts

7. verse
   a. poetry
   b. songs

EXERCISE 2

Dictionary Work

Look up the words below and then complete the sentences.

<table>
<thead>
<tr>
<th>a chronicle</th>
<th>verse</th>
<th>dialogue</th>
<th>prose</th>
<th>a nursery rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>a rhyme</td>
<td>a poet</td>
<td>a lyric</td>
<td>an epic</td>
<td>a monologue</td>
</tr>
</tbody>
</table>
1. A long story full of brave actions is ____________.
2. A person who writes poems is ____________.
3. A story or real events over a period of time in the order in which they happened is ____________.
4. A short story that is often sung is ____________ poem.
5. Shakespeare's plays are written in ____________.
6. Written language, not poetry, as in books or newspapers is called ____________.
7. A word or line which ends with the same sound as another as in "day" and "way" is ____________.
8. A short well-known song or poem for young children is ____________.
9. A long speech or poem spoken by one person is ____________.
10. A written conversation in a book or play is ____________.

EXERCISE 3

One word in each group does not belong. Find the word.

1. story tale anecdote abridgement
2. fearless heroic accomplished brave
3. personage figure accompaniment character
4. legend fable history myth
Archeology Reading

Read the following passage.

Ancient peoples often built cities on top of older decayed ones. Many layers, called strata, made at different times may be in one site, underneath each other. Archeologists very carefully dig down through the layers, keeping accurate records all the while. It is important that archeologists record exactly where an object was found, and what other objects were found near it, in order to know the context of a find. Then they can build a sequence of events in the correct order. If a single object is removed, this valuable evidence of the order in which objects were buried will be destroyed.

Archeologists seek the help of other experts to discover all they can about an object. Botanists identify plants from which preserved pollen grains or seeds originally came. Zoologists can do the same from animal remains.

EXERCISE 1

Working Out the Meaning

Find the words in the passage. Try to guess the meaning of the words from the passage. Circle the correct answer.

1. decayed
   a. ruined
   b. removed
2. strata
   a. times
   b. layers
3. site
   a. place
   b. animal
4. accurate
   a. original
   b. precise
5. context
   a. environment
   b. reading
6. seek
   a. dig
   b. try to find
7. preserved
   a. carefully kept
   b. destroyed
8. remains
   a. corpses
   b. seeds

EXERCISE 2

Dictionary Work

Look up the words below. Then match the words in Column A with the group they are connected to in Column B. You may use one word more than once.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. remnants</td>
<td>a. food</td>
</tr>
<tr>
<td>2. remains</td>
<td>b. money</td>
</tr>
<tr>
<td>3. leftovers</td>
<td>c. clothes</td>
</tr>
</tbody>
</table>
4. remainder  
5. relics  
6. residual  

d. animals  
e. destroyed buildings  
f. old times, objects  
g. water

EXERCISE 3

Synonyms and Antonyms
List as many synonyms of accurate and of its antonym incorrect as you can.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurate</td>
<td>incorrect</td>
</tr>
<tr>
<td>exact</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 4

One word in each group does not belong. Find the word.

1. site place country  
2. position locality building  
3. situation city spot  
4. scene point botanist

EXERCISE 5

Decay and Rot
To decay = to rot.
To rot = to decay only for organic matter (living things).

Put the following words under the correct heading.

<table>
<thead>
<tr>
<th>teeth</th>
<th>flesh</th>
<th>apples</th>
<th>a statue</th>
<th>trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>society</td>
<td>standards</td>
<td>buildings</td>
<td>tomatoes</td>
<td>wood</td>
</tr>
</tbody>
</table>
Decay | Rot
---|---
buildings | apples
---|---
---|---
---|---
---|---
---|---
---|---

EXERCISE 6

Preserve

We can *preserve* things in many ways. Can you add to the list below?

1. To dehydrate—to remove water from

2. To pickle—to put in vinegar and salt water

3. __________________________

4. __________________________

5. __________________________

Sample TOEFL® Tests

The following three passages are similar to those found in the Reading Section of the TOEFL® test.

Sample Test 1

Anna Mary Robertson Moses, known as “Grandma” Moses, began to paint in 1938 at the age of 78, after giving up embroidery due to an arthritic condition. Two years later her first exhibition was held and this 80-year-old self-taught artist experienced sudden and dramatic success. Moses had spent her life first as a hired girl and later as the wife of a farmer, and her paintings *reflected* the peace and simplicity of the country life she had always known. Scenes such as harvesting, collecting sap for maple syrup, county fairs and landscapes in all seasons from snow-covered villages to summer fields, were the pleasant subjects she chose for her work.

People were attracted to Moses’ appealing subjects and her *renditions* of the seasons and landscapes of her native New York State. However they were just as moved by the story of this gifted *octogenarian* who with no formal training went from complete *obscurity* to world fame in a handful of years, and who opened up for them a *rustic* world of tranquility and simple pleasure they *yearned* to enjoy.
EXERCISE 1

Circle the letter of the correct answer.

1. Which of the following words could best be substituted for "reflected"?
   (A) Polished (B) Caught
   (C) Recognized (D) Copied

2. The word "renditions" could best be replaced by which of the following?
   (A) Depictions (B) Recollections
   (C) Translations (D) Patterns

3. The word "octogenarian" could best be replaced by which of the following?
   (A) Person in his seventies (B) Person in his nineties
   (C) Person in his eighties (D) Person who has eight talents

4. The word "obscurity" could best be replaced by which of the following?
   (A) Uncertainty (B) Incomprehensibility
   (C) Poverty (D) Unknown

5. Which of the following words could best be substituted for "rustic"?
   (A) Degenerate (B) Country
   (C) Rusted (D) Contemporary

6. The word "yearned" could best be replaced by which of the following?
   (A) Longed (B) Appeared
   (C) Contemplated (D) Imagined

---

EXERCISE 2

Dictionary Work

Look at the following prefixes:

uni-, mono-: one
duo-, bi-: two
quad-, quart-: four
pent-, quin-: five
sept-: seven
oct-: eight
dec-: ten
cent-: hundred

tri-: three
sex-: six
non-: nine

A. Use your dictionary to complete the sentences below using the prefixes above.

1. A flag with three colors is a ______________ flag.
2. Five children born at the same time are ______________.
3. A bicycle with one wheel is a ______________.
4. One hundred years is a ______________.
5. A shape with five sides is a ______________.
6. A person who is in his/her sixties is a _____________.

7. A ten-event athletic contest is called _____________.

8. Something with one unvaried sound is _____________.

9. A magazine that appears twice a month is ______________.

10. To make something four times as great is to ______________ it.

B. Write one other word that can be made with each of the prefixes above.

Sample Test 2

In the brutal high-desert environment of California’s White Mountains, the bristlecone pines, their bare and twisted frames looking more dead than alive, preside over an eerie rock-strewn landscape. Capable of enduring bitter cold, ceaseless wind and extreme drought, the bristlecones are the oldest living things on earth, enduring for more than 4,000 years. In many cases, much of the tree’s wood is dead, but live branches persistently grow from trunks and limbs. Ironically, for all their ability to exist under such harsh conditions, the bristlecone pine could not exist in another environment, having lost its ability to produce hardier strains that could compete with other trees and vegetation. In all probability, these trees will never extend their range, and are essentially at the end of their evolutionary development.

EXERCISE 1

Circle the letter of the correct answer.

1. Which of the following words could best be substituted for “eerie”?
   (A) Irritating               (B) Ghostly
   (C) Artificial              (D) Faraway

2. The word “strewn” could best be replaced by which of the following?
   (A) Damaged                 (B) Looking
   (C) Scattered               (D) Shaped

3. The word “ceaseless” could best be replaced by which of the following?
   (A) Continual               (B) Corrosive
   (C) Potent                  (D) Infinite

4. The word “persistently” could best be replaced by which of the following?
   (A) Perilously              (B) Imaginatively
   (C) Tenaciously             (D) Harmoniously

5. The word “strains” could best be replaced by which of the following?
   (A) Traces                  (B) Varieties
   (C) Remnants                (D) Projections
6. Which of the following words could best be substituted for "range"?
   (A) Length         (B) Sphere
   (C) Wilderness      (D) Scope

EXERCISE 2

The word "rock-strewn" is a compound adjective. What other compounds (nouns and adjectives) can you make with the words in bold print?

EXAMPLE

Rock

**rock-bottom**     igneous rock

molten   fall   salt    crystal    weed
rose     oil     bound   candy     pervious

Tree

genealogical house line frog

farm     banana vascular

Now add your own words to make more compounds.

Make as many compound nouns and adjectives as possible with the words "environment" and "landscape."

Environment          Landscape

________________    __________________
________________    __________________
________________    __________________
________________    __________________
________________    __________________

27
Sample Test 3

Art as a **reflection** of human social history is clearly illustrated in the Pop Art style of the 1960s. In the post–World War II years, Americans were **inundated** with material goods from cars to kitchen appliances. The manufactured products and ready-made experiences with which Americans surrounded themselves were part of a modern era **epitomized** by TV screens, **slick** magazines, fast food and air-conditioned cars. Dramatic cultural changes occurred in American life, which **profoundly** affected American painting, in style as well as content.

The ever-multiplying images of the new consumer society became the subjects of Pop (for popular) Art, represented in paintings by Andy Warhol, Roy Lichtenstein, Claes Oldenburg, and James Rosenquist. These artists not only used standardized, mass-produced goods as the subjects of their paintings but came as close as they could to the containers in which these products were packaged. Andy Warhol’s *One Hundred Campbell’s Soup Cans* (1962), Roy Lichtenstein’s *Whaam!* (1963), and James Rosenquist’s *F-111* (1965) are examples of the artists’ use of ordinary objects, presented as they appear, as subjects for painting. In doing so, these Pop artists were presenting a “new realism,” or reflection, of **contemporary** life in America.

---

**EXERCISE 1**

Circle the letter of the correct answer.

1. The word “reflection” could best be replaced by which of the following?
   (A) Imagination
   (B) Contemplation
   (C) Representation
   (D) Absorption

2. Which of the following words could best be substituted for “inundated”?
   (A) Ruined
   (B) Beaten
   (C) Embarrassed
   (D) Overwhelmed

3. The word “epitomized” could best be replaced by which of the following?
   (A) Typified
   (B) Systemized
   (C) Supervised
   (D) Glorified

4. The word “slick” could best be replaced by which of the following?
   (A) Smooth
   (B) Glossy
   (C) Monotonous
   (D) Educational

5. Which of the following words could best be substituted for “profoundly”?
   (A) Deeply
   (B) Mysteriously
   (C) Partially
   (D) Scientifically

6. The word “contemporary” could best be replaced by which of the following?
   (A) Fashionable
   (B) Advanced
   (C) Untraditional
   (D) Present-day
EXERCISE 2

A. Which of the following words are NOT related to art? Look up the words in a dictionary and check the ones not related to art.

_____ 1. Impressionism          _____ 2. Silurian
_____ 3. Expressionism          _____ 4. Carboniferous
_____ 5. Surrealist             _____ 6. Cretaceous
_____ 7. Cubism                 _____ 8. Triassic

B. What are the other words related to?

EXERCISE 3

Give antonyms for these words:

1. inundated  ________________
2. slick       ________________
3. contemporary ________________
4. profoundly ________________
5. to present (v) ________________
CHAPTER 2

Theme Grouping: Living Things

Introduction

Another way of building your vocabulary is by looking at words with similar meanings in themes. For example, if we take the theme "Types of Light," we find there are several words that mean "to shine" but each is slightly different in intensity and use. The word "glisten" means "to shine," but is often associated with things that are wet, whereas the word "twinkle" implies the light is unsteady and is often associated with the stars or a person's eye.

In this section there are different themes with exercises that accompany them. Since only a certain number of themes can be covered in this book, it is suggested that you start to make your own themes with the use of a dictionary in order to continue to build your vocabulary.
Reading Practice

Read the following passage.

The pecan was highly regarded as a wild nut tree by the settlers in what are now the border states to Mexico and the upper South of the United States. Today, they are grown chiefly in Georgia and Alabama where they are harvested from wild and seedling trees. They are also grown in Louisiana, Texas, and Oklahoma. There is little growing of the pecan outside the United States, although it has been successfully introduced to Australia and China.

The pecan has an outer leathery husk that splits open when mature to reveal an inner shell that surrounds the two kernels. Harvest is by picking the nuts from fallen fruits. Sometimes the fruits are knocked from the trees with long poles, but since a mature pecan tree is so large, mechanical harvesting is not possible. The nuts are dried for a few weeks, and they are ready for eating without roasting or other treatment.

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions. Write or say the answers.

1. Who regarded the pecan highly?

Task
What words do you know for people living in a country? Are these people settlers? Give reasons.

2. What kinds of trees are pecans harvested from?

Task
What do plants grow from? Describe the life of a plant.

3. What does a pecan nut have on the outside?

Task
What other fruits or nuts do you know that have a dry outer shell?

4. What surrounds the two kernels?

Task
Name three things that have shells. What fruits or nuts have an inside part or a kernel?

Conversation Practice

Read the following conversation.

Tom: Betty, I'd like you to meet my friend, Sonja. She's an immigrant from Russia.
Betty: I'm pleased to meet you, Sonja. As you know, I'm a colleague of Tom's.
Sonja: Oh, yes. Tom has told me so much about you.
Betty: Are you enjoying Southern California?
Sonja: Yes, very much. As a matter of fact, I already feel like a native. I've even learned to surf.
Betty: Wonderful! But what is that you’re eating? It certainly isn’t a California orange.
Sonja: No, it’s a pomegranate. Would you like to try one?
Betty: Why, yes, thank you.
Sonja: You can’t eat the rind, naturally, just the flesh around the seeds. It’s very sweet. I’m sure you’ll like it.
Betty: Thank you, Sonja. That’s very nice of you. In return, I’ll bring you some blooms from my rose garden.
Sonja: Thank you. I’d like that. I must be going now. See you tomorrow.

EXERCISE 2

Work with a partner, with a group, or alone to answer the following questions.

1. Is Sonja a tourist from Russia?

Task
What do you think is the difference between a tourist and an immigrant?

2. How does Betty know Tom?

Task
What other words for friends do you know?

3. How does Sonja feel about living in Southern California?

Task
What is typical of a native of your country? Name some native fruits or plants of your country.

4. What can you and can’t you eat on a pomegranate?

Task
Name some other fruits with a rind, flesh, and seeds.

5. What will Betty bring Sonja?

Task
Name three plants with blooms.

STRATEGIES

- New vocabulary items are best learned with a group of words associated with a theme. It is easier to understand and remember a word such as “bud” when it is connected to a plant, because you can distinguish it from “blossom” and “seedling,” than to learn these words in isolation.
- You may know or recognize some of the words in each theme. This will help you remember the new words that you do not know.
- Some words come under the same general meaning but differ slightly in meaning and use. For example, “to sparkle” and “to glow” both mean “to shine” but their meaning is slightly
different. “To sparkle” means to give small flashes of light, whereas “to glow” means to give a soft light or heat. Use associations to remember the difference in meaning. For example,

“sparkle” — diamonds, glass, water
“glow” — soft, warm light of a fire

- Attach new words to one basic word that you already know. Create your own themes. Here are some suggestions: Seeing and Looking, Rough and Not Rough, Good and Not Good, Damage and Destroy.

### A. Types of Inhabitants

<table>
<thead>
<tr>
<th>inhabitant</th>
<th>dweller</th>
<th>resident</th>
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<tbody>
<tr>
<td>pioneer</td>
<td>settler</td>
<td>native</td>
</tr>
<tr>
<td>colonist</td>
<td>immigrant</td>
<td></td>
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</tbody>
</table>

1. **inhabitant** = a person or animal that lives in one place, usually a country or a region for a very long time.
   
   *Ex.* The only human inhabitants of the Gobi desert are some nomadic tribes.

2. **dweller** = a person or animal that lives in a named place such as a cave, tree, or a city.
   
   *Ex.* Most city dwellers get used to the high levels of noise.

3. **resident** = a person or animal that lives in a place, usually a house, but is not a visitor. It is also used for a person who lives permanently in a particular country or state.
   
   *Ex.* Most of the residents of this neighborhood park their cars on the street.

4. **pioneer** = a person who is one of the first to come to an unknown land, and then is followed by others. A person who is the first to discover something which opens the way to others.
   
   *Ex.* The Wright brothers were pioneers in aviation.

5. **native** = used of a person, plant, or animal when you refer to the place of its origin.
   
   *Ex.* The Koala bear is a native of Australia.

6. **settler** = a person who is one of the first of a group to put their roots down in a new country.
   
   *Ex.* The first settlers in America were the Pilgrims who came from England.

7. **colonist** = a person who is one of a group of settlers from the same country or under the control of the same country.
   
   *Ex.* The early colonists faced many hardships in a new land.

8. **immigrant** = a person who comes to a country to make a new home there. The first immigrants are called settlers.
   
   *Ex.* Alexander Graham Bell, the inventor of the telephone, was an immigrant who came to America from Scotland.
EXERCISE 1

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. A pioneer usually lives in a hotel or a house. T F
2. The aborigines, a group of people who always lived in Australia, are immigrants to Australia. T F
3. A native Californian is a person who was born in California. T F
4. A colonist is a person who lives in a cave or tree. T F
5. Cave dwellers are usually called colonists. T F
6. A resident is a person who comes to a new country to settle and live there. T F
7. The most commonly known inhabitant of the North Pole is the polar bear. T F
8. European settlers came to live in America in the 17th century. T F

EXERCISE 2

Complete the sentences with the correct answer.

1. The Dutch who went and lived in South Africa were _____________.
   a. colonists     b. natives     c. dwellers
2. The orangutan, a large ape, is a ____________ of Sumatra and Borneo.
   a. pioneer       b. native      c. dweller
3. Levi Strauss, the man who invented blue jeans, was ____________ to the United States from Germany.
   a. an immigrant  b. a settler    c. an inhabitant
4. The native American Indians helped the first ____________ from England to survive in a new land.
   a. residents     b. inhabitants  c. settlers
5. Dinosaurs were one of the first ____________ of the earth.
   a. immigrants    b. inhabitants  c. residents
6. All the ____________ of the hotel were evacuated when the fire began.
   a. pioneers      b. settlers     c. residents
7. Cave ____________ left drawings on the walls of their caves.
   a. residents     b. dwellers     c. pioneers
8. Yuri Gagarin was a ____________ in space travel.
   a. settler       b. native       c. pioneer
B. The Life of Plants

1. **a seedling** = a tiny young plant which has just grown from a seed.
   
   *Ex.* Ten days after the seeds were planted, the seedlings appeared.

2. **a sprout** = a new growth from a plant, especially a vegetable.
   
   *Ex.* These onions must be old, they have sprouts on them.

3. **a shoot** = a new growth from a plant or a new branch of a tree.
   
   *Ex.* After the rose bush was cut back, new shoots started to grow.

4. **a bud** = a flower which has not yet opened, or the beginnings of a leaf.
   
   *Ex.* When you buy roses they are usually buds.

5. **to blossom** = to flower, usually used for fruit trees.
   
   *Ex.* In the spring, the cherry trees blossom.

6. **to bloom** or **to be in bloom** = to have flowers or to be in flower.
   
   *Ex.* The park is beautiful with the roses in bloom.

7. **to wilt** = to become less fresh or weak, or to lose strength.
   
   *Ex.* In hot weather most flowers start to wilt because they need water.

8. **to droop** = to hang downwards.
   
   *Ex.* It was sad to see the sunflowers drooping towards the ground.

9. **to wither** = to start to dry up and/or become smaller in size.
   
   *Ex.* Because there had been no rain for a year, the fruit on the trees started to wilt.
EXERCISE 1

Put the following words in the order of growth of a plant’s life. Start from the beginning of a plant’s life.

| a shoot to droop | a seedling to bloom | to wither to wilt | a bud |

1. ____________ 2. ____________ 3. ____________
4. ____________ 5. ____________ 6. ____________
7. ____________

EXERCISE 2

Complete the sentences with the correct answer.

1. When the orange trees are ______________ there is a sweet fragrance in the air.
   a. blooming  b. blossoming  c. withering

2. The roses I left in the car yesterday started to ______________ after a couple of hours in the heat.
   a. wither  b. blossom  c. wilt

3. That tree has not grown very much in years, but this year there is a new ______________ coming out.
   a. shoot  b. bud  c. sprout

4. After you plant your seeds, don’t forget to water them every day or you won’t see any ______________.
   a. blooms  b. seedlings  c. buds

5. The heads of the flowers were ______________ after two weeks without water.
   a. blooming  b. withing  c. drooping

6. If you keep potatoes in a warm and damp place they will grow ______________.
   a. sprouts  b. seedlings  c. buds

7. The hills look golden when the gold poppies are in ______________.
   a. bud  b. bloom  c. blossom

8. The vines got a strange disease, and the grapes started to ______________.
   a. bloom  b. wither  c. blossom

9. When we got the plant, we didn’t know that the ______________ would open into such beautiful blooms.
   a. sprouts  b. buds  c. shoots
C. Parts of a Fruit or Nut

1. the seed/stone/pit = the small hard part of a fruit that can grow into a small plant.
   
   Ex. Cherries have hard seeds/stones/pits.

2. the pip = the small seed of fruit, usually of apples, oranges, lemons, etc. It is sometimes used
   instead of “pit,” “seed,” or “stone.”
   
   Ex. When you make orange juice be sure to take the pips out.

3. the kernel = the inside part of a fruit stone, a nut, or wheat. It also means the important or
   central part of something.
   
   Ex. The pistachio nut has a delicious green kernel.

4. the peel = the outer covering of a fruit such as on oranges or apples.
   
   Ex. You cannot eat a banana with its peel on.

5. the rind = the outer covering of certain fruits like oranges, lemons, or melons.
   
   Ex. Orange rind and lemon rind are often candied or used in marmalade.

6. the skin = the general word for the outer covering of a fruit such as the peel, the rind, the husk.
   
   Ex. If you put tomatoes in boiling water, the skin will come off more easily.

7. the husk = the dry outer covering of a fruit, nut, or grain.
   
   Ex. You remove the husk from corn before eating it.

8. the flesh = the soft substance of a fruit.
   
   Ex. The peach has a soft yellowish flesh.

9. the shell = the hard outer covering of a fruit, nut, or egg.
   
   Ex. Most common nuts like hazelnuts, almonds, and walnuts have shells.

EXERCISE 1

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. The shell is the outer covering of an apple.  
   
   T   F

2. The skin is a general word for a fruit.  
   
   T   F

3. A pip is the small seed of a fruit.  
   
   T   F

4. The peel is the outer covering of apples or pears.  
   
   T   F

5. The husk is the dry, outer covering of grain.  
   
   T   F
6. The rind is the outer covering of certain fruit such as oranges and lemons. **T**  **F**
7. Flesh is the soft, juicy substance of fruit. **T**  **F**
8. The kernel is the most important part of an apple. **T**  **F**

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**EXERCISE 2**

Complete the sentences with the correct answer.

1. The ________________ is the part that can become a new plant.
   a. husk  
   b. peel  
   c. kernel

2. After taking the outer covers off the corn we were surrounded by a pile of ________________.
   a. kernels  
   b. flesh  
   c. husks

3. Some watermelons have a million ________________.
   a. pips  
   b. shells  
   c. rinds

4. Plums have hard ________________.
   a. skin  
   b. flesh  
   c. stones

5. The ________________ of the avocado is oily and rich.
   a. skin  
   b. flesh  
   c. kernel

6. Lemon ________________ is often used in cakes.
   a. rind  
   b. husk  
   c. pip

7. The ________________ of an egg is not good to eat.
   a. peel  
   b. husk  
   c. shell

8. A brown ________________ often shows that a piece of fruit is old.
   a. skin  
   b. pit  
   c. kernel

9. A banana ________________ is usually yellow when ripe.
   a. flesh  
   b. kernel  
   c. peel
Test on Living Things

Directions: Choose the answer that could best replace the underlined word or phrase without changing the meaning of the sentence.

1. A coconut palm's blossom is the main ingredient in several soft and alcoholic drinks.
   (A) root  
   (B) flower  
   (C) fruit  
   (D) flesh

2. European cave dwellers depicted herds of mammoths with humps on their backs.
   (A) inhabitants  
   (B) immigrants  
   (C) toes  
   (D) skins

3. Young nettle shoots have been used as food for a long time.
   (A) seeds  
   (B) roots  
   (C) leaves  
   (D) kernels

4. A corn kernel should have at least 14 percent water so that it can pop under heat.
   (A) husk  
   (B) seed  
   (C) rind  
   (D) bloom

5. By 1830, the lure of land had drawn increasing numbers of pioneers westward.
   (A) dwellers  
   (B) competitors  
   (C) settlers  
   (D) allies

6. There was an old superstition that a sage plant will droop if its owner is unwell.
   (A) peel off  
   (B) shoot up  
   (C) hang down  
   (D) dry up

7. The breadfruit is a round fruit with a rough rind, and a soft pulpy inside.
   (A) skin  
   (B) husk  
   (C) shell  
   (D) bloom

8. Frederick W. Taylor was the pioneer of scientific management.
   (A) immigrant  
   (B) inventor  
   (C) foe  
   (D) ally

9. After the first year at Plymouth in 1620–21, half the colonists died.
   (A) companions  
   (B) enemies  
   (C) settlers  
   (D) foes

10. The almond, native to the Mediterranean, grows abundantly in California.
    (A) relative  
    (B) pioneer  
    (C) original  
    (D) immigrant

11. When picking tea leaves, the bud and the two or three leaves below it are removed.
    (A) old seedling  
    (B) husk  
    (C) rind  
    (D) new leaf

12. The cocoa trees bear football-shaped fruits with a husk.
    (A) skin  
    (B) kernel  
    (C) seed  
    (D) shoot
In the United States, the Great Plains region has frequently been subject to periodic drought. As long as the plains were covered with short grass, the dry spells did little damage. But in 1889, the number of settlers in Oklahoma increased from a few thousand to 60,000, and more and more acres of protective grass were plowed to make room for crops. This took place during a period of abundant rainfall, and by 1900, the rich fertile soils of Oklahoma supported 390,000 people. Then in 1924 there was a prolonged drought. Vast stretches of grassland and crops lay scorched and the parched topsoil of Oklahoma was blown away by the wind. The skies darkened as clouds of dust, thousands of feet across, arose from the baked land. Formerly fertile soil was blown away as far as the Atlantic Ocean. The Great Plains had turned into dust. Henceforth, the area was given the name the
Dust Bowl. Over a million people with nothing left of their homes and farms migrated from Oklahoma and Arkansas to the West Coast.

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions.

1. How often has the Great Plains region been subject to periodic drought?

Task
How often do you get droughts in your country?

2. What happened to the grassland and crops in the prolonged drought of 1924?

Task
What other things can be “scorched”?

3. What was the topsoil like during the drought of 1924?

Task
What is the difference between the words “parched” and “baked”?

4. What was the soil like before it was blown away?

Task
Give another word which is similar in meaning to “formerly.”

5. What name was given to the area after the disaster?

Task
Which word in the passage tells us “from that time on”? Find three adjectives in the passages that are related to “heat and dryness.”

Conversation Practice

Read the following conversation.

Norman: Is it true that you’re going on a camera safari in East Africa?
Julie: Yes, it is. I travel to Africa frequently.
Norman: I didn’t know that. Do your trips require a lot of preparation prior to departure?
Julie: Oh yes, but it’s well worth it.
Norman: Where will you be staying?
Julie: I’ll stay a few days in Nairobi, then I’ll set off for the Northern Frontier District. Eventually, I’ll make my way to Southwestern Kenya and Mount Kilimanjaro.
Norman: It sounds exciting. What will the weather be like?
Julie: For the most part it should be balmy, as I’m going at the end of the rainy season. However, conditions will often depend upon where I am at the time.
Norman: You mean it’ll be different from one place to another?
Julie: Oh, yes. For example, the savannas, or plains, will be arid and the heat absolutely scorching on some days, while on Kilimanjaro it will be quite chilly. Meanwhile on the coast at Malindi the weather will be sultry and the air humid.
Norman: Tell me about the animals.
Julie: They're magnificent. In the Rift Valley, as far as the eye can see, the land is flat, the grass parched, and there are immense herds of animals—zebras, giraffes, and gazelles. At night, one can hear the hyenas and the occasional roar of a lion.
Norman: It sounds wonderful and I hope I get to go to Africa someday!
Julie: Well, if you really want to, then eventually you will. I'm sure of it.

EXERCISE 2

Work with a partner, with a group, or alone to answer the following questions.

1. How often does Julie travel to Africa?

Task
What is the opposite of “frequently”? What other adverbs of time do you know?

2. When does she prepare for her trips?

Task
What does “prior to” mean? What is the opposite of “prior to”?

3. What is her final destination?

Task
What does “eventually” mean?

4. What will the weather be like for the most part?

Task
Give examples of two places and the times when the weather is “balmy.”

5. What will the savannas, or plains, be like?

Task
Give two examples of areas in the world that are “arid.”

6. What will the heat be like on the plains?

Task
Give examples of two places and the times when the heat is “scorching.”

7. What will the weather be like on Kilimanjaro?

Task
Name two places and the times when the weather is “chilly.”

8. What is the weather like on the coast of Malindi?

Task
Name two places in the world with this kind of weather.
9. What is the grass like in the flat Rift Valley?

**Task**

Give an example of something that is “parched.”

### A. Adverbs of Time

<table>
<thead>
<tr>
<th>sometimes</th>
<th>formerly</th>
<th>eventually</th>
</tr>
</thead>
<tbody>
<tr>
<td>occasionally</td>
<td>previously</td>
<td>henceforth</td>
</tr>
<tr>
<td>frequently</td>
<td>prior to</td>
<td>simultaneously</td>
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<tr>
<td></td>
<td></td>
<td>meanwhile</td>
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</tbody>
</table>

1. **sometimes** = not always, now and then.
   
   Ex. We sometimes go to the movies on weekends.

2. **occasionally** = from time to time but not regularly or frequently.
   
   Ex. I occasionally see a famous face at the opera.

3. **frequently** = repeated many times, especially at short intervals.
   
   Ex. I must be getting old; I frequently forget where I am.

4. **formerly** = in earlier times.
   
   Ex. The museum was formerly the house of the mayor.

5. **previously** = coming before (in time or order).
   
   Ex. Had you previously taken the test before you came to the United States?

6. **prior to** = (formal adv. phrase) before.
   
   Ex. No information was available prior to that date.

7. **eventually** = at last, ultimately, after a long time.
   
   Ex. He eventually passed his drivers test after taking it eight times.

8. **henceforth** = from this time forward.
   
   Ex. The committee has decided that henceforth a special test will have to be taken by new students.

9. **simultaneously** = happening at the same time.
   
   Ex. The two events that were of interest to me were being shown simultaneously on television.

10. **meanwhile** = at the same time.
    
    Ex. Some people are dying of hunger; meanwhile, others are throwing away food they don’t eat.
EXERCISE 1

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Formerly means at an earlier date.   T   F
2. Sometimes means not during the winter.   T   F
3. Henceforth means from this time onwards.   T   F
4. Frequently means often at short intervals.   T   F
5. Eventually means late in the evening.   T   F
6. Prior to means before in time.   T   F
7. Meanwhile means at more or less the same time.   T   F
8. Previously means coming after in time or order.   T   F

EXERCISE 2

Complete the sentences with the correct answer.

1. It is winter in the north; ____________, it is summer in the south.
   a. formerly   b. meanwhile   c. frequently
2. Mrs. Smith was ________________ Miss Jones.
   a. meanwhile   b. formerly   c. sometimes
3. ________________ eating that shrimp I felt fine.
   a. Prior to   b. Henceforth   c. Meanwhile
4. ________________ he was an executive but now he works in a gas station.
   a. Previously   b. Sometimes   c. Frequently
5. We see each other ________________ but not often.
   a. eventually   b. formerly   c. sometimes
6. The town of Blob has changed its name and will ________________ be known as Bild.
   a. frequently   b. henceforth   c. eventually
7. I no longer go running as ________________ as I used to.
   a. eventually   b. frequently   c. formerly
8. After looking for an hour she ________________ found her purse.
   a. henceforth   b. sometimes   c. eventually
9. I ________________ eat fish but more often I eat chicken.
   a. simultaneously   b. meanwhile   c. occasionally
10. The two runners crossed the line ________________.
    a. sometimes   b. simultaneously   c. frequently
B. Dry and Not Dry

1. **arid** = having little or no moisture, usually used for areas of land.
   
   *Ex.* Many areas of the southwestern United States are arid and desert-like.

2. **parched** = excessively dry and cracked through heat or drought.
   
   *Ex.* After five years with no rainfall, the farmland was parched.

3. **desiccated** = completely dry; without any moisture. It is usually said of animal and vegetable products that are dried and preserved.
   
   *Ex.* Sometimes using desiccated herbs when cooking is more convenient.

4. **baked** = when heat and dryness cause something to cook and become hard.
   
   *Ex.* The houses were built of baked mud bricks.

5. **damp** = not dry, but having a slight amount of moisture.
   
   *Ex.* Fabrics like linen are usually ironed while damp.

6. **moist** = a little wet; it is often used for food.
   
   *Ex.* The roast turkey was tasty and moist.

7. **humid** = having moisture, usually in warm air; it is often unpleasant.
   
   *Ex.* Humid air may be good for plants but is very disagreeable for humans.

8. **saturated** = completely wet or filled to the point it cannot take any more.
   
   *Ex.* His clothes were completely saturated with rain.

9. **soaked** = left in a liquid so that the moisture is absorbed.
   
   *Ex.* Soak the beans in water before you cook them.

10. **immersed** = completely covered in liquid or to be completely occupied in something.
    
    *Ex.* He was immersed in his work and did not even see me.

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**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Animal and vegetable products dried out to be preserved are desiccated.  
   T  F

2. If something cracks for lack of water it is parched.  
   T  F

3. When the air is humid, it is very dry.  
   T  F

4. A little bit wet is damp.  
   T  F

5. To be immersed is to be totally covered by liquid.  
   T  F
6. Moist is wet enough that the liquid can be seen. T F
7. Baked is cooked by heat and dryness. T F
8. If something is soaked it is completely dry. T F

EXERCISE 2

Complete the sentences with the correct answer.

1. After three days with no water his lips were _____________.
   a. humid  
   b. parched  
   c. saturated

2. Camels store fat in their humps to travel in _____________ lands.
   a. arid  
   b. soaked  
   c. baked

3. Before the thunderstorm, the air was very _____________.
   a. humid  
   b. soaked  
   c. desiccated

4. After twenty minutes in the dryer, my socks were still _____________.
   a. arid  
   b. immersed  
   c. damp

5. She _____________ the bottle to remove the label.
   a. baked  
   b. soaked  
   c. parched

6. After a week of new information, his brain was _____________.
   a. saturated  
   b. immersed  
   c. moist

7. After two months of burning sun, the plants were completely _____________.
   a. humid  
   b. arid  
   c. desiccated

8. They _____________ the bread in a hot oven.
   a. immersed  
   b. baked  
   c. soaked

9. She was not crying but her eyes were _____________.
   a. arid  
   b. moist  
   c. soaked

10. To wash sheep they are _____________ in a special bath or dip.
    a. baked  
    b. immersed  
    c. parched
C. Hot and Not Hot

1. **scorching** = so hot that it burns the surface making it change its color.
   
   *Ex.* The scorching heat had turned the grass brown.

2. **sizzling** = extremely hot. Sizzling also refers to the sound of food frying over a fire.
   
   *Ex.* There seems to be a spell of sizzling weather every summer in the southern states.

3. **sweating** = very hot and uncomfortable causing one to sweat.
   
   *Ex.* It is difficult to exercise in the sweating heat of the jungle.

4. **sultry** = a hot and moist type of weather with no breeze.
   
   *Ex.* In the sultry days of August, everyone turns on a fan or air conditioning for relief.

5. **stuffy** = having air which is not fresh.
   
   *Ex.* Crowded with students and with no windows open, the classroom felt very stuffy.

6. **balmy** = a soft, pleasant, refreshing type of air often with aromatic smells from trees.
   
   *Ex.* We had breakfast in the garden on that balmy spring morning.

7. **mild** = neither too hot nor too cold.
   
   *Ex.* Winters are usually mild on the island because of the ocean current.

8. **chilly** = cold enough to make one shiver a little.
   
   *Ex.* The early mornings were quite chilly in the mountains.

9. **frigid** = intense cold with continuous low temperatures below 32°F.
   
   *Ex.* The North and South poles have a frigid climate.

10. **freezing** = very cold, icy weather.

   *Ex.* The freezing temperatures in spring damaged the orange trees.

---

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Balmy means smelling like trees.  
   
   T   F

2. Wet and cold weather is sultry.  
   
   T   F
3. Something frigid is always frozen below 32°F. T F
4. Something freezing is down around 32°F. T F
5. Scorching is to change color by too much heat. T F
6. Mild is extremely hot. T F
7. Stuffy is hot and airless. T F
8. Sweltering is so hot it makes you sweat. T F

---

**EXERCISE 2**

Complete the sentences with the correct answer.

1. It was ___________ in the meat freezer.
   a. balmy   b. frigid   c. sizzling

2. Tropical countries generally have a ___________ climate.
   a. sultry   b. freezing   c. mild

3. It was too cold for my car to start in the ___________ weather.
   a. freezing   b. scorching   c. chilly

4. The food was so hot it was still ___________ when it reached us.
   a. sizzling   b. chilly   c. sweltering

5. The temperature was ___________, neither too hot nor too cold.
   a. balmy   b. stuffy   c. mild

6. With no air conditioning it was ___________ in my car.
   a. mild   b. sweltering   c. frigid

7. The ___________ heat from the fire ruined my boots.
   a. chilly   b. balmy   c. scorching

8. In the evening it can be ___________ enough for a jacket.
   a. freezing   b. chilly   c. balmy

9. After a hot day, the evening cooled to a ___________ temperature.
   a. balmy   b. stuffy   c. sweltering

10. With twenty people in the small room, the air was ___________.
    a. mild   b. stuffy   c. sultry
Test on Time and Space

Choose the answer that could best replace the underlined word or phrase without changing the meaning of the sentence.

1. Chloroform was simultaneously invented by the American Samuel Guthrie and the German Justus Liebig in 1830.
   (A) now and then  (B) in earlier times
   (C) at the same time (D) little by little

2. In 1864 George Pullman designed a sleeping car that eventually saw widespread use.
   (A) previously  (B) ultimately
   (C) familiarly (D) simultaneously

3. Freshwater turtles can survive in frigid waters for three months without oxygen.
   (A) balmy  (B) sultry
   (C) freezing (D) sweltering

4. Prior to World War I, 20 percent of American homes had electricity.
   (A) Before  (B) During
   (C) After   (D) Despite

5. The flowering pebble is a plant that looks like a stone and grows in arid areas.
   (A) saturated  (B) damp
   (C) dry  (D) immersed

6. The parched landscape of salt flats is often used to break world land speed records.
   (A) dried  (B) soaked
   (C) sultry  (D) chilly

7. Previously, the economy of the United States was agrarian.
   (A) Formerly  (B) Occasionally
   (C) Eventually  (D) Frequently

8. Coconuts are often used in desiccated form in baking.
   (A) chilly  (B) freezing
   (C) dried  (D) baked

9. The breadfruit does well in hot and humid climates.
   (A) arid  (B) damp
   (C) soaked  (D) desiccated

10. Formerly a palace, the Louvre was made a museum after the French Revolution.
    (A) Henceforth  (B) Eventually
     (C) Previously  (D) Frequently

11. The water table has a level called the zone of saturation.
    (A) freezing  (B) humidity
     (C) soaking  (D) dryness
Learning vocabulary in sets of words that are related to each other under one area makes it easier for you to learn words. It makes your study more structured than learning words in a random way. It also gives you a clue to the meaning of an unknown word. For example, when you see the term “check out” under the subject “library,” you will realize it is something you do when you are in a library.

Learning the sets of words in this section will help you with the short dialogues in the Listening Comprehension section of the TOEFL®.
Conversation Practice

Read the following conversation.

Lisa: My goodness, Carol, what are you doing at the library so late?
Carol: I'm doing research for my term paper.
Lisa: What course is it for?
Carol: Introduction to Psychology.
Lisa: Who's your professor?
Carol: Dr. Kent is teaching the course.
Lisa: I know her. I attended one of her seminars last month.
Carol: Really? Was it offered here on campus?
Lisa: Yes, it was held in the auditorium.
Carol: Did you like it?
Lisa: Oh, very much. As a matter of fact, I thought her lectures were so interesting that I've registered for one of her classes next semester.
Carol: That's terrific. I think she's a good instructor, too.
Lisa: I'd better let you get back to work now. When is your assignment due?
Carol: It's due tomorrow afternoon and I've still got two more resources to find before the library closes.
Lisa: I wish I could help you, but I have to get back to the dorm and start studying for my history final.
Carol: Thanks, but I'll be all right. Good luck on your test.
Lisa: Thanks. Good luck on your paper. I'll see you during semester break.

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions. Be prepared to explain your answers.

1. Where is this conversation taking place?
2. What is Carol doing?
3. How does Lisa know Dr. Kent?
4. Where was the seminar?
5. What has Lisa done for next semester?
6. What does Carol think about Dr. Kent?
7. What does Carol still have to do before the library closes?
8. Why does Lisa have to get back to the dorm?
9. When will Lisa and Carol see each other?

Task

Read the conversation again. Write down or underline 15 words related to COLLEGE/UNIVERSITY. From these words:

* Write down two words that are places.
* Give another word for an instructor.
* Find another word that is a test.
Reading Practice

Read the following advertisement.

Our health care program provides complete medical care and quality you can count on. Your hospital coverage includes nursing and physicians’ care, surgery, therapy, laboratory tests, and medicines. We want to keep you well by preventing illness, so your benefits include regular checkups, and vision and hearing examinations. You’re covered for emergencies in your hometown and when you travel anywhere in the world. You can count on our program to give you the health care you want and need in our many medical facilities nationwide. Most of our more than 90 medical offices provide routine care, as well as lab, pharmacy, and X-ray services. Our well-trained medical staff and specialists will give you the best treatment available.

EXERCISE 2

Work with a partner, a group, or alone to answer the following questions.

1. What does the health program provide?
2. Write six things that the hospital coverage includes.
3. What three benefits are included for preventing illness?
4. What four things do most of their more than 90 medical facilities provide?
5. Who will give you the best treatment available?

Task

Read the advertisement again. List 20 words related to HEALTH CARE.

STRATEGIES

- Making lists of words related to one subject will help you remember them. Keep adding to your list as soon as you learn another word related to that area.
- Use a technique that will help you remember the words. You may memorize them, or use visual or other clues to help you remember.
- Words related to people and places are tested in the short dialogues and also appear in the longer conversations in the Listening Comprehension of the TOEFL® section.

In the short dialogues listen for a word that will be a clue to either the person’s occupation or the location.

EXAMPLE

Man: Is there a cafeteria on campus?
Woman: Sure. It’s over there next to the bookstore.
Question: Where does this conversation take place?

(A) A hospital. (B) A university.
(C) A hotel. (D) A street.

The word "campus" here is the clue that it is a university. The other words "cafeteria" and "bookstore" can be found anywhere.

In the longer conversations, too, word clues will help you connect the conversation to a speaker or a location.

Everyday and Specific Vocabulary

It is important to know as many words as possible connected with a profession, a location, or a subject area. In the Listening Comprehension section of the test, the short dialogues may be followed by questions about:

a. location: Where does this conversation take place?
b. occupation: What's the man's/woman's occupation?

EXAMPLE

You hear:

Paul: Where can I register?
Lin: Over there, next to where it says "tuition fees."

Question: Where does this conversation probably take place?

You read:

(A) On a college campus. (B) In a museum.
(C) At the hospital. (D) At a hotel.

The answer is "A." Although people can register in a hotel or at a hospital, nothing indicates this conversation takes place in a hotel. The combination of "tuition" and "register" indicates "A" is correct.

Identifying Locations

Some key words will help you identify where the conversation takes place.

EXAMPLE

Hotel

<table>
<thead>
<tr>
<th>suite</th>
<th>reservation</th>
<th>room service</th>
</tr>
</thead>
<tbody>
<tr>
<td>wake-up call</td>
<td>check out</td>
<td>lobby</td>
</tr>
<tr>
<td>reception desk</td>
<td>to page</td>
<td>doorkeeper</td>
</tr>
<tr>
<td>to book</td>
<td>porter</td>
<td></td>
</tr>
</tbody>
</table>
**EXERCISE 1**

Under each of the locations below choose three words from the following box. Some words in the box may not be related to the location.

<table>
<thead>
<tr>
<th>A. Bank</th>
<th>B. Restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___</td>
<td>1. ___</td>
</tr>
<tr>
<td>2. ___</td>
<td>2. ___</td>
</tr>
<tr>
<td>3. ___</td>
<td>3. ___</td>
</tr>
</tbody>
</table>

- withdrawal
- dressing
- deposit slip
- house special
- voltage
- tip
- balance
- sublet

Now add three more words of your own to each list.

<table>
<thead>
<tr>
<th>C. Garage</th>
<th>D. School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___</td>
<td>1. ___</td>
</tr>
<tr>
<td>2. ___</td>
<td>2. ___</td>
</tr>
<tr>
<td>3. ___</td>
<td>3. ___</td>
</tr>
</tbody>
</table>

- tune-up
- brake fluid
- contract
- tuition
- registration
- fare
- schedule of classes
- radiator
- prescription

Now add three more words of your own to each list.

<table>
<thead>
<tr>
<th>E. Supermarket</th>
<th>F. Clothing Store</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___</td>
<td>1. ___</td>
</tr>
<tr>
<td>2. ___</td>
<td>2. ___</td>
</tr>
<tr>
<td>3. ___</td>
<td>3. ___</td>
</tr>
</tbody>
</table>
Now add three more words of your own to each list.

<table>
<thead>
<tr>
<th>aisle</th>
<th>charge account</th>
<th>deli</th>
<th>produce</th>
</tr>
</thead>
<tbody>
<tr>
<td>salesperson</td>
<td>exchange</td>
<td>drill</td>
<td>citation</td>
</tr>
</tbody>
</table>

**G. Theater**

1. 
2. 
3. 

<table>
<thead>
<tr>
<th>special delivery</th>
<th>registered</th>
<th>row</th>
<th>usher</th>
</tr>
</thead>
<tbody>
<tr>
<td>box office</td>
<td>money order</td>
<td>round trip</td>
<td>pump</td>
</tr>
</tbody>
</table>

Now add three more words of your own to each list.

**H. Post Office**

1. 
2. 
3. 

<table>
<thead>
<tr>
<th>jury</th>
<th>reference</th>
<th>periodicals</th>
<th>case</th>
</tr>
</thead>
<tbody>
<tr>
<td>prosecutor</td>
<td>nonfiction</td>
<td>gates</td>
<td>departures</td>
</tr>
</tbody>
</table>

Now add three more words of your own to each list.

**I. Courtroom**

1. 
2. 
3. 

<table>
<thead>
<tr>
<th>schedule</th>
<th>fare</th>
<th>transfer</th>
<th>aviary</th>
</tr>
</thead>
<tbody>
<tr>
<td>duty-free</td>
<td>feeding time</td>
<td>tenants</td>
<td>cages</td>
</tr>
</tbody>
</table>

Now add three more words of your own to each list.

**J. Library**

1. 
2. 
3. 

**K. On a Bus**

1. 
2. 
3. 

**L. Zoo**

1. 
2. 
3. 

Now add three more words of your own to each list.
Identifying Occupations

Some key words can help you identify the occupation of a person.

EXAMPLE

Teacher

<table>
<thead>
<tr>
<th>midterm</th>
<th>finals</th>
<th>grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>research paper</td>
<td>assignment</td>
<td>instructor</td>
</tr>
<tr>
<td>lecture</td>
<td>seminar</td>
<td>course</td>
</tr>
</tbody>
</table>

EXERCISE 2

Match the occupations in the box with the words associated with them.

| police officer | college student |
| nurse | car salesperson |
| electrician | travel agent |
| plumber | apartment manager |
| dentist | gas station attendant |

A. ____________
   1. fill it up
   2. unleaded
   3. pump

B. ____________
   1. cavity
   2. extraction
   3. filling

C. ____________
   1. faucet
   2. pipe
   3. clog

D. ____________
   1. utilities
   2. deposit
   3. refundable

E. ____________
   1. speeding ticket
   2. illegal turn
   3. driver's license

F. ____________
   1. thermometer
   2. blood pressure
   3. vaccine

G. ____________
   1. good mileage
   2. new model
   3. monthly payment

H. ____________
   1. brochure
   2. round trip
   3. cruise

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Test on Everyday and Specific Vocabulary

Choose the correct answer.

1. Man: What seems to be the problem, ma'am?
   Woman: This sink is clogged up and the faucet is dripping.
   Question: What kind of work does the man probably do?
   (A) He's an engineer.  
   (B) He's a mechanic.  
   (C) He's a plumber  
   (D) He's an electrician.

2. Woman: Where can I find the course books for Spanish 101?
   Man: They're in aisle 3, under languages.
   Question: Where is this conversation taking place?
   (A) In a library.  
   (B) In a bookstore.  
   (C) At a travel agency.  
   (D) In a supermarket.

3. Woman: Could you fill it up with unleaded?
   Man: Sure. Do you want me to check under the hood?
   Question: What kind of work does the man do?
   (A) He's a plumber.  
   (B) He's a dentist.  
   (C) He's a gas station attendant.  
   (D) He's an engineer.

4. Man: I'm looking for the dressings.
   Woman: They're in aisle 5 next to the produce.
   Question: Where does this conversation take place?
   (A) In a hospital.  
   (B) In a clothing store.  
   (C) In a restaurant.  
   (D) In a supermarket.

5. Woman: I'd like to exchange these two items.
   Man: Do you have the receipts for them?
   Question: Where is this conversation probably taking place?
   (A) At a library.  
   (B) At a department store.  
   (C) At a bank.  
   (D) In a theater.
6. Woman: Have you had an appointment with us before?
   Man: Yes, I came in for a flu shot last year.
   Question: What is the woman's occupation?
   (A) She's a nurse.  (B) She's a teller.
   (C) She's a dentist.  (D) She's a hair stylist.

7. Man: Will there be any breaks during this play?
   Woman: Yes, there will be a short intermission after each act.
   Question: Where is this conversation taking place?
   (A) In a theater.  (B) In a supermarket.
   (C) In a library.  (D) In a park.

8. Woman: Could you have fresh towels brought to my room, please?
   Man: Yes ma'am. I'll send someone right away.
   Question: Where is this conversation taking place?
   (A) In a department store.  (B) At a restaurant.
   (C) At a school.  (D) In a hotel.

   Woman: Here you are. That will be $5.80.
   Question: Where is this conversation taking place?
   (A) At a drugstore  (B) At an art gallery.
   (C) At a post office.  (D) At the cinema.

10. Man: Have you decided what you'd like?
    Woman: Yes, I'd like a cup of tea and a slice of peach pie.
    Question: What is the man's occupation?
    (A) He's a truck driver.  (B) He's a store clerk.
    (C) He's a waiter.  (D) He's a baker.

    Man: I can't wait to jump on my surfboard.
    Question: Where is this conversation taking place?
    (A) On a busy street.  (B) At the beach.
    (C) At an amusement park.  (D) At a concert.
12. Man: I'd like to add one more city to my tour of Europe.
   Woman: I've already made your reservations, but let me see what I can do for you.
   Question: What kind of work does the woman do?
   (A) She's a teacher.        (B) She's a travel agent.
   (C) She's an architect.     (D) She's a writer.

13. Man: Did I miss anything while I was buying the hot dogs and sodas?
   Woman: Yes, our team scored a touchdown!
   Question: Where is this conversation taking place?
   (A) At a shopping center.   (B) At the circus.
   (C) At a cafe.              (D) At a stadium.

14. Woman: The X-rays show you have no cavities.
   Man: Thank goodness. I hate to have my teeth drilled.
   Question: What is the woman's occupation?
   (A) She's a dentist.        (B) She's a carpenter.
   (C) She's an engineer.      (D) She's a computer operator.

15. Man: Are you enjoying this modern art exhibit?
   Woman: Not really. I prefer the Impressionist painters.
   Question: Where is this conversation taking place?
   (A) On a bus.               (B) At a hair salon.
   (C) In a bookstore.         (D) At a museum.
CHAPTER 5

Roots

The root of a word contains the basic meaning. Prefixes and suffixes can be added to a root. For example, the root *cred* means "believe," so the English word "credible" means "believable." Learning the roots of words will help you work out the meaning of words you do not know and will consequently help you with all parts of the TOEFL® test.

Since there are a great number of roots from which words stem in English, the most common ones are given for you to work with in this section. We will start by looking at four of these roots (*cred, spec, duc, ced*) and work with some of the words they create.
**Reading Practice**

Read the following passage.

Some theories of laughter emphasize its ability to reduce tension and emotion. You have probably been in a tense group situation when someone suddenly made exactly the right joke to defuse the mood and make everyone laugh. Laughter seems to produce some beneficial biological responses, possibly stimulating the immune system or starting the flow of endorphins, the pain-killing chemicals in the brain.

Other theories emphasize the cognitive components of humor. When you laugh at a problem, you are putting it in a new perspective—seeing its silly aspects—and gaining control over it.

Having a sense of humor, however, is not the same as smiling all the time or “putting on a happy face.” Many women, in particular, feel they have to smile, smile, smile, to put others at ease, but often this social smile masks feelings of insecurity and unhappiness. For humor to be effective in coping with stress, a person must actually use it in a stressful situation—seeing or inventing funny aspects of serious events and having the ability to laugh at them.

---

**EXERCISE 1**

Work with a partner, with a group, or alone to answer these questions.

1. What ability of laughter do some theories emphasize?

**Task**

The word root *duct* means “to lead.” What is the connection in meaning between *duct* and “reduce”?

2. What kind of biological response does laughter produce?

**Task**

Do you think *bene* means “good” or “bad”? Find two other words which begin with *bene*-. What do these words mean?

3. When you laugh at a problem, what are you doing?

**Task**

What letters do the words “perspective” and “aspect” have in common? Find two other words with these letters in them. What is the connection in their meaning?

---

**EXERCISE 2**

Work with a partner, with a group, or alone. Read the following sentences and underline the following roots:

<table>
<thead>
<tr>
<th>cred</th>
<th>spec</th>
<th>dic</th>
<th>vis/vid</th>
</tr>
</thead>
</table>

61
1. In 1815 Napoleon was defeated and was forced to abdicate.
2. Panama was chosen as the most likely prospect for a canal linking the Caribbean and the Pacific because of its location.
3. Presbyterianism is a Protestant sect, based on Calvinist creed, which states that salvation is predetermined.
4. Ernest Hemingway’s unemotional and cynical style is evident in his novels *The Sun Also Rises* and *For Whom the Bell Tolls*.

These roots have the following meanings:

cred = to believe
spec = to look
dic = to say or speak
vis/vid = to see

Discuss how these roots are connected to the meanings of the words above. You may use a dictionary.

---

**STRATEGIES**

- Most word roots are never used alone. They may have prefixes and suffixes attached to them.

**EXAMPLE**

The root *dict* meaning “to say or speak” is not used alone. Prefixes like *pre*, *contra* (predict, contradict) or suffixes like *-ation*, *-ator* (dictation, dictator) are added to it.

- At first you may not see how a particular word grew from the word root. But when you begin to analyze the word, you will see the connection.

**EXAMPLE**

The word “revolve” comes from the root “volv” meaning “turn” or “roll.” It is easy to see the connection between “revolve” and its root *volv*. The word “devolve” means “to pass on to another person,” and has the idea of “roll.” The word “evolution” means “how something changes over time” and has the idea of turning into something else. The idea of “turning” or “rolling” will change in each word, but the connection is the same.

- Once you recognize word roots, you will see connections among many words. This will make it easier for you to understand and remember their meanings.
- Study the word roots in this chapter and the words they produce over a period of weeks. Try to learn a number of word roots each day. Review the roots you have learned before and try to use them in speech or writing.
- Every time you look up a word in the dictionary, look at its word root (most roots in English come from Latin or Greek). Add new roots to the roots given in this section.
A. Root: Cred

1. incredulous = showing disbelief.
   Ex. The people listening to his strange story were incredulous.

2. discreditable = disgraceful or shameful behavior.
   Ex. Because of the banker’s discreditable behavior, a lot of customers changed to another bank.

3. creed = a set of beliefs or principles, usually religious.
   Ex. People of all creeds gathered in union to help the cause.

4. accredited = certified as being of a certain good standard.
   Ex. He went to an accredited high school.

5. credible = believable, trustworthy.
   Ex. A credible explanation was given for the changes made.

6. credit = belief, trust, honor and recognition given to effort or work.
   Ex. With her outstanding grades in her studies and outstanding ability in sports, she was a credit to her school.

7. credence = belief; acceptance as being true.
   Ex. The rumor got widespread credence throughout the country.

8. incredulity = the act of not believing.
   Ex. He looked at me with incredulity in his eyes when I told him he had won the lottery.

---

EXERCISE 1

Complete the definition with the correct answer.

1. Something which can be believed is ____________.
   a. accredited  b. credible

2. Something discreditable cannot be ____________.
   a. believed  b. shameful

3. To tell the truth and work hard does you ____________.
   a. credence  b. credit
4. To have a creed is to have a ______________.
   a. set of beliefs       b. good standards

5. Incredulity is a ______________.
   a. lack of trust       b. lack of belief

6. An accredited school ______________.
   a. is certified       b. borrows money

7. ______________ is being accepted as true.
   a. Credit           b. Credence

---

EXERCISE 2

Choose the correct word to complete each sentence.

1. If you want your car fixed properly, go to an (accredited / incredulous) mechanic.
2. I can understand your (incredulity / credit) but you are the new king!
3. Such (credible / discredible) behavior can only ruin our company.
4. The school children gained great (incredulity / credit) by helping the old folks.
5. Sitting in her palace, listening to her story of hardship and poverty, the visitors were (incredulous / discreditable).
6. You never know what he is thinking because he follows no special (creed / credit).
7. He may look like he is telling the truth, but we have no reason to give (incredulity / credence) to his story.
8. We should win in court because our witnesses are more (accredited / credible) than theirs.

B. Roots: Spect, Spec

1. perspective = a way in which something is looked at or judged.
   
   *Ex.* A tribesman in Africa looks at time from a different perspective than an American businessman.
2. **retrospect** = a look back at the past.
   
   *Ex.* As we take on responsibilities in life, our teenage years in retrospect seem carefree.

3. **spectrum** = a range of colors in the order of their wavelengths.
   
   *Ex.* Ultra-violet rays are beyond the range of the visible spectrum.

4. **aspect** = a look at something from one side.
   
   *Ex.* There is a television series on the different aspects of life in the United States.

5. **spectacle** = a scene or show which attracts the eye by its size, color.
   
   *Ex.* The Independence Day firework show was quite a spectacle.

6. **specimen** = a sample; a single typical thing to be shown or tested.
   
   *Ex.* The specimen of rock from the moon went through multiple tests.

7. **respected** = worthy to be looked up to and admired.
   
   *Ex.* The teacher was highly respected by his students.

8. **spectator** = a person who watches an event or a sport.
   
   *Ex.* The spectators cheered as the famous player appeared on the field.

---

**EXERCISE 1**

Replace the underlined words with the words below.

<table>
<thead>
<tr>
<th>spectrum</th>
<th>aspect</th>
<th>spectacle</th>
<th>specimen</th>
</tr>
</thead>
<tbody>
<tr>
<td>spectators</td>
<td>perspective</td>
<td>a respected</td>
<td>retrospect</td>
</tr>
</tbody>
</table>

1. All the **people who were watching** cheered when our team scored a goal.

2. Having to earn money is just one **side** of modern life.

3. Whether you like or hate modern art depends on your **way of looking at it**.

4. In **looking back at the past**, we should have kept our 1952 Cadillac.

5. The mayor is **an admired** member of our community.

6. When you get sick the doctor will often send a **sample** of your blood for analysis.

7. The beautiful diamond flashed all colors of the **range of colors in the order of their wavelengths**.

8. As we reached the top of the hill, we gazed at the **amazing scene of size and color** of the armies lined up in the valley below.

---

**EXERCISE 2**

The word with the "spec" root in each sentence is not correct. Cross out the word and write the correct word above it and make the necessary changes to the articles.

1. The **spectum** attracts you with its size and color.

2. **Respected** is looking back at the past.
3. A range of colors in the order of their wavelengths is a specimen.
4. Retrospect is the way things are looked at or judged.
5. A specimen is one point of view.
6. An aspect is someone who watches a sports event.
7. A spectator is someone you look up to and admire.
8. A perspective is a sample of something.

C. Roots: Duc, Duct

1. **to conduct** = to lead.
   
   *Ex.* The inspector was conducted around the factory.

2. **conducive** = helpful; that contributes to.

   *Ex.* A dark room is more conducive to sleep than a bright one.

3. **duct** = a tube or canal that carries fluids, or one that carries electric power, telephone cables, etc.

   *Ex.* Most glands in human bodies have ducts to carry their secretions.

4. **to deduct** = to subtract, or take away.

   *Ex.* Income tax is deducted from the paycheck of a wage earner.

5. **ductile** = easily lead; pliable.

   *Ex.* Copper is a ductile metal.

6. **to induce** = to cause an effect.

   *Ex.* Political repression and poverty induced many people to leave their homeland and emigrate.

7. **viaduct** = a long high bridge which carries a road or railroad.

   *Ex.* Some of the old viaducts are not high enough for today's tall trucks to go under.

8. **aqueduct** = a system of canals and bridges which carry water.

   *Ex.* Some of the aqueducts built by the Romans still bring water to modern cities.
**EXERCISE 1**

Match the words in Column A with their definitions in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a duct</td>
<td>a. a system of canals</td>
</tr>
<tr>
<td>2. ductile</td>
<td>b. helpful</td>
</tr>
<tr>
<td>3. induce</td>
<td>c. to lead</td>
</tr>
<tr>
<td>4. aqueduct</td>
<td>d. a bridge that carries a road</td>
</tr>
<tr>
<td>5. conduct</td>
<td>e. to take away</td>
</tr>
<tr>
<td>6. viaduct</td>
<td>f. a tube or canal</td>
</tr>
<tr>
<td>7. conducive</td>
<td>g. easily lead</td>
</tr>
<tr>
<td>8. deduct</td>
<td>h. to cause an effect</td>
</tr>
</tbody>
</table>

**EXERCISE 2**

Complete the sentences with the correct answer.

1. No one knows what ___________ the millionaire to give his money to strangers.
   a. conducted  b. induced

2. Our new puppy has a very ___________ personality and will be easy to train.
   a. ductile  b. conducive

3. The waiter ___________ the guests to their table.
   a. deducted  b. conducted

4. Fire regulations require electrical wires to be run inside a ___________ when they are used outside the house.
   a. viaduct  b. duct

5. Los Angeles is built in a desert and water has to be brought to it by a huge ___________.
   a. viaduct  b. aqueduct

6. Some policies are more ___________ to peace than others.
   a. conducive  b. conducted

7. To cross the canyon they had to build a tall ___________.
   a. aqueduct  b. viaduct

8. Every month the bank ___________ a service charge from my account.
   a. deducts  b. conducts
D. Roots: Ced, Cess

1. procedure = a particular way or method of doing something.
   Ex. To take a class in this college you have to follow the registration procedure.

2. precedent = a past action or case that sets an example or rule for cases in the future.
   Ex. In his defense the lawyer referred to a similar case in 1952 that established a precedent in favor of his client.

3. antecedent = that which has gone on at an earlier time.
   Ex. The antecedents of Halloween go back to pagan festivals.

4. successive = (adj) following one after the other.
   Ex. She was absent from school for four successive days.

5. to recede = to move back or to shrink in size.
   Ex. When gums recede, it is wise to see the dentist.

6. to secede = to officially withdraw from a group, union, or organization that is usually political or religious.
   Ex. When a state in a nation secedes, civil war may break out.

7. to process = to treat in a particular organized way.
   Ex. Photographic film has to be processed before we get the pictures.

8. to concede = to give victory or possession to someone else.
   Ex. The challenger conceded victory to the president in the election race.

---

**EXERCISE 1**

Complete the definitions with the correct word.

<table>
<thead>
<tr>
<th>procedure</th>
<th>precedent</th>
<th>antecedent</th>
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<tbody>
<tr>
<td>to process</td>
<td>successive</td>
<td>recede</td>
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</table>

1. A/An _______________ is something which has happened before.
2. A/An _______________ is a past action which sets an example for the future.
3. To _______________ is to move back.
4. Things that are _______________ follow each other.
5. The loser has to _____________ a contest to the winner.
6. It can take several weeks to _____________ a new passport application.
7. A/An _____________ is a particular system to do something.
8. To _____________ is to withdraw from a political group.

EXERCISE 2

Choose the correct word to complete the sentence.

1. It will take six months to _____________ your request for a permit.
   a. concede                  b. process
2. Our team were champions for four _____________ seasons.
   a. antecedent               b. successive
3. As far as we know, there is no _____________ for a mouse killing a tiger.
   a. precedent                b. process
4. If too many states _____________ from the republic it will break up.
   a. recede                   b. secede
5. I have to _____________ that you know more about astrophysics than I do.
   a. concede                  b. recede
6. The _____________ for repairing the engine was very complicated.
   a. precedent                b. procedure

EXERCISE 3

Work with a partner or a group. Find two examples of words for each of the roots below. Then check your examples in a dictionary.

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<th>Area of Meaning</th>
<th>Examples</th>
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</table>
EXERCISE 4

Read the following passage and find the roots of the words in bold print.

Birds have two basic types of sounds—songs and calls. Songs are usually more complex than calls and are utilized **primarily** by adult males during breeding season to establish territories or **attract** mates. Calls are normally simple notes, single or repeated, **vocalized** by males and females in all seasons to express alarm or maintain contact with mates, offspring, or other birds of the same species. All songs and most calls are distinctive, and with concentrated study and practice, **ornithologists** learn to identify many birds by their sounds and call them as well.

1. What does “primarily” in the passage mean?

2. What does the word “attract” mean?

3. What does the word “vocalized” mean in the passage?

4. What do you think an “ornithologist” studies?

---

EXERCISE 5

Use roots and a dictionary to find the answers to these questions.

1. What does an anthropologist study?

2. What do we call a person who studies handwriting?

3. What do we call a person who studies the stars?

4. What does “inductive” reasoning mean?

5. What do we call events in order of “time”?

---
Test on Roots

Choose the answer that could best replace the underlined word or phrase without changing the meaning of the sentence.

1. Violet and red are at the opposite ends of the spectrum.
   (A) range of sounds   (B) types of taste
   (C) range of colors   (D) boundary of light

2. Sedatives calm a person without actually inducing sleep.
   (A) prolonging   (B) subsiding
   (C) getting   (D) causing

3. The removal of cataracts in the eyes by laser has become a common procedure.
   (A) belief   (B) method
   (C) improvement   (D) regulation

4. Soya beans are being processed to look and taste like meat.
   (A) immersed   (B) dehydrated
   (C) colored   (D) treated

5. F. D. Roosevelt was the only man to have been elected president of the United States four successive times.
   (A) significant   (B) consecutive
   (C) notable   (D) symmetrical

6. Specimens of bone are used for DNA typing.
   (A) samples   (B) spots
   (C) units   (D) discoloration

7. In 1861 seven states seceded from the Union and formed the Confederate States of America.
   (A) developed   (B) emerged
   (C) succeeded   (D) withdrew

8. Thousands of prospectors came to the newly formed territory of California after gold was discovered at Sutter’s Mill in 1848.
   (A) people looking for gold   (B) people who were experts
   (C) people who wanted land   (D) people with no hope

9. Aqueducts built during the Roman Empire may still be seen in many parts of Europe.
   (A) baths   (B) water canals
   (C) roads   (D) air pipes

10. The Capitol, built on a hill in Washington, D.C., is the seat of the U.S. legislature.
    (A) military power   (B) men of education
    (C) lawmakers   (D) business people

11. In the United States, a party can nominate a single candidate for office.
    (A) refuse   (B) keep
    (C) change   (D) name

12. Guam, an island in the West Pacific, was ceded to the United States.
    (A) given over to   (B) attacked by
    (C) ruled by   (D) influenced by
Another way of building your vocabulary is by looking at words with similar meanings in themes. For example, if we take the theme “Thinking and Remembering,” we find there are several words that mean “to think” but each is slightly different in its meaning and use. The verb “to reflect” means “to think” and is used when thinking over something carefully, whereas the verb “to meditate” is used when thinking deeply about one matter and is often used in religion.

In this section there are different themes with exercises that accompany them. Since only a certain number of themes can be covered in this book, it is suggested that you start to make your own themes with the use of a dictionary in order to continue to build your vocabulary.
Reading Practice
Read the following passage.

The coyote used to live in the western part of the United States. Despite its persecution by farmers who have assumed that the coyote has been responsible for the killing of their livestock, the coyote has survived. Today the coyote is widespread from Alaska to New York, and in towns as well as in the wild.

Scientifically, the coyote is *Canis latrans*, barking dog, so-called because apart from the domestic dog it is the only member of the dog family that habitually barks. Foxes, wolves, and jackals only bark at specific times. The renowned call of the coyote at night is a familiar scene in a Western movie. In the evening coyotes sing in chorus. One starts with a series of short barks, gradually increasing in volume until they merge into a yell. Other coyotes join in and the chorus continues for a minute or two. After a pause, the chorus starts again. Two or three coyotes may meet each night to sing and the haunting effect of the songs of several such groups over the countryside is unique.

---

**EXERCISE 1**

Work with a partner, with a group, or alone to answer the following questions.

1. Where can you find the coyote today?

**Task**
What do you think is the difference between the words “widespread” and “usual”? Find another word in the passage that is similar in meaning to “usual.”

2. What kind of effect do the songs of several groups of coyotes have?

**Task**
What kinds of things would “haunt” a person’s memory?

3. Can anything else create this effect over the countryside?

**Task**
Name three things that are “unique.”

**Conversation Practice**
Read the following conversation.

Scott: You look serious today, Regina. Is something wrong?
Regina: Oh, no. I was just sitting here **reflecting** on life.
Scott: **Contemplating** your future?
Regina: How did you know?
Scott: It’s a **familiar** thought to me. After all, we’ll be starting college in a few weeks, and we’ll have to make some **crucial** decisions.
Regina: Have you decided on your major?
Scott: No. I've speculated on several careers, but I haven't decided on one yet. And you? Do you have any ideas what you want to do?
Regina: To a certain extent, yes. I've made certain fundamental decisions.
Scott: Such as?
Regina: Well, I know I'd like to do something unique. I just don't want to do something commonplace.
Scott: That's odd. I've had the same thoughts. Of course, I want to be well known in my field, whatever it is.
Regina: Naturally. And don't forget, known for your research and vital discoveries.
Scott: Of course! Nothing petty and trivial for us.
Regina: That's right. Fame and fortune!
Scott: Yes!
Regina: Meanwhile, what do you say we get ourselves an ice cream cone?
Scott: Great idea.
Regina: Now what shall I have, chocolate, vanilla, strawberry? Such a difficult decision.

EXERCISE 2

Work with a partner, with a group, or alone to answer the following questions.

1. What is Regina doing?

Task
Write the two kinds of thinking verbs Regina is using. What other thinking verbs do you know?

2. Is thinking about the future unusual for Scott?

Task
Find another word in the conversation that is similar in meaning to "familiar."

3. What kinds of decisions will Regina have to make?

Task
Find another word in the passage that means "important."

4. What kind of thing would Regina like to do?

Task
What is the opposite of the word "unique"? What words in the conversation mean "not important"? What words in the conversation are related to "thinking"?

5. Scott says, "That's odd." What does "odd" mean?

Task
Name two things that are odd to you.

6. What does Scott want to be in his field?
A. Thinking and Remembering

1. **to assume** = to take as fact with no proof; to suppose.
   
   *Ex.* I assume you will be home about seven tonight.

2. **to reminisce** = to remember or talk about the past in a pleasant way.
   
   *Ex.* Old people often reminisce about the days of their youth.

3. **to haunt** = to be in your thoughts, usually in an unpleasant way.
   
   *Ex.* The horrors he saw during the war haunted him.

4. **to reflect (on)** = to think over very carefully.
   
   *Ex.* He reflected for a moment before answering the question.

5. **to contemplate** = to think about deeply for a long time.
   
   *Ex.* He looked at the view from his window and contemplated his next move.

6. **to meditate** = to think deeply, concentrating on one matter. It is especially used in religion.
   
   *Ex.* The priest wanted to be alone and meditate before giving a decision.

7. **to predict** = tell beforehand.
   
   *Ex.* Weather reporters usually try to predict the weather as accurately as possible.

8. **to consider** = to think of carefully or in a certain way.
   
   *Ex.* Mozart was considered to be a great composer in his time.

9. **to conceive (of)** = think of; to imagine.
   
   *Ex.* It's hard to conceive what an earthquake greater than 8.0 on the Richter scale can do.

10. **to speculate** = to think about something in a way that is not serious because of a lack of facts.
    
    *Ex.* With constant changes in the government, it was only possible to speculate what would happen.
EXERCISE 1

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. To reflect means to think about something very carefully. T F
2. To contemplate is to think about something for a long time. T F
3. To predict is to say something will happen before it does. T F
4. To haunt is to remember pleasant dreams. T F
5. To consider is to think of with care. T F
6. To reminisce is to recall the past with fear. T F
7. To conceive of is to imagine. T F
8. To assume is to think deeply and seriously. T F

EXERCISE 2

Complete the sentences with the correct answer.

1. They refused to _____________ my request to join the club.
   a. meditate       b. reflect       c. consider

2. His grandfather would often _____________ about the time he was a young and famous athletic star.
   a. conceive       b. predict       c. reminisce

3. It is hard to _____________ moving after twenty years in the same house.
   a. contemplate    b. speculate     c. reminisce

4. Some sportsmen _____________ to relax before a contest.
   a. meditate       b. predict       c. conceive

5. Now that he was alone he could _____________ his past.
   a. predict        b. reflect on    c. haunt

6. A billion ounces of gold is more wealth than most of us can _____________.
   a. assume         b. meditate      c. conceive of

7. He is my friend so I _____________ that he is innocent.
   a. assume         b. predict       c. reminisce

8. The car crash still _____________ me after ten years.
   a. considers      b. haunts        c. meditates
9. Some people think that they can ______________ the future.
   a. predict            b. reminisce            c. haunt

10. We can only ______________ when the next earthquake will be.
    a. predict            b. reminisce            c. speculate

B. Important and Not Important

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<td>mere</td>
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<td></td>
<td>drastic</td>
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1. **fundamental** = the base upon which a system is built and supported.
   
   *Ex.* The constitution is the fundamental law of the United States.

2. **essential** = something belongs to the nature of something and therefore cannot be removed without destroying it.
   
   *Ex.* Without the bare essentials of life a person will not survive.

3. **vital** = something necessary for the existence of a thing.
   
   *Ex.* It is vital that the witness testifies in court.

4. **indispensable** = something that is too important or necessary to be without.
   
   *Ex.* Nurses are indispensable in a hospital.

5. **crucial** = something very important which helps to decide the future. It is used in a crisis situation.
   
   *Ex.* What we decide in the next few minutes is crucial because it will affect our lives.

6. **drastic** = rapid, harsh, and extreme action.
   
   *Ex.* Drastic measures were taken by the government to control the rate of inflation.

7. **significant** = something important that has a meaning to the person who says it and those who hear it.
   
   *Ex.* His speech on this sad occasion was very significant to us all.

8. **petty** = something of the least importance by comparison to other things.
   
   *Ex.* I am tired of your petty excuses for being late.

9. **trivial** = something not important and very common and therefore not worth considering.
   
   *Ex.* He occupied himself with trivial things because of his fear of dealing with important matters.

10. **mere** = no more than; emphasizes how limited a thing is.
    
    *Ex.* What do you expect? He’s a mere child.
EXERCISE 1

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Drastic means quick and hard. T F
2. Something vital is necessary for it to survive. T F
3. Something trivial is most important. T F
4. The main support or idea behind something is fundamental to it. T F
5. Mere means something is more than it appears. T F
6. Something essential cannot be removed without destroying the whole. T F
7. Indispensable means you can throw it away. T F
8. Something petty is very important. T F
9. Crucial can describe an important decision that needs to be taken affecting the future. T F
10. Something significant has an important meaning to everyone concerned. T F

EXERCISE 2

Complete the sentences with the correct answer.

1. The bank loan was __________________ to the project.
   a. indispensable b. drastic c. significant
2. A tornado requires __________________ action by people in its path.
   a. mere b. crucial c. drastic
3. The __________________ idea of capitalism is a free market economy.
   a. fundamental b. vital c. significant
4. It is stupid to get upset over __________________ mistakes.
   a. essential b. trivial c. drastic
5. To take the exam now or to wait a year is a __________________ decision.
   a. drastic b. mere c. crucial
6. His speech was __________________ to all the audience, who would lose their jobs in the layoffs.
   a. fundamental b. petty c. significant
7. Their latest proposal is a __________________ bluff.
   a. mere b. petty c. trivial
8. A/An __________________ part of being a hero is not thinking before you take action.
   a. vital b. petty c. essential
9. When there are so many important things to be done, why does she insist on so many _______________ distractions?
   a. drastic  
   b. petty  
   c. vital  

10. It is _______________ that you get this message to Jim, or we will lose the account.
    a. vital  
    b. dispensable  
    c. significant  

C. Usual and Unusual

<table>
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<th>USUAL</th>
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<th>commonplace</th>
<th>prevalent</th>
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<td>singular</td>
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</table>

1. **familiar** = similar to what one knows; known or seen by everyone.
   
   *Ex.* When he talked about the problems in his country, they were quite familiar to us.

2. **current** = existing widely. It is usually used with fashion, language, practices and things which are constantly changing. It also means new, or recent if no other time is mentioned.
   
   *Ex.* There is an article on American slang in the current issue of *English Language Magazine*.

3. **commonplace** = found everywhere and usually implies that it is not very interesting or special.
   
   *Ex.* Car thefts are commonplace in this city.

4. **unique** = being the only one of its kind.
   
   *Ex.* Each man's fingerprint is unique.

5. **singular** = different from any other of its kind and suggests some kind of strangeness.
   
   *Ex.* Upon catching the snake I experienced a singular feeling I cannot describe.

6. **prevalent** = something that exists most of the time in some place.
   
   *Ex.* Malaria is prevalent in hot, swampy areas.

7. **widespread** = found in many places.
   
   *Ex.* The disease that attacked the leaves of the trees could not be controlled and soon became widespread.

8. **odd** = that which is not usual or normal.
   
   *Ex.* I don't know what kind of job he does but he leaves his house at odd hours.

9. **peculiar** = having a special distinctiveness in quality or character that is not pleasing.
   
   *Ex.* This flower has a peculiar smell.

10. **scarce** = hard to get or find.

   *Ex.* Because of intensive farming, certain wild birds have become scarce.
EXERCISE 1

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Something that is odd is not normal.  
   T  F
2. Something current is not up-to-date.  
   T  F
3. If a thing is widespread it is found everywhere.  
   T  F
4. Something scarce is frightening.  
   T  F
5. Things that are commonplace are not very interesting and can be found everywhere.  
   T  F
   T  F
7. Something peculiar has a special, unpleasant aspect.  
   T  F
8. A unique object has no equal.  
   T  F

EXERCISE 2

Complete the sentences with the correct answer.

1. The price of fruit increased because it was ______________.
   a. prevalent  
   b. odd  
   c. scarce
2. His wooden leg gave him a ______________ appearance.
   a. singular  
   b. scarce  
   c. widespread
3. Disease is ______________ in many poor countries.
   a. prevalent  
   b. current  
   c. peculiar
4. The man frightened me with his ______________ smile.
   a. widespread  
   b. familiar  
   c. peculiar
5. The handmade car sold for a million because it was ______________.
   a. unique  
   b. scarce  
   c. commonplace
6. The ______________ fashion is the same as my grandmother's!
   a. familiar  
   b. odd  
   c. current
7. The tune the band was playing sounded ______________.
   a. prevalent  
   b. familiar  
   c. widespread
8. Unfortunately, the latest film just tells a ______________ story.
   a. commonplace  
   b. widespread  
   c. unique
9. Panic was ______________ after the dam burst.
   a. scarce  
   b. widespread  
   c. singular
10. To stand on your head at a party is ______________ behavior.
    a. commonplace  
    b. odd  
    c. current
Test on Thought and Communication

Choose the answer that could best replace the underlined word without changing the meaning of the sentence.

1. Hypertension is one of the most widespread and potentially dangerous diseases.
   (A) colossal  
   (B) popular  
   (C) common  
   (D) scattered

2. The gravitational forces of the sun and the moon are fundamental in causing ocean tides.
   (A) unique  
   (B) essential  
   (C) odd  
   (D) current

3. Jazz appeared as a unique form of American music in the 1920s.
   (A) obscure  
   (B) scarce  
   (C) vital  
   (D) singular

4. In the learning situation, exposure to language and motivation are crucial factors in language learning.
   (A) moderate  
   (B) vital  
   (C) mere  
   (D) drastic

5. Gregor Mendel conceived of the laws of heredity from observing the growth of peas.
   (A) assumed  
   (B) reminisced of  
   (C) thought of  
   (D) meditated about

6. Harriet Beecher Stowe was an obscure writer until the publication of Uncle Tom's Cabin.
   (A) anonymous  
   (B) unknown  
   (C) infamous  
   (D) eminent

7. After years of work and contemplation, the Native American Sequoyah single-handedly invented a written language for his people.
   (A) worry  
   (B) sickness  
   (C) deep thought  
   (D) loneliness

8. Although the prevalent attitude toward tarantulas is one of fear, they actually benefit humans by controlling the insect population.
   (A) petty  
   (B) popular  
   (C) essential  
   (D) unusual

9. Laura Scudder's singular concept of prepackaged potato chips made her a legend in the food industry.
   (A) unique  
   (B) familiar  
   (C) unknown  
   (D) unappreciated

10. Apples not only contain several essential vitamins but have been proven to aid digestion and help keep teeth healthy and clean.
    (A) extra  
    (B) common  
    (C) unusual  
    (D) important
CHAPTER 7

Theme Grouping: Feelings and Sensations

Reading Practice
Read the following passage.

Most people think of algae as the dirty green layer on a fish pond. But another kind of algae known as kelp or seaweed has become an important part of the American diet. Without being the least bit daring, Americans eat seaweed by the
ton. That's because they usually don't know it! From the sweet flavored jelly coming out of a doughnut, to a crisp pile of savory onion rings, there's more seaweed in food than most people know.

Algin, a substance extracted from ground-up seaweed, has the unique ability to make liquids more solid. Thus it is used in hundreds of prepared foods, from ice cream to salad dressing.

The entire U.S. kelp harvest comes from the coastal waters off Southern California. Ships move through huge kelp beds and take two or three feet off the top of the 100-foot plants. More than 56,000 tons of wet seaweed are harvested each year. The harvesters are by no means being ruthless, however. Cutting the kelp actually helps it to grow, thereby ensuring a constant supply of seaweed for hungry Americans!

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions.

1. When Americans eat seaweed, how do they act?

Task
What do you think "daring" means? What is the opposite of "daring"? Give an example of a daring person. Say why.

2. In what kinds of foods can you find seaweed?

Task
What do you think "savory" means? Name two other foods that are savory.

3. By cutting the kelp each year, are Americans being ruthless?

Task
What do you think "ruthless" means? What other word is similar to "ruthless"? Give an example of a ruthless person. Say why.

Conversation Practice

Read the following conversation.

Roberta: Pardon me. Am I on the right trail to Eagle Lake?
John: Yes, it's less than a mile to the Eagle Crest. From there it's about one-half mile to the lake.
Roberta: Thank goodness. I was beginning to think I was lost.
John: I thought you were looking a little apprehensive. My group is hiking to Eagle Lake too. Would you like to join us?
Roberta: Oh, thank you. You're very considerate. It seems I'm not as bold as I thought I would be.
John: Well, you should never hike alone on this mountain. No matter how courageous you are, it's best to hike with one or more people.
Roberta: Yes, it was foolish of me, I know. I'll never do it again.
John: Why don't you sit on this log for a minute and rest until my friends catch up? How about some lemonade? It's a little sour but its cold.
EXERCISE 2

Work with a partner, with a group, or alone to answer the following questions.

1. How did John think Roberta was looking?

Task
Why do you think she looked that way? How would you feel if you were lost? What do you think is the meaning of “apprehensive”? Describe a situation when you feel apprehensive.

2. What does Roberta think about John when he asks her to join his group?

Task
Why does she think this? Give another word to describe this kind of person. What is the word for the opposite of this kind of person?

3. What does Roberta think about herself?

Task
What do you think this word means? Find another word in the conversation that is similar.

4. What is the lemonade like?

Task
What other foods are “sour”?

5. What does Roberta think about John when he offers her the lemonade?

Task
What is the opposite of this word? Who do you think is generous? Say why.
A. Kindness and Unkindness

1. **benevolent** = kind and wanting to do good and help others.
   
   *Ex.* She was a benevolent lady who gave most of what she had to help orphans.

2. **benign** = kind and friendly. When used about a disease, it means it is not dangerous.
   
   *Ex.* He was pleased to find that the tumor on his head was benign.

3. **humane** = showing kindness and compassion. It is usually used about the ways others are treated.
   
   *Ex.* On their return, the hostages said they had been treated in a humane way.

4. **considerate** = thoughtful of others, concerned with others’ feelings.
   
   *Ex.* It was very considerate of her to come and take care of me when I was sick.

5. **generous** = kind and ready to give money, help, time, etc.
   
   *Ex.* We could not forget his generous offer of assistance.

6. **selfish** = wanting everything for oneself.
   
   *Ex.* My sister is so selfish. She never lets anyone watch what they want on television. It's always what she wants.

7. **mean** = not generous or kind. It is also used for someone who likes to hurt.
   
   *Ex.* He always plays the part of the bad guy in the movies because he has a mean-looking face.

8. **spiteful** = wanting to do evil, usually in a small way. Also, wanting to get even with someone for a real or unreal reason.
   
   *Ex.* Just to be spiteful, the little girl destroyed her sister’s doll.

9. **merciless** = being able to be cruel without worrying about it; having no kindness of heart.
   
   *Ex.* The enemy was merciless and killed a village full of women and children.

10. **ruthless** = having no pity or kindness.
   
    *Ex.* Everyone knew the commander was a ruthless person who would do anything to gain power.

---

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Someone who is selfish wants it all for himself.  
2. A merciless person does not feel sad to be cruel.  
3. To be benign is to be kind and friendly.  
4. A generous person takes everything he can get.  
5. Ruthless means unable to be cruel.

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EXERCISE 2

Complete the sentences with the correct answer.

1. They say that people who treat animals in a __________ way are kind to people too.
   a. selfish  
   b. merciless  
   c. humane

2. A __________ businessman is one who destroys his competitors.
   a. generous  
   b. spiteful  
   c. ruthless

3. A __________ person hurts you in little ways.
   a. spiteful  
   b. merciless  
   c. benign

4. The king was a good man and a __________ leader of his people.
   a. selfish  
   b. merciless  
   c. benign

5. She was a __________ tennis player and never gave her opponent even the smallest chance.
   a. merciless  
   b. spiteful  
   c. selfish

6. A __________ man, he always gave money to the poor.
   a. ruthless  
   b. selfish  
   c. generous

7. She was so __________ of others that she always served her guests their favorite foods even if she did not like them.
   a. mean  
   b. considerate  
   c. merciless

8. He is so __________ he will not even give you one french fry.
   a. benign  
   b. generous  
   c. selfish

9. The sick and dying loved the __________ lady who came to visit.
   a. benevolent  
   b. mean  
   c. ruthless

10. It is __________ to tie your grandmother's shoelaces together.
    a. considerate  
    b. mean  
    c. selfish
B. Fear and Courage

1. **scary** = making one afraid.
   *Ex.* With all those strange noises, this house is scary at night.

2. **timid** = having fear, not having courage.
   *Ex.* He’s a very timid person and will neither speak out nor take a risk.

3. **apprehensive** = a state of mind that is fearful, but the fear may have some reason.
   *Ex.* With the tense situation between the two countries, people were apprehensive of war.

4. **cowardly** = unable to face danger because the person is afraid and lacks courage.
   *Ex.* His cowardly behavior made everyone avoid him.

5. **petrified** = in a state of great shock or fear, like turning into stone.
   *Ex.* I was petrified when I saw the man standing there with a gun in his hand.

6. **bold** = having courage.
   *Ex.* He was a bold man to cross that dangerous territory with only a knife to defend himself.

7. **courageous** = showing bravery.
   *Ex.* He was given a medal for his courageous act that saved the lives of five men.

8. **daring** = taking risks in challenging situations.
   *Ex.* His idea for a new type of television commercial seems very daring, and may even shock people.

9. **intrepid** = ready to meet danger again and again.
   *Ex.* The couple, intrepid explorers, went into the Amazon.

10. **audacious** = daring or brave to a point which is excessive.
    *Ex.* He was audacious enough to tell the committee that they were fools.

---

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Daring is taking risks when it is easy to do so.  
   **T**  
   **F**

2. If you are too afraid to move you are petrified.  
   **T**  
   **F**

3. Timid is not having the time to be afraid.  
   **T**  
   **F**

4. If you are bold you have courage.  
   **T**  
   **F**

5. Apprehensive is being afraid in advance.  
   **T**  
   **F**
6. A cowardly person runs toward danger.  
7. Audacious means being extremely brave or daring.  
10. Intrepid means ready to run away again and again.  

---

**EXERCISE 2**

Complete the sentences with the correct answer.

1. It was a ____________ move to say no to the boss.  
   a. cowardly  
   b. timid  
   c. bold  

2. To swim across the river at night was ____________ of him.  
   a. audacious  
   b. scary  
   c. timid  

3. It was ____________ of her to pull the children from the fire.  
   a. intrepid  
   b. courageous  
   c. apprehensive  

4. It was ____________ of her to run and hide.  
   a. intrepid  
   b. cowardly  
   c. audacious  

5. Riding on the back of his new motorcycle was ____________.  
   a. intrepid  
   b. petrified  
   c. scary  

6. Many people are ____________ of flying.  
   a. apprehensive  
   b. audacious  
   c. cowardly  

7. If you are ____________ in business you will not succeed.  
   a. audacious  
   b. timid  
   c. scary  

8. It will take a very ____________ plan to surprise them.  
   a. apprehensive  
   b. scary  
   c. daring  

9. The ____________ salesman covered every inch of his territory.  
   a. intrepid  
   b. apprehensive  
   c. petrified  

10. When the captain announced he was turning the aircraft back to the airport, we were all ____________.  
    a. intrepid  
    b. courageous  
    c. petrified
C. Types of Taste

1. **bland** = without much taste.
   
   *Ex.* Boiled potatoes with nothing on them may seem bland to many people.

2. **insipid** = lacking a strong taste; having a weak and watery taste.
   
   *Ex.* I remember eating food that was insipid at that hospital.

3. **flavored** = having a substance that gives taste.
   
   *Ex.* The children enjoy chocolate-flavored ice cream.

4. **savory** = having a pleasant taste that is not sweet.
   
   *Ex.* For those who don’t like sweets like cakes and cookies there are savory things like salty crackers and cheese.

5. **sour** = having a taste that is not sweet such as in milk that has gone bad.
   
   *Ex.* These grapes are very sour.

6. **bitter** = having a sharp taste that is not sweet as in coffee without sugar.
   
   *Ex.* This medication has a very bitter taste.

7. **spicy** = containing natural additives usually in the form of powder which have a strong taste.
   
   *Ex.* There’s a spicy fruit drink made with cinnamon and cloves.

8. **pungent** = having a strong, sharp taste or smell that often stings.
   
   *Ex.* Indian curry often has a pungent taste.

9. **hot** = containing natural additives which are very strong and give a burning sensation to the mouth.
   
   *Ex.* Many Mexican dishes contain hot chili peppers.

---

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Spicy means too cold to taste.  
   T  F

2. Something flavored is what you like best.  
   T  F

3. Hot means containing things that give a burning taste.  
   T  F

4. Something bitter has no sweetness and is sharp to taste.  
   T  F
5. Bland food has a very strong taste.  
6. Something pungent has a strong, sharp taste or smell that stings.  
7. Savory means having a taste which is not sweet but salty or spicy and pleasant.  
8. Something insipid has little or no taste and can be weak and watery.

EXERCISE 2

Complete the sentences with the correct answer.

1. The strong garlic sauce had a ______________ flavor.
   a. sour  
   b. bland  
   c. pungent

2. Many types of sausage are made ______________ by adding pepper.
   a. hot  
   b. bitter  
   c. bland

3. The guests enjoyed ______________ snacks at the reception.
   a. savory  
   b. insipid  
   c. bitter

4. With no sugar or raisins, oatmeal is very ______________.
   a. spicy  
   b. flavored  
   c. bland

5. Yogurt has a naturally ______________ taste.
   a. savory  
   b. sour  
   c. hot

6. Aspirins without water taste ______________ if you chew them.
   a. bitter  
   b. spicy  
   c. pungent

7. Do you like duck ______________ with orange?
   a. bitter  
   b. bland  
   c. flavored

8. I like ______________ food but it does not always like me!
   a. spicy  
   b. insipid  
   c. bland

9. There was so much water in the soup it tasted ______________.
   a. spicy  
   b. insipid  
   c. bitter

Test on Feelings and Sensations

Choose the answer that could best replace the underlined word without changing the meaning of the sentence.

1. Dorothea Dix crusaded for the **humane** treatment of the mentally ill.
   (A) compassionate  
   (B) ruthless  
   (C) audacious  
   (D) apprehensive
2. Bats are timid creatures.
   (A) shy  (B) audacious
   (C) petrified  (D) considerable

3. Paul Revere daringly rode through the New England countryside to warn the colonists.
   (A) benevolently  (B) courageously
   (C) apprehensively  (D) mercilessly

4. Ketchup was developed from a tasty, spicy Chinese sauce made of pickled fish and shellfish in the 17th century.
   (A) insipid  (B) flavored
   (C) bland  (D) sour

5. The largest petrified forest in the world is in northern Arizona.
   (A) generous  (B) intrepid
   (C) stone  (D) insipid

6. A benign lesion usually has a regular border.
   (A) humane  (B) petrified
   (C) congenial  (D) harmless

7. Acorns are bitter to taste.
   (A) sharp  (B) sour
   (C) acrid  (D) intrepid

8. Robert Peary, an intrepid explorer, was the first to reach the North Pole.
   (A) daring  (B) ruthless
   (C) audacious  (D) insipid

9. The benevolent Emma Willard started women's education by opening a school in her home in 1814.
   (A) apprehensive  (B) merciless
   (C) spiteful  (D) kind

10. It took a great deal of courage for the early explorers to set sail on uncharted seas.
    (A) foolishness  (B) bravery
    (C) benevolence  (D) timidity

11. Many of America's parks and monuments have been made possible by the generous donations of its citizens.
    (A) kindhearted  (B) unwanted
    (C) selfish  (D) meaningless

12. Flavored vinegars are produced especially for cooking, but white vinegars have a number of household uses.
    (A) bland  (B) bitter
    (C) concentrated  (D) special tasting
There are thousands of idioms in English. The 100 idioms in this section are some of the most common idioms you are likely to encounter in the short dialogues and conversations in the Listening Comprehension section of the TOEFL® test.

In this section we will also look at some confusing words in English. Some of these are expressions with MAKE and DO, and others are words which sound similar or have similar meanings.
Conversation Practice

Read the following dialogue.

Linda: Are you going to the movies with us tonight, Mark?
Mark: No, I'm afraid that going to the movies is out of the question until I've finished my term paper.

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions.

1. From the conversation, do you think Mark will go to to the movies?
2. What do you think the idiom "out of the question" means?

Task
What is "out of the question" for you?

Conversation Practice

Read the following dialogue.

Donald: Do you think we'll see whooping cranes on our bird-watching trip?
Peter: It's not likely. Whooping cranes are an endangered species and sightings of them are few and far between.

EXERCISE 2

Work with a partner, with a group, or alone to answer the following questions.

1. From the conversation, do you think they will see whooping cranes?
2. What do you think the idiom "few and far between" means?

Task
Tell about something that happens that is "few and far between."

Conversation Practice

Read the following dialogue.

June: How did Tom do on his physics exam today?
Alan: I don't know, but he studied hard so I have a hunch he did well.
EXERCISE 3

Work with a partner, with a group, or alone to answer the following questions.

1. From the conversation do you think that Tom did well on his exam?
2. What do you think the idiom “have a hunch” means?

Task
What do you have a hunch about?

Conversation Practice

Read the following conversation.

Joan: Hello, Paul. I didn’t think I’d run into you today.
Paul: My plans to go skiing this weekend fell through.
Joan: In that case, why don’t you drop by my house for dinner tonight?
Paul: Thanks, I’d love to.
Joan: Three of my girlfriends from school are coming too.
Paul: Three girls! But I’ll feel like a fish out of water.
Joan: Oh, come on. It’s time you made some new friends. Besides, you can help us do our homework afterwards.
Paul: Aha! I knew there had to be another reason why you asked me to dinner.
Joan: I have to admit that besides the fact that you’re my favorite cousin, we really could use your help.
Paul: All right then. But just remember that you owe me a favor.
Joan: I’ll remember. Thanks, Paul. See you at six.

EXERCISE 4

Work with a partner, with a group, or alone to answer the following questions.

1. Was Joan running when she met Paul?

Task
From the conversation what do you think the idiom “run into” means? Whom did you run into recently?

2. What happened to Paul’s plans to go skiing?

Task
In your answer above, what do the verb and the preposition mean separately? Is this the meaning in the conversation? From the conversation what do you think this idiom means?

3. Why do you think Paul will feel like a “fish out of water”?

Task
From the conversation what do you think the idiom “a fish out of water” means? Describe two situations when a person can feel like “a fish out of water.”
4. What does Joan think it's time for Paul to do?

Task
Give three expressions with the verb make.

5. What can Paul help Jean and her friends do?

Task
Give three expressions with the verb do.

6. Did Paul know why Joan asked him to dinner?

Task
Is there a difference between another and other? Discuss and explain.

STRATEGIES

- Listening to conversations and discussions whether it be in real life or on television or in movies will help you familiarize yourself with idiomatic expressions. It is important that you develop an “ear” for the use of idioms and remember situations where they are used.

- There are different ways of remembering idioms. Some people prefer to memorize idioms. Other people remember by associating the word in an idiom with a visual picture like an animal or object.

EXAMPLES

- After you remember the idiom, it is important to know in which situation and with whom you can use it. For example, if you do not know the answer to your teacher's question and you reply “Search me,” this may not be the appropriate answer when talking to a teacher. However, for the TOEFL you do not need to use idiomatic expressions, you only need to recognize them.

- If you do not know or understand the idiom, look for clues in the context of the conversation.

EXAMPLES

“You look pale today. Are you feeling under the weather?”

The word “pale” gives you a clue that the idiom “under the weather” means “not feeling well.”

Woman: I just broke my mother’s favorite vase.

Man: You’ll be in hot water.

The woman’s comment about breaking her mother’s vase helps you understand that the idiom “in hot water” means “in trouble.”
A. Idioms
1. above all—most importantly
2. as a matter of fact—in fact, to speak the truth
3. as a rule—generally; normally
4. be about to—be ready to; be on the point of doing something
5. be an old hand—be an experienced person
6. be fed up with—be out of patience with
7. be on one's own—live independently
8. be on the safe side—take no chances
9. be out of something—have no longer in supply
10. be tired of—be bored with, frustrated with

EXERCISE 1

Complete the sentences or dialogues with idioms from the list. Change the verb to the correct tense when necessary.

1. A: Have you started studying for your biology test?
   B: Not yet, I was just ____________________________

2. Although it's warm today, I think you should take a sweater, just to __________________________

3. Don't worry. I can change your tire. I'm an ____________________________ at it.

4. I have several goals in life, but ____________________________ I want to be well educated.

5. I wish I could offer you some coffee, but I'm ____________________________ it.

6. A: I heard you just got your own apartment.
   B: That's right, I'm finally going to live ____________________________

7. A: What do you usually do on weekends, Fred?
   B: ____________________________ I stay at home, but next weekend I'm going to San Francisco with a friend.

8. I'll be happy when the new season of TV programs begins. I'm ____________________________
    ____________________________ watching reruns.
Idioms
11. be up to one’s ears—be extremely busy
12. be up to someone—be a person’s responsibility
13. be out of the question—be unacceptable, impossible
14. bite off more than one can chew—take on more than one can handle
15. break the ice—begin to be friendly with people one doesn’t know
16. break the news—inform or give bad news
17. brush up on—improve one’s knowledge of something through study
18. bump into—meet unexpectedly
19. by and large—in general
20. by heart—by memory

EXERCISE 2

Circle the best answer.

1. If Sean had to break the news to Mario about his damaged fender, Mario
   a. already knew about it.        b. wouldn’t be unhappy.
   c. would be hearing about it for the first time.
2. If Hans bumped into Sally at the mall yesterday, he
   a. didn’t expect to see her.  b. had an appointment with her.
   c. tried to knock her down.
3. If you’re up to your ears with homework, you
   a. don’t have much to do.       b. have a lot to do.
   c. can’t wait to get started.
4. Peter started talking to Amanda about the weather, just to break the ice. Peter
   a. spilled ice on Amanda.  b. acted in a cold manner.
   c. tried to be friendly.
5. If you had to learn a list of dates by heart for your history exam, you
   a. had to memorize them.        b. had to write them down.
   c. had to feel good about them.
6. Alfredo looked down the expert ski slope and realized he had bitten off more than he could chew. Alfredo
   a. had chosen a ski area beyond his ability.  b. knew he could easily ski down the slope.
   c. had his mouth full of food.
7. If Estelle brushed up on her French before her trip to France, she
   a. made some plans.  b. did some cleaning.
   c. did some studying.
8. If your teacher has told you it is out of the question for you to turn in your term paper late, you
   a. must turn in your paper on time.  b. have extra time to work on your paper.
   c. don’t have any more questions to ask your teacher.
Idioms
21. by all means—absolutely, definitely
22. by no means—in no way
23. cheer up—be happy
24. come down with—become sick with
25. come up with—think of
26. count on—depend upon
27. count out—eliminate
28. die down—become quiet, become less
29. do without—manage without something
30. drop by—visit formally; pay a short visit

EXERCISE 3

Write C for the correct sentences and I for the incorrect sentences.

_____ 1. A: Are you coming to my party tomorrow?
   B: Yes, you can count on me.

_____ 2. I'll be home this afternoon. Drop by anytime.

_____ 3. I tried to think of an excuse, but I couldn't come down with one fast enough.

_____ 4. Mary was depressed so I took her to a funny movie and she cheered up.

_____ 5. I forgot my notebook for class but I think I can do without it.

_____ 6. The wind was very strong at first but after a while it counted out.

_____ 7. A: You're looking a bit tired today.
   B: Well, I think I'm coming up with the flu.

_____ 8. A: May I share this bench with you?
   B: By no means. You're very welcome to sit here.
Idioms
31. every other—alternate
32. fall behind—lag; fail to accomplish something on time
33. fall through—fail to happen or be completed
34. far cry from—completely different from; a long way
35. feel like—have a desire or wish for
36. feel up to—feel well enough to or be capable of
37. few and far between—not happening often; rare
38. figure out—determine; reason out by thinking
39. fish out of water—out of one’s element or natural environment
40. for good—permanently; forever

EXERCISE 4

Complete the sentences or dialogues with idioms from the list. Change the verb to the correct tense when necessary.

1. I know you haven’t been feeling well lately, but do you _______________ a drive today?

2. I don’t have physics every day. I have it _______________ day.

3. A: Are you going to be staying in the United States for a while?
   B: Yes, I’m here _______________.

4. Michael felt like _______________ because he was the only man in a room full of women.

5. A: Let’s stop and take a rest.
   B: No, we’d better keep walking or we’ll _______________ the other hikers.

6. Roberto, could you help me, please? I can’t _______________ how to put my little sister’s new bicycle together.

7. Our plans to go to the mountains _______________ when I got sick.

8. A: What do you want to do today?
   B: I _______________ going to the beach.
Idioms

41. for the time being— for now; temporarily
42. get rid of— give something away; sell, destroy or throw away something
43. get the ball rolling— start something; make a beginning
44. get the hang of— understand; learn
45. give a hand— help
46. go without saying— understood; clear without needing to be stated
47. hang on— keep hold of; persevere; keep doing something
48. hard to come by— difficult to obtain
49. have a heart— have kind feelings; be understanding
50. have a hunch— have an idea based on feelings rather than reason

EXERCISE 5

Circle the best answer.

1. After many hours with her tennis coach, Yolanda finally got the hang of serving. Yolanda
   a. learned how to serve.                 b. hung up her tennis racket
   c. still doesn’t know how to serve.

2. If the special edition of a book is hard to come by, it
   a. can be found in almost any bookstore.  b. is a hardcover edition.
   c. is difficult to find.

3. If Johannes finally got rid of his old football, he
   a. is saving it for the future.          b. no longer has it.
   c. loaned it to a friend for a short while.

4. If you have a hunch that Melinda will be at the party tonight, you
   a. know she’ll be there.                 b. think she’ll be there.
   c. wonder if she’ll be there.

5. If Mai Lin was the one who got the ball rolling on your group science project, she
   a. put off working on the project.       b. rolled a ball around as part of the project.
   c. started work on the project.

6. If you gave your neighbor a hand with her groceries, you
   a. helped her.                          b. avoided her.
   c. shook hands with her.

7. Stanley used a bit of wire to fix his car door for the time being. Stanley
   a. permanently fixed the car door.      b. temporarily fixed the car door.
   c. didn’t know how to fix the car door.

8. If Gerard is hanging on to an old clock, he
   a. is keeping it.                       b. is holding it in his hands.
   c. is going to throw it away.
Idioms
51. hop to it—get started on something quickly
52. hit it off—get along well with someone
53. ill at ease—uncomfortable
54. in hot water—in trouble
55. in the dark—keep someone without knowledge; keep information from someone
56. in the long run—looking toward the future; eventually
57. ins and outs—all the details; the various parts and difficulties to be seen
58. iron out—remove the difficulties or find an answer for
59. jump to conclusions—arrive too quickly at a decision or opinion
60. keep an eye on—watch closely

EXERCISE 6

Write C for the correct sentences and I for the incorrect sentences.

_____ 1. You may not like getting a flu shot now but in the dark it will be good for you.
_____ 2. Keep your eye on the children while I go to the store.
_____ 3. Before her friends arrived, she felt in hot water because she didn’t know anyone in the room.
_____ 4. The minute he looked at the test he knew he was jumping to conclusions because he had not studied for it.
_____ 5. You’d better hit it off or you’ll never be ready on time.
_____ 6. Reynaldo is an excellent tour guide because he knows all the ins and outs of traveling.
_____ 7. Don’t worry about your misunderstanding with the manager. I’ll get it all ironed out for you.
_____ 8. Sam started classes at a new school and was pleasantly surprised when he immediately kept an eye on his classmates.
Idioms
61. keep one’s fingers crossed—wish that nothing goes wrong
62. keep on one’s toes—be ready for action; prepared
63. learn the ropes—learn the rules and routines of a place or activity
64. make ends meet—to get just enough money for one’s needs
65. mean to—intentional; on purpose
66. might as well—to have no strong reason not to
67. next to nothing—almost nothing; very inexpensive
68. not to mention—in addition
69. off balance—unaware; off guard
70. on the go—working or doing something all the time

EXERCISE 7

Circle the best answer.

1. Carl and Monica are keeping their fingers crossed that the weather will be nice on their wedding day. They
   a. are wishing for nice weather.
   b. have been told the weather will be nice.
   c. don’t really care about the weather.

2. If Leslie caught you off balance, he
   a. surprised you.
   b. stopped you from falling.
   c. played catch with you.

3. Norma paid next to nothing for her new purse. She
   a. paid a lot for it.
   b. got a bargain.
   c. got her purse for free.

4. If Kayla has learned the ropes on her new job, she
   a. has a lot to learn.
   b. has a job making ropes.
   c. knows her job.

5. Jamal decided to take an extra language course just to stay on his toes. Jamal
   a. wants to be prepared.
   b. likes to exercise.
   c. doesn’t plan ahead.

6. If Julie earns just enough money to make ends meet, she
   a. earns more than she needs.
   b. doesn’t earn enough to live on.
   c. earns just enough to pay her bills.

7. If the pitcher didn’t mean to hit the batter, he
   a. did it on purpose.
   b. wasn’t being a very good sport.
   c. didn’t intend to do it.

8. If you’re constantly on the go, you
   a. aren’t very busy.
   b. are doing something all the time.
   c. have some bad habits.
Idioms
71. on pins and needles—nervous; anxious; full of anticipation
72. on purpose—deliberately; intentionally
73. on the blink—not working properly; broken
74. on the right track—thinking or doing something correctly
75. on the tip of one's tongue—to be about to remember something
76. once in a blue moon—rarely; almost never
77. pick up the tab—pay the bill or the cost of something
78. piece of cake—easy
79. play by ear—act spontaneously; without planning
80. pull it off—accomplish

EXERCISE 8

Complete the sentences or dialogues with idioms from the list. Change the verb to the correct tense when necessary.

1. Since Alberto does not like the ballet we only go ________________ ________________
   ________________ ________________ ________________ ________________ ________________.

2. A: Why didn't you take your car to school today?
   B: I couldn't drive it. It's ________________ ________________ ________________
   ________________ ________________ ________________ ________________ ________________.

3. A: Do you remember who starred in that movie?
   B: I know who it is, but I can't remember her name. It's ________________
   ________________ ________________ ________________ ________________ ________________
   ________________

4. A: Let me help you with the check.
   B: No. Since it's your birthday I'll ________________ ________________
   ________________ ________________ ________________ ________________ ________________.

5. A: How was the test? Was it easy?
   B: Oh yes. It was a ________________ ________________ ________________ ________________

6. A: Do you have plans for the holiday weekend?
   B: No. I'm going to ________________ ________________ ________________
   ________________

7. I may not have my problem solved but at least I know I'm ________________
   ________________ ________________ ________________ ________________

8. I have all the tools for this job, but I'm still not sure I can ________________
   ________________ ________________.
Idioms
81. pull one's leg—make fun of someone in a playful way; make someone believe something that is not true
82. quite a few—many
83. right away—immediately
84. run for office—compete for an elected position
85. save one's breath—to keep silent because talking would not achieve anything
86. say that again—a saying that means: I agree completely
87. stone's throw—short distance
88. search me—an answer that means: I don’t know
89. serves one right—is deserving of
90. sleep on it—think about something for a while

EXERCISE 9

Write C for the correct sentences and I for the incorrect sentences.

   B: Well, it pulls your leg since you didn’t study.
_____ 2. A: Have you ever been to Yosemite National Park?
   B: Yes, I’ve gone there quite a few times.
_____ 3. When she told me she’d won $25,000, I thought she was saving her breath.
_____ 4. We’ll have to go to the bank right away as it will be closing very soon.
_____ 5. A: Do you live very far?
   B: No. It’s just a quite a few away.
_____ 6. Class elections are coming up and I’ve decided to search me.
_____ 7. A: I can’t decide which television I want to buy.
   B: Then why don’t you sleep on it and come back tomorrow?
_____ 8. A: The weather is absolutely perfect today.
   B: You can say that again!
Idioms

91. **straighten up**—clean up; make tidy
92. **take a break**—rest for a while; stop one’s work or activity
93. **think nothing of it**—that’s all right
94. **throw cold water on**—discourage; lessen enthusiasm for
95. **to say the least**—at the lowest estimate
96. **under the weather**—not feeling well
97. **well worth the trouble**—it deserves the inconvenience or trouble
98. **whole new ballgame**—an entirely different situation
99. **with flying colors**—succeed very well
100. **without a hitch**—without difficulty or delay

EXERCISE 10

Complete the sentences or dialogues with idioms from the list. Change the verb to the correct tense when necessary.

1. I'm sorry I won't be able to go to the art exhibit with you tonight, but I'm feeling ____________________________

2. A: Did your presentation go well yesterday?
   B: Yes, there were no problems. Everything went smoothly ____________________________

3. I am so excited about going out tonight. I hope you are not going to ____________________________
   ____________________________ ____________________________ ____________________________ my plans by saying you can't go.

4. I was so happy when I received my grades yesterday. I passed my courses ____________________________

5. We're getting tired. Let's ____________________________ ____________________________

6. A: Boy, is your room a mess!
   B: I know. Mom told me I can't leave until I get it ____________________________

7. A: Did you have a hard time finding grandmother's birthday present?
   B: Yes, but when I saw her expression when she opened it, I knew it was ____________________________

8. A: Thank you so much for helping me get my car started.
   B: ____________________________ ____________________________
   It was no problem at all.
Test for Idioms

Circle the best answer.

1. M: I heard you have a part in the school play tonight.
   W: Yes, and I’m on pins and needles.
   How does the woman feel?

2. W: Do you get pay raises where you work?
   M: Yes, but they are few and far between.
   What does the man mean?
   a. He gets lots of raises at his job.  b. There are no raises given where he works.
   c. They don’t give raises very often where he works.  d. He has to go far to get a raise.

3. W: Have you made our plane reservations yet?
   M: No, I’m leaving it up to you.
   What does the man want the woman to do?
   a. Leave him alone.  b. Make the plane reservations.
   c. Let him make the reservations.  d. Get someone else to make the reservations.

4. M: I don’t want that puppy in the house.
   W: Oh, have a heart.
   What does the woman mean?
   a. She wants the man to feel sympathy for the puppy.  b. She wants the man to hold onto his heart.
   c. She wants the man to dislike the puppy.  d. She wants the man to ignore the puppy.

5. M: How was your blind date last night?
   W: We hit it off right away.
   What does the woman mean?
   a. She had a quarrel with her date.  b. She and her date left quickly.
   c. She and her date knocked something down.  d. She and her date got along well.

6. W: I should tell them they need more decorations.
   M: They never listen to anyone, so save your breath.
   What does the man want the woman to do?
   a. Not say anything.  b. Hold her breath.
   c. Make some suggestions.  d. Listen to the others.

7. M: I think something must be wrong because Vincent wasn’t home when I called.
   W: Oh, you are always jumping to conclusions.
   What is the woman implying about the man?
   a. He is thoughtful about things.  b. He arrives at opinions too quickly.
   c. He’s always jumping around.  d. He doesn’t know how to make a decision.
8. M: I hope to be a well-known artist someday.  
   W: Well, you're certainly on the right track.  
   What does the woman's comment mean?  
   a. She thinks the man is on a train.  
   b. She thinks the man is right-handed.  
   c. She thinks the man doesn't realize what he has to do.  
   d. She thinks the man is doing what is necessary.

9. W: It's raining outside!  
   M: Then why don't we stay in for the time being?  
   What does the man mean?  
   a. He doesn't want to go out at all.  
   b. He wants to wait a while before going out.  
   c. It's not time for them to go.  
   d. He doesn't care to stand and wait.

10. M: I just heard the most incredible news.  
    W: Well, tell me. Don't leave me in the dark.  
    What does the woman mean?  
    a. She doesn't want the news kept from her.  
    b. She wants the man to turn the lights on.  
    c. She's afraid to be left alone.  
    d. She doesn't want to hear the news.

11. W: Is this computer program similar to the one you've been using?  
    M: No, it's a whole new ballgame.  
    What does the man mean?  
    a. The programs are alike.  
    b. The programs are computer games.  
    c. The programs are very different.  
    d. The programs are new.

12. W: I've got a great idea for our class reunion.  
    M: I knew you'd come up with something.  
    What does the man mean?  
    a. He knew she would bring him something.  
    b. He wasn't expecting her to have a plan.  
    c. He thought she would be coming to see him.  
    d. He was sure she would think up an idea.

13. M: We're looking for someone to go fishing with us on Saturday.  
    W: Well, you can count me out.  
    What does the woman's comment mean?  
    a. She's making plans to go with them.  
    b. She doesn't want to go.  
    c. She knows how to count.  
    d. She wants to stay outside.

14. W: Aren't you fed up with your noisy roommate?  
    M: Not really, I've been wearing earplugs!  
    What is the woman asking?  
    a. If he likes his roommate.  
    b. If he has asked his roommate to dinner.  
    c. If he is losing patience with his roommate.  
    d. If he has any problems with his roommate.

15. M: Are you enjoying your stay here on the islands?  
    W: Oh yes. It's a far cry from winter in the Midwest.  
    What does the woman mean?  
    a. The islands are very different from the Midwest.  
    b. The islands are a great distance from the Midwest.  
    c. The islands are similar to the Midwest.  
    d. The islands make her cry for the Midwest.
STRATEGIES

- Just like the idioms, listening will help you get an “ear” for expressions with make and do. You may be able to feel that one verb sounds better than the other with an expression.
- You can learn the expressions with make or do by using the same methods as with idioms, either by memorizing them or by using visual pictures or other methods that work for you in order to remember them.
- The following exercises will help you familiarize yourself with make and do expressions. Make a list of expressions with make and expressions with do. Every time you hear or see a new expression with one of these verbs, add it to your list.
- The grammatical differences and the structures in which some confusing words are used will help you recognize and use them correctly.

B. Confusing Words

There are a number of words in English that often cause problems because they have a similar meaning, or sound alike. In the Structure and Written Expression section of the TOEFL® test, words of a similar meaning or related form are used in error.

One of the most common of these errors involves the verbs make and do.

MAKE and DO

Many languages have only one verb for do and make. In English the verb to do basically means “to perform, to act,” while the verb to make means “to produce by action.” These two verbs are also found in a number of fixed expressions.

Expressions with MAKE:

make a mistake  make a plan
make war  make an investment
make a comparison  make an offer
make a discovery  make a choice
make use of  make an attempt
make a profit  make a decision
make a suggestion  make a forecast

Expressions with DO

do one’s duty  do harm
do homework  do research
do justice to  do an assignment
do business  do one’s best
do work  do a service
do wrong  do damage
do a kindness  do wonders
EXERCISE 1

A. Some of these words can be used with make and some with do, and some with neither one. Circle the correct answer.

1. a journey a. do b. make c. neither
2. a favor a. do b. make c. neither
3. a service a. do b. make c. neither
4. a fortune a. do b. make c. neither
5. pretend a. do b. make c. neither
6. good a. do b. make c. neither
7. money a. do b. make c. neither
8. a choice a. do b. make c. neither
9. trouble a. do b. make c. neither
10. sure a. do b. make c. neither
11. enemies a. do b. make c. neither
12. the mind a. do b. make c. neither
13. complaint a. do b. make c. neither
14. nothing a. do b. make c. neither
15. friends a. do b. make c. neither
16. progress a. do b. make c. neither
17. use of something a. do b. make c. neither
18. a conclusion a. do b. make c. neither
19. an improvement a. do b. make c. neither
20. wrong a. do b. make c. neither

B. Now add ten other words that can be used with MAKE.

EXERCISE 2

Put the words in the box under the correct column.

<table>
<thead>
<tr>
<th>her best</th>
<th>a difference</th>
<th>plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>her duty</td>
<td>a distinction</td>
<td>room</td>
</tr>
<tr>
<td>research</td>
<td>a contribution</td>
<td>an improvement</td>
</tr>
<tr>
<td>a report</td>
<td>amends</td>
<td>without</td>
</tr>
<tr>
<td>a job</td>
<td>way</td>
<td>an examination</td>
</tr>
<tr>
<td>a prediction</td>
<td>an escape</td>
<td>a confession</td>
</tr>
</tbody>
</table>
EXERCISE 3

Choose the correct word to complete each sentence.

1. Albert Einstein’s theories have (made / done) a great contribution to the development of modern science.
2. Bats can hear and distinguish insects by the number of wing beats per second the insect (makes / does).
3. (Making / doing) cloth with the use of synthetic fibers requires less labor than the use of natural fibers.
5. All possible colors can be (made / done) by mixing three primary colors together in various proportions.
6. Eli Whitney’s invention (did / made) much to improve the American cotton industry.
7. Pioneer and Voyager are the names of two kinds of American space probes that have (made / done) important discoveries about the solar system.
8. Richard Hoe’s invention of the steam cylinder rotary press in 1846, (made / did) it possible for newspapers to be printed at a faster rate.
9. Many advances have been (made / done) in the field of communication through the use of fiber optics.

LIKE and ALIKE

Another word-choice error that appears in the Structure and Written Expression Section of the TOEFL® test is the incorrect use of like or alike or in the negative form unlike or not alike.

Like and alike both have the same meaning but are used in different patterns.

Like X, Y...

X, like Y...

X is like Y...
but

X and Y are alike…

In the negative form unlike and not alike also have the same meaning but are used in different patterns.

Unlike X, Y…

X, unlike Y…

X is unlike Y…

but

X and Y are not alike…

---

EXERCISE 4

Choose the correct word to complete each sentence.

1. (Alike / Like) butterflies, moths can be dull-colored or brightly colored.
2. (Alike / Like) other beans, lima beans are seeds that grow in pods.
3. (Not alike / Unlike) oxygen, which is changed in our bodies into carbon dioxide, nitrogen goes back into the air.
4. (Like / Alike) Yellowstone National Park in Wyoming, Wairakei in New Zealand is famous for its hot-spring systems.
5. The first settlers, (alike / like) the American Indians, planted corn and ate pumpkins and squash.
6. Keratin, found in feathers, and the horny substance found in our nails are (alike / like).
7. (Like / Alike) animals, plants need about the same vitamins for growth and development.
8. (Unlike / Not alike) animal tissues, which are soft and flexible, plants retain their form to a large extent.
9. Neanderthal man was not greatly (alike / unlike) modern man in physical structure.

Other Confusing Words

The following are some other confusing words occurring in the Structure and Written Expression section of the TOEFL® test.

1. AFFECT (v)/EFFECT (n)
   Affect means to influence; effect means result.
   The tranquilizer was not affecting the animal.
   The tranquilizer had no effect on the animal.
2. AFTER (prep)/AFTERWARDS (adv)
   After means following in time, later than; afterwards means after that.
   I will see you after the test.
   I will see you afterwards.
3. ALMOST (adv)/MOST (adj)
   *Almost* means very nearly; *most* means the greatest part.
   Almost everyone passed the test.
   Most students received a passing grade.

4. AMONG (prep)/BETWEEN (prep)
   *Among* is used for three or more persons or things; *between* is used for two persons or things.
   The work was distributed between Paul and John.
   The work was distributed among the members of the team.

5. AMOUNT (n)/NUMBER (n)
   *Amount* is used with non-count nouns; *number* is used with count nouns.
   A great amount of money was spent on housing.
   A great number of houses were being built.

6. ANOTHER (det)/OTHER (det)
   *Another* means one more. It is used before a singular noun or alone. *Other* means the second of the two. It is used before a plural noun or singular noun when preceded by a determiner.
   She needs another piece of paper.
   We have other ideas about this project.

7. BECAUSE (conj)/BECAUSE OF (prep)
   *Because* introduces an adverb clause and is followed by a subject and verb; *because of* is followed by a noun clause.
   Because it was dark, we could not see.
   Because of the dark, we could not see.

8. BEFORE (adv)/AGO (adv)
   *Ago* means in the past; *before* shows the difference between a distant point and a nearer point in the past.
   We graduated five years ago.
   She had already graduated three years before (eight years ago).

9. DIFFER (v)/DIFFERENT (adj)
   *Differ* and *different* mean not the same. They are both followed by "from."
   These two words differ from each other as parts of speech.
   These two words are not different from each other in meaning.

10. FEWER (adj)/LESS (adj)
    Both words mean a small quantity or amount; *fewer* is used with count nouns and *less* with non-count nouns.
    There were fewer birds.
    There was less noise.

11. HARD (adj)/HARDLY (adv)
    *Hard* means difficult; *hardly* means scarcely, barely.
    The reading passages were hard.
    He spoke so fast she could hardly understand.

12. LONELY (adj)/ALONE (adj)
    *Lonely* means feeling unhappy and abandoned; *alone* means without others.
    He had no friends and felt lonely.
    He likes to go to the mountains alone.
13. NEAR (adj)/NEARLY (adv)  
   *Near means not far; nearly means almost.*  
   The city is near the ocean.  
   We nearly missed the train.

14. OLD (adj)/AGE (n)  
   *Old means advanced in age; age means the period of time a person or thing has existed.*  
   Mozart composed music at a very young age.  
   Mozart composed music when he was five years old.

15. PERCENT (adv)(n)/PERCENTAGE (n)  
   *Percent means one part in each 100; percentage means the proportion as a whole of 100.*  
   The five oceans of the world cover 71 percent of the world’s surface.  
   The percentage of people dying from the disease is increasing every year.

16. TALL(adj)/HIGH (adj)  
   *Tall means having a bigger than average height; high means having a top a long distance from the ground. For people and things that are narrow and high, tall is used.*  
   There is a high wall around the palace.  
   George Washington was a tall man.  
   The sequoias are tall trees.

*Note:* Confusing words like principal and principle, elicit and illicit, descent and decent where there is a difference in spelling are not tested on the TOEFL®.

**Test on Confusing Words**

The following sentences contain confusing words. Some sentences are correct and some are not. Write C for correct sentences and I for the incorrect sentences.

_____ 1. Chickens start to lay eggs when they are 18 weeks age.

_____ 2. Nearly 8 percent of the earth’s crust is made of aluminum.

_____ 3. When the original 13 states formed a Union, afterward the American Revolution, each representative wanted to have the new capital in his own state.

_____ 4. Our Milky Way alike other similar galaxies, contains stars of varying size.

_____ 5. The sequoia trees, some of which are more than 3,000 years ago, are among the largest and oldest trees in the world.

_____ 6. The higher education system in the United States allows some unit credits to be transferred between universities.

_____ 7. Until the beginning of the 20th century, the majority of Americans continued to do their living from agriculture.

_____ 8. Not alike humans, gorillas live in largely permanent family groups.
9. The earth went through an immensely hot phase 4,600 million years ago, when it became a molten mass.

10. The Galapagos penguin lives on the Galapagos Islands nearly the equator.

11. Many people do the mistake of thinking that pandas are bears when they are actually related to the American raccoon.

12. A single-masted sailing boat known as a sloop differs from a ketch, which has two masts.

13. Fog is the affect of the cooling of warm, moist air.

14. Most ravens are large, stocky, and entirely black.

15. Captain James Cook, in three voyages from 1768 to 1779, explored more of the Pacific than any another man before him.
CHAPTER 9

Prefixes

illegal
interact
rebuild

A prefix is a form added in front of a word or word root to change its meaning. For example, the prefix *il* means “not,” therefore the word “illegal” means “not legal.” Learning prefixes will help you work out the meaning of many words you do not know in English, and will consequently help you with all parts of the TOEFL® test.

There are more than 50 prefixes in English, and you will work with most of these in this section. We will start by looking at four of these prefixes (*de-, inter-, pro-, dis*) and some of the words they create.
Reading Practice

Read the following passage.

The tepee was an excellent home for the nomadic Native Americans. It could be put up or disassembled in minutes. Its multipurpose external poles made it possible to roll up the sides in hot weather or reattach them at the bottom in winter. Sometimes a skirt of buffalo skin was hung around the circumference of the tepee, which provided additional insulation from the cold.

Tepees came in a multitude of sizes, from very small to extremely large. Floors were "carpeted" with buffalo skins and the fur of other animals. They were quite comfortable and sometimes rather luxurious.

When the local resources were depleted and a tribe decided to relocate, the tepees were dismantled. Some of the poles were tied to horses, one pole on each side, each with one end on the ground. A tepee cover was rolled up and tied across the two poles. This very special form of transportation was called a "drag" or travois. Many such drags were used to carry the belongings from each tepee—utensils, dried meat, and other items. Some drags even had baskets to carry young children. In this way, entire camps of hundreds of people could proceed quickly across the roughest kind of country.

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions.

1. What could be done with a tepee in minutes?

Task
The word "assembled" means "put together." What do you think "disassembled" means? What do you think the prefix dis- means? Find another word in the passage with this prefix.

2. The poles of the tepee had many purposes. What is the word used for this?

Task
Name two words beginning with this prefix. What do these words mean? Check your answers in a dictionary.

3. What word tells you that the poles were on the outside?

Task
What is the prefix in this word? Name two other words with this prefix.

4. What could be done with the poles in winter?

Task
What do you think the prefix re- means? Find another word in the passage with this prefix. What two other words do you know that begin with this prefix?
5. What do you think “the circumference of the tepee” means?

Task
Find two other words beginning with this prefix. You may use a dictionary.

6. Why did a tribe decide to relocate?

Task
What do you think the word “deplete” means? Check your answer in a dictionary. What do you think the prefix de- means?

7. What was a “drag” or travois?

Task
Find two words with the prefix trans-. What do you think the prefix trans- means?

8. What could hundreds of people do with these drags?

Task
What do you think “proceed” means? What do you think the prefix pro- means?

________________________________________________________________________

EXERCISE 2

Work with a partner, with a group, or alone to complete the words with the correct prefixes. Add the prefixes to the word they belong with. You may use each prefix more than once.

<table>
<thead>
<tr>
<th>de-</th>
<th>multi-</th>
<th>circum-</th>
<th>pro-</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>trans-</td>
<td>ex-</td>
<td></td>
</tr>
</tbody>
</table>

1. When the Lewis and Clark ______pedition realized they couldn’t ______turn over the mountains until spring, they built a fort to shelter them for the winter.

2. The Statue of Liberty is perhaps the most ______nowned symbol of America.

3. Sir Francis Drake ______navigated the globe from 1577 to 1580.

4. If a lizard’s tail somehow becomes ______tached, it will ______generate a new tail.

5. A telescope is used to ______tect and observe far away objects.

6. Streetcars were a major form of ______portion in the 1900s.

7. During photosynthesis, plants ______duce oxygen.

8. A parrot fish is a ______colored tropical marine fish.
STRATEGIES

- By doing the exercises in this section you will familiarize yourself with the most common prefixes in English. This will enable you to recognize or guess the meaning of hundreds of words.
- A prefix usually changes the meaning of a word. For example, the prefix in- changes the meaning of a word to the opposite. “Capable” means “having the ability of doing or being.” “Incapable” means “not having the ability of doing or being.”
- Prefixes are often attached to roots of words.

EXAMPLES

```
re    →    act
inter →    act
trans →    act
```

By knowing the prefix and the root, you can work out the meaning of the word.

A. Words Beginning with De-

<table>
<thead>
<tr>
<th>de-</th>
<th>down, reversing, away from</th>
</tr>
</thead>
</table>

1. **to degenerate** = to go down to a lower condition or a character with low morals.
   
   *Ex.* The argument degenerated into a fight.

2. **to deviate** = to move away from what is normal or required.
   
   *Ex.* The politician deviated from the subject because he didn’t want to answer the question.

3. **to deplete** = to reduce greatly.
   
   *Ex.* Due to the war that was going on, food supplies had been depleted.

4. **to decompose** = to break up after death.
   
   *Ex.* When organic products decompose, gases useful for power and heat are produced.

5. **to dehydrate** = to remove all the water from.
   
   *Ex.* When milk is dehydrated, it forms a powder.

6. **to deflate** = to let air or gas out. Also to reduce the level of prices.
   
   *Ex.* The tire was deflated, so he put more air in it.

7. **to depreciate** = to lessen in value or price.
   
   *Ex.* Works of art never depreciate in value.

8. **to detect** = to uncover, to find.
   
   *Ex.* Small amounts of aluminum were detected in the drinking water.
EXERCISE 1

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. To decompose means to rewrite. T F
2. To lessen in value or price is to depreciate. T F
3. To deflate is to reduce in size by letting out gas. T F
4. To degenerate is to be less generous. T F
5. To look for and to find is to detect. T F
6. To dehydrate is to take away all the water from inside a body or object. T F
7. To deviate is to feel sick when flying. T F
8. To deplete is to reduce in quantity. T F

EXERCISE 2

Fill in the blanks with one of the following words. Change the verb form as necessary.

to degenerate  to deviate  to deplete  to decompose

to dehydrate  to deflate  to depreciate  to detect

1. High government spending has _____________ the gold reserves.
2. Doctors _____________ a small piece of bone in her stomach.
3. Food _____________ quickly in a hot room.
4. It is sad to see a great man _____________ into a criminal.
5. To _____________ from the straight route wastes time.
6. We _____________ the air bed in order to store it.
7. The greatest danger in the desert is that you will _____________.
8. Every year your car _____________ by a large amount.

B. Words Beginning with Inter-

| inter- = between, among |

1. intermittent = (adj) stopping for a time and then continuing.
   Ex. The fever was not continuous but intermittent.
2. intermediate = (adj) in the middle level, between two extremes.
Ex. Since the student was neither a beginner nor advanced in her knowledge, she was put in an intermediate class.

3. to intervene = to interrupt something, usually to stop something bad from happening.
Ex. Just as the two groups started to fight, the police intervened.

4. to intersperse = to place here and there.
Ex. The dry plain was interspersed with a few trees.

5. to intermingle = mix together or into.
Ex. The police intermingled with the crowd to catch the thief.

6. to interrelate = connect in a way that makes one depend on the other.
Ex. Reading and writing skills are interrelated.

7. to interact = when one has an effect on the other.
Ex. The show’s success was mainly due to the way the comedians interacted with each other.

8. to intercept = to catch before it can escape.
Ex. The guards intercepted the prisoner as he was climbing out of the window.

EXERCISE 1

Circle T if the sentence is TRUE and F is the sentence is FALSE.

1. Something which is intermittent stops and then starts again. T F
2. When things are intermingled, they are mixed together like the ingredients of a cake. T F
3. To be interspersed means to be found here and there. T F
4. If something is intercepted, it is forbidden by law. T F
5. The intermediate level is the lowest level. T F
6. To intervene is to have surgery. T F
7. To interact is to act between two events. T F
8. To interrelate means to be a relative of someone. T F

EXERCISE 2

Fill in the blanks with one of the following words.

| intervened | intermittent | intermediate | interrelated |
| intermingled | interspersed | interact | intercepted |

1. The rain was ______________ all through the day.
2. The students were divided into three groups: beginning, ______________, and advanced.
3. When the patient started to weaken dramatically, the doctors ______________.
4. The state police ______________ the speeding motorist at a road block.

5. To practice a foreign language it is necessary to ______________ with other students or native speakers of the language.

6. In economics, supply and demand are ______________.

7. The region was with ______________ small villages.

8. The sound of the gunshot ______________ with the sound of the fireworks, and therefore could not be heard.

C. **Words Beginning with Pro-**

| pro- | = | before, in favor of, forward |

1. **to promote** = to advance a person in position or help something to succeed.
   
   *Ex.* The students who pass the final exam will be promoted to the next level.

2. **to proliferate** = to reproduce and increase in number.
   
   *Ex.* Rabbits and other rodents proliferate quickly.

3. **to protrude** = to stick out.
   
   *Ex.* The point of the arrow protruded from out of the back of the wounded man.

4. **profound** = (adj) deep; a person with a deep understanding and knowledge. Especially used for respect, fear, or silence.
   
   *Ex.* Socrates had a profound knowledge and understanding of life.

5. **to proclaim** = to declare or say in public.
   
   *Ex.* When the party spokesman proclaimed victory, the crowd cheered.

6. **proficient** = (adj) very skilled in a particular activity.
   
   *Ex.* He is a very proficient administrator.

7. **prominent** = (adj) standing out as more important than others.
   
   *Ex.* She is a prominent lawyer in this community.

8. **profuse** = (adj) in abundance or plenty.
   
   *Ex.* The yellow mimosas were profuse along the mountain road.

9. **prospective** = (adj) used to describe a person who is going to do something.
   
   *Ex.* The prospective buyer of the house wanted to know every detail about it.
EXERCISE 1

Match the word with its definition.

| proliferate | protrude | proficient |
| promote     | proclaim | prominent |
| profuse     | profound | prospective |

1. deep ________________  
   6. expected ________________
2. increase in numbers ________________  
   7. expert in ________________
3. important ________________  
   8. announce in public ________________
4. raise in rank ________________  
   9. plenty ________________
5. project out ________________

EXERCISE 2

Fill in the blanks with one of the words in this lesson.

1. The manager of the hotel was ________________ in his apologies for the lack of rooms.
2. A lot of money had been invested to ________________ the new product.
3. The holy man was greeted with ________________ respect.
4. Abraham Lincoln is a ________________ figure in U.S. history.
5. A special dinner was given to the ________________ candidate for the leader of the party.
6. The rain helped to ________________ the growth of grass everywhere.
7. When the end of the war was ________________, people started to dance in the streets.
8. The man had such a ________________ jaw that I could not forget his face.
9. He's not only an excellent statesman but very ________________ in sailing.

D. Words Beginning with Dis-

\[\text{dis-} = \text{reversal, undo, negate}\]

1. disparity = inequality; difference in age, condition, character, kind.
   Ex. There is a great disparity in the salaries offered for the same job between the state and the private sector.
2. to disintegrate = to separate and form fragments; to break up.
   Ex. The fabric was so old that it disintegrated when I touched it.
3. *to disorient* = to cause someone to lose his or her sense of direction or time.
   *Ex.* When he woke up in the hospital after the accident, he was quite disoriented.

4. *to discard* = to throw away.
   *Ex.* We will have to discard these documents because they are out of date.

5. *to dissuade* = to persuade or advise someone not to do something.
   *Ex.* He wrote a book dissuading people from wearing animal products.

6. *to dissociate* = to separate from the union of someone or something.
   *Ex.* The psychiatric patient could not dissociate the real and the fantasy world he lived in.

7. *to disprove* = to prove false.
   *Ex.* The theory that all the planets went around the earth was disproved by Copernicus in 1543.

8. *dissimilar* = (adj) not similar, unlike. It is used generally when the contrast is obvious.
   *Ex.* The two sisters are quite dissimilar in both character and appearance.

9. *disinterested* = a person who is not influenced by emotion or personal gain when deciding in favor or against something.
   *Ex.* A disinterested judge had to be found to settle the dispute.

---

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. If you want to stop someone from doing something you can try to dissuade them.  
   T   F

2. You disprove something you do not like.  
   T   F

3. If you quit an organization, you might want to dissociate yourself from it completely.  
   T   F

4. When one bird is bigger than another, there is disparity.  
   T   F

5. By throwing something in the trash you discard it.  
   T   F

6. A disinterested person is bored.  
   T   F

7. When something falls to pieces it disintegrates.  
   T   F

8. Things that are dissimilar are not alike.  
   T   F

---

**EXERCISE 2**

Fill in the blanks with one of the following words. Change the verb form as necessary.

<table>
<thead>
<tr>
<th>to discard</th>
<th>to dissuade</th>
<th>disparity</th>
<th>disinterested</th>
</tr>
</thead>
<tbody>
<tr>
<td>to dissociate</td>
<td>dissimilar</td>
<td>to disorient</td>
<td>to disintegrate</td>
</tr>
<tr>
<td>to disprove</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. There is a great ___________ in living standards between rich and poor countries.
2. To avoid problems, a banker must try to remain ____________ when deciding about a loan.
3. Because of the danger, his mother tried to _______________ him from parachuting off the Eiffel Tower.
4. Nothing will _______________ you faster than trying to drive in a strange new city with no map.
5. Everyone thinks the world is round but I shall _______________ it.
6. The organization _______________ after the president and all his top managers left.
7. You can easily see which twin is which; their styles are quite _______________.
8. Smith is such a troublemaker you had better _______________ yourself from his activities quickly.
9. Most people _______________ junk mail without even opening it.

E. Other Prefixes

EXERCISE 1

Work with a partner or a group. Find two examples for each prefix. Then check your examples in a dictionary.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Area of Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambi-</td>
<td>both</td>
<td>ambidextrous, ambiguous</td>
</tr>
<tr>
<td>ante-</td>
<td>before</td>
<td></td>
</tr>
<tr>
<td>anti-</td>
<td>against, opposite</td>
<td></td>
</tr>
<tr>
<td>auto-</td>
<td>self</td>
<td></td>
</tr>
<tr>
<td>bi-</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>circum-</td>
<td>around</td>
<td></td>
</tr>
<tr>
<td>co-, col-</td>
<td>around</td>
<td></td>
</tr>
<tr>
<td>com-, cor-</td>
<td>in opposition to</td>
<td></td>
</tr>
<tr>
<td>counter-</td>
<td>down, out</td>
<td></td>
</tr>
<tr>
<td>de-</td>
<td>ten</td>
<td></td>
</tr>
<tr>
<td>demi-</td>
<td>half</td>
<td></td>
</tr>
<tr>
<td>dis-</td>
<td>not, bad</td>
<td></td>
</tr>
<tr>
<td>ex-, e-</td>
<td>out of, from</td>
<td></td>
</tr>
<tr>
<td>extra-</td>
<td>beyond</td>
<td></td>
</tr>
<tr>
<td>hemi-</td>
<td>half</td>
<td></td>
</tr>
<tr>
<td>hyper-</td>
<td>beyond</td>
<td></td>
</tr>
<tr>
<td>il-, im-</td>
<td>not</td>
<td></td>
</tr>
<tr>
<td>in-, ir-</td>
<td>between</td>
<td></td>
</tr>
<tr>
<td>inter-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>macro-</td>
<td>large</td>
<td></td>
</tr>
<tr>
<td>mal-</td>
<td>bad, badly</td>
<td></td>
</tr>
<tr>
<td>Prefix</td>
<td>Area of Meaning</td>
<td>Examples</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>micro-</td>
<td>small</td>
<td></td>
</tr>
<tr>
<td>mini-</td>
<td>little, small</td>
<td></td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td></td>
</tr>
<tr>
<td>mono-</td>
<td>one</td>
<td></td>
</tr>
<tr>
<td>multi-</td>
<td>many</td>
<td></td>
</tr>
<tr>
<td>non-</td>
<td>no, not</td>
<td></td>
</tr>
<tr>
<td>ob-</td>
<td>in the way of</td>
<td></td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td></td>
</tr>
<tr>
<td>pan-</td>
<td>all, worldwide</td>
<td></td>
</tr>
<tr>
<td>poly-</td>
<td>many</td>
<td></td>
</tr>
<tr>
<td>post-</td>
<td>after, behind</td>
<td></td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td></td>
</tr>
<tr>
<td>pro-</td>
<td>for, on the side of</td>
<td></td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td></td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td></td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td></td>
</tr>
<tr>
<td>super-</td>
<td>above, more than</td>
<td></td>
</tr>
<tr>
<td>syn-</td>
<td>with, at the same time</td>
<td></td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td></td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td>under-</td>
<td>not enough</td>
<td></td>
</tr>
<tr>
<td>ni-</td>
<td>one, single</td>
<td></td>
</tr>
<tr>
<td>un-</td>
<td>no, not</td>
<td></td>
</tr>
<tr>
<td>ultra-</td>
<td>beyond</td>
<td></td>
</tr>
<tr>
<td>vice-</td>
<td>deputy</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 2**

Work with a partner, with a group, or alone.

| ir-   | il- | im- | in- | un- |

Use one of the prefixes above to give the adjective the opposite meaning.

1. an _______polite person
2. an _______relevant question
3. an _______formal dinner
4. an _______legible letter
5. an _______responsible driver
6. an _______curable disease
7. an _______familiar place
8. an _______trustworthy friend
9. an _______popular teacher
10. _______mature behavior
11. an _______expected event
12. an _______impressive paper
13. an _____ literate person
14. an _____ capable performer
15. an _____ significant fact
16. an _____ logical idea

17. an _____ reparable damage
18. an _____ legitimate act
19. an _____ reversible decision
20. an _____ pure liquid solution

EXERCISE 3
Work with a partner, a group, or alone. Make derivatives or form words by adding bi-, non-, inter-, or semi-, to the following words:

1. stop
2. final
3. partisan
4. aggression
5. member
6. intervention
7. operative
8. existence
9. cultural
10. official
11. domesticated
12. literate

EXERCISE 4
Work with a partner, a group, or alone. Make derivatives or form words by adding post-, pre-, anti-, or counter-, to the following words:

1. productive
2. act
3. attack
4. arrange
5. body
6. war
7. colonial
8. semitic
9. social
10. climax
11. toxic
12. historic
Test on Prefixes

Choose the answer that could best replace the underlined word without changing the meaning of the sentence.

1. Ultrasonic waves can **detect** cracks in metal that the human eye cannot see.
   (A) stop          (B) find          (C) arrange          (D) mend
2. The **profuse** tropical forests of the Amazon are inhabited by different kinds of animals.
   (A) wild          (B) distant        (C) abundant        (D) immersed
3. When high fever is present, **disorientation** may occur.
   (A) disposition   (B) confusion      (C) complication    (D) depression
4. The sawfish is easily recognized by its **prominent** sawlike head.
   (A) protruding    (B) promiscuous    (C) rugged          (D) spiked
5. A government’s economic **resources** must not be **depleted**.
   (A) wasted        (B) greatly reduced  (C) badly destroyed  (D) disorganized
6. In the seventeenth century, German astronomer Johannes Kepler **disproved** Pythagoras’ theory that the earth was the center of the universe.
   (A) praised       (B) confirmed       (C) misrepresented (D) denied
7. When sea creatures **died** millions of years ago, their remains **decomposed** and were changed into oil and gas.
   (A) broke up      (B) dispersed       (C) detached        (D) combined
8. James McNeil Whistler **promoted** the idea of art for art’s sake.
   (A) put forward   (B) disproved       (C) fought          (D) acquired
9. A giant fungus possessing a **uniform** genetic composition covering 1,500 acres was found in Washington state.
   (A) unified       (B) straight        (C) covered         (D) single
10. Although Langston Hughes is better known for his poetry, he also wrote a two-volume **autobiography**.
    (A) book about someone else’s life    (B) book about his own life
    (C) book about many people’s lives    (D) book about the life of animals
11. Bacteria reproduce most commonly through **binary** fission (splitting).
    (A) single        (B) multiple       (C) double          (D) triple
12. Samuel Becket is known for his plays about the overwhelming desire to communicate in the face of human **disintegration**.
    (A) breakdown    (B) division        (C) survival        (D) disparity
Another way of building your vocabulary is by looking at words with similar meanings in themes. For example, if we take the theme “Moving and Not Moving,” we find there are several words that mean “not moving” but each is slightly different in its meaning and use. The word “inert” means “not moving” and is used for things that do not have the power to act or move, whereas the word “stagnant” is used mainly for water that is not moving.

In this section there are different themes with exercises that accompany them. Since only a certain number of themes can be covered in this book, it is suggested that you start to make your own themes with the use of a dictionary in order to continue to build your vocabulary.
Reading Practice

Read the following passage.

Many animals mimic leaves. The most successful are insects, whose veined wings are ideally suited to change into leaf-like shapes and surfaces, but there are also excellent vertebrate examples among chameleons, toads, frogs, and fish. All sorts of leaves are used as models—fresh green leaves, dead brown leaves, rotting leaves, and even falling leaves.

The most remarkable leaf mimic among the vertebrates are the South American leaf fish from the Amazon valley, and the bat fish from Indo-Pacific coasts. The leaf fish is a generalized leaf mimic which lives in freshwater streams. On the other hand, the bat fish specifically resembles mangrove leaves and lives in the shallow water in which mangroves grow. The construction of the leaf fish resembles that of a horizontal leaf, and the bat fish looks like a vertical leaf. The leaf fish is a predator of other fish and makes use of its disguise to stalk prey. It floats on its side, like a leaf, just below the surface of the water, and propels itself along with no apparent movement using its fins. In this way, looking like a drifting leaf, it creeps upon unsuspecting fish, until with a final thrust it engulfs its prey. On the other hand, the disguise of the bat fish seems mainly protective.

It floats gently along, moving only its transparent tail, sometimes twisting and swaying in exactly the manner of drifting mangrove leaves. When danger threatens, it goes down and stays inert at the sea bottom where it lies stationary among the leaves it so much resembles.

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions.

1. How does the leaf fish move?

Task
Name two things that "propel."

2. How does the leaf fish engulf its prey?

Task
What two other things can you "thrust"?

3. How does the bat fish stay when it is at the bottom of the sea?

Task
What other word in the passage means "with no movement"? Give an example using each of these words which mean "no movement."
**Conversation Practice**

Read the following conversation.

Susan: Hi, Joshua. Are you coming down to the beach today to play volleyball?
Joshua: I'd love to, but I promised my parents I would do some yardwork today.
Susan: If I helped you, would you be able to go? You're our most dynamic player. We need you on our team.
Joshua: Sure. If we work together, we should be done in about two hours.
Susan: Great! We'll be just in time for the game. Where do I start?
Joshua: Take this trimmer and trim the border around this walkway. Be careful because that tool has a very sharp edge.
Susan: What are you going to do?
Joshua: I'll trim the hedges at the boundary of our property. It's best that I do that job because my mother likes them trimmed a certain way and there isn't much margin for error.
Susan: OK, I'll get started here. By the way, do you want me to take this stagnant water out of the bird bath?
Joshua: Yes, I suppose it should be drawn out of there.
Susan: Why don't we just heave it on its side?
Joshua: Because the tiny stones at the bottom will scatter everywhere.
Susan: I see. In that case, I'll just use this little scoop to extract the water.
Joshua: Great idea. I'll drag the hose over here so you can refill the bath with fresh water.
Susan: I'll take care of that. Now, you'd better shift over to your job or we'll never get to the game today.
Joshua: We'll see how much you feel like playing after you've been bending over that walkway for an hour.
Susan: Don't worry about me. I'm as agile as a cat. I'll get through this in no time.
Joshua: In that case, let's get started.

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**EXERCISE 2**

Work with a partner, with a group, or alone to answer the following questions.

1. Why does Susan need Joshua on her team?

**Task**

Give an example of a person with this characteristic.

2. What does Joshua want Susan to clip with the trimmer?

**Task**

Find another word that is similar to “border” in the conversation.

3. Why must Susan be careful of the tool?

**Task**

Name two things with a sharp edge.
4. Why must Joshua trim the hedges?

Task
What do you think “margin for error” means?

5. What kind of water is there in the bird bath?

Task
What kind of water do you think this is? What is the word “stagnant” usually associated with?

6. What does Joshua suggest be done with the water?

Task
What do you think “draw out” means? What things can you draw out?

7. What does Susan suggest be done with the bird bath?

Task
What do you think heave means? Name two things you “heave.”

8. If they heave the bird bath on its side, what will happen to the stones at the bottom?

Task
What do you think “scatter” means? Name two things that can be “scattered.”

A. Boundaries and Borders

1. border = the place where one country touches another.
   Ex. The guards at the border stopped all the cars.

2. frontier = the place where one country touches another, or the border of something known and unknown. It is also used in U.S. history to mean the border between settled and wild country.
   Ex. In 1840 the settlers crossed the frontier to the west in their wagons.

3. boundary = the limit or edge of a place (not a country), e.g., a piece of land.
   Ex. The house was built right on the boundary of the city.

4. edge = the end of something high, or the thinnest part of something that can cut.
   Ex. My new knife has a really sharp edge.
5. **brink** = the edge of something dangerous or high.
   
   *Ex.* The situation is very tense, and the country is on the brink of war.

6. **rim** = the outside edge of something round, e.g., glasses, cups, eye-glasses, wheels.
   
   *Ex.* He filled the glass right up to the rim.

7. **brim** = the outside edge of a hat used for protection against the sun or rain, or the outside edge of a cup or bowl.
   
   *Ex.* The sombrero is a hat with a wide brim.

8. **margin** = the spaces left on the top, bottom, and sides of a piece of paper. It is also used for an amount over what is necessary.
   
   *Ex.* You have a ten-day margin to complete the work.

9. **limit** = the farthest point you can go.
   
   *Ex.* With his talent there is no limit to where he can go.

---

**EXERCISE 1**

One word in each group does not belong. Find the word.

1. frontier boundary border rim
2. brim rim brink
3. edge brink rim
4. margin rim brim
5. brink rim limit

---

**EXERCISE 2**

Choose the correct word to complete each sentence.

1. The *(brim / rim)* of a cowboy’s hat protects him from the sun.
2. Don’t forget to leave a narrower *(border / margin)* on the left-hand side of your sheet of paper.
3. The speed *(limit / margin)* is 55 m.p.h. and you are driving at 70 m.p.h.
4. The *(boundary / limit)* of the field is marked by a white line.
5. The 1980s were the *(frontier / brink)* of the computer age.
6. He was on the *(brink / edge)* of death when the ambulance arrived.
7. She bought a new pair of sunglasses with silver *(rims / edges)*.
8. He was just standing on the *(edge / brink)* of the swimming pool.
9. After peace talks between the two countries, the guards along the *(border / limit)* were reduced.
B. Moving and Not Moving

1. agile = quick moving; often used for sports or action to get out of trouble.
   Ex. Both wild and domestic cats are agile.

2. active = moving about, doing things.
   Ex. Although he has retired, he is still very active in politics.

3. itinerant = traveling from place to place, usually to practice a profession or work at a job.
   Ex. In the past itinerant judges went from town to town in the West.

4. dynamic = producing power and activity; an energetic person.
   Ex. He was so dynamic raising money for the homeless, he collected six million dollars.

5. stirring = that which excites feelings.
   Ex. The leader gave a stirring speech.

6. static = not moving or changing.
   Ex. The situation was static with the two armies facing each other.

7. stationary = staying in one place, not moving.
   Ex. For the last week rates of interest have remained stationary.

8. stagnant = water that is not moving or flowing, usually with a bad smell.
   Ex. Many insects like pools of stagnant water.

9. inert = not having the power to move or act.
   Ex. Some comets are made up of inert matter.

10. dormant = not active temporarily, as if asleep.
    Ex. The volcano erupted after having been dormant for 120 years.

EXERCISE 1

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Something stirring can make you excited.  
   T  F

2. Stagnant water moves fast.  
   T  F

3. Agile means someone who is growing old.  
   T  F

4. Someone dynamic is full of energy.  
   T  F

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5. Active people do not like doing things. T F
6. Something dormant appears to be asleep. T F
7. Static means not moving or changing. T F
8. An itinerant person goes from place to place. T F

EXERCISE 2

Complete the sentences with the correct answer.

1. ___________ workers follow the crops from town to town.
   a. Static  b. Dynamic  c. Itinerant

2. If there are mosquitoes in your home there is ___________ water nearby.
   a. stagnant  b. static  c. dormant

3. Basketball players need to be fit and ___________.
   a. stirring  b. agile  c. inert

4. When we saw the ___________ body of the dog in our yard we knew there was trouble.
   a. itinerant  b. agile  c. inert

5. As long as the high pressure remains ___________ over our area the weather will be hot, hot, hot!
   a. static  b. agile  c. stagnant

6. One thousand people singing together is a ___________ experience.
   a. dormant  b. dynamic  c. stirring

7. His body may be sick but his brain is still ___________.
   a. dormant  b. stirring  c. active

8. My eighty-year-old uncle is so ___________ he makes everyone else tired.
   a. dynamic  b. itinerant  c. inert

9. The price of housing has remained ___________ for six months.
   a. agile  b. dynamic  c. stationary

10. After the factory closed the machinery lay ___________.
    a. stirring  b. dormant  c. active
C. Pushing and Pulling

1. to **shift** = to move from one place to another or from one direction to another.
   Ex. The wind shifted direction during the night to a northerly direction.

2. to **drag** = to pull something along the ground.
   Ex. The ant dragged the leaf across the ground.

3. to **draw** = to take or pull out over a period of time.
   Ex. In ancient times, blood was drawn as a cure for many illnesses.

4. to **heave** = to lift something heavy with great effort.
   Ex. The sailors heaved the huge shark over the side.

5. to **extract** = to take out physically or with an instrument or by chemical means.
   Ex. Oil is extracted from peanuts.

6. to **thrust** = to push with force.
   Ex. Forces in the earth's crust thrust land masses together causing mountains to rise.

7. to **project** = to stand out forward from something.
   Ex. Ridges of rock projected out along the coastline.

8. to **propel** = to move, drive, or push forward.
   Ex. The wind propels the sails of a windmill.

9. to **scatter** = to throw here and there with no plan.
   Ex. The wind scatters the seeds of many trees.

10. to **eject** = to throw out by force, usually from within.
    Ex. The volcano ejected lava over a surface of several square miles.

---

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. To propel is to move, drive or push forward. T F
2. To project is to keep from harm. T F
3. To thrust is to believe in pushing. T F
4. To throw everywhere with no plan is to scatter. T F
5. To draw out is to take out over a period of time. T F
6. To eject is to throw out with force. T F
7. To drag is to pull along the ground. T F
8. To extract is to take out by mechanical, physical, or chemical means. T F
EXERCISE 2

Complete the sentences with the correct answer.

1. The sergeant _____________ his head round the door and shouted at us to get out of bed.
   a. ejected          b. dragged          c. thrust

2. It is difficult to argue with him because he always _____________ his point of view.
   a. shifts           b. heaves           c. extracts

3. Magnificent horns _____________ from the stag’s head.
   a. scattered        b. projected       c. propelled

4. Some dentists _____________ teeth less painfully than others.
   a. extract          b. scatter          c. heave

5. Quick as lightning he _____________ the snake out the door.
   a. drew             b. dragged          c. propelled

6. When he switched on the fan, papers _____________ everywhere.
   a. projected       b. scattered        c. thrust

7. The crazy scientist tried to _____________ sunlight from fruit.
   a. shift            b. drag             c. extract

8. The guard _____________ the noisy protestor from the hall.
   a. projected       b. ejected          c. scattered

9. Slowly she _____________ the heavy suitcase upstairs.
   a. thrust          b. propelled        c. dragged

10. The bank guard _____________ the bag of gold into the truck.
    a. heaved           b. shifted         c. extracted
Test on Places and Movement

1. Nitrogen is largely an inert gas and liquefies easily.
   (A) a prevalent  (B) a motionless  (C) a stagnant  (D) a unique

2. In 1861, the North and South were on the brink of war.
   (A) rim  (B) margin  (C) edge  (D) frontier

3. Licorice is extracted from the liquorice plant which belongs to the family of beans.
   (A) dragged from  (B) projected from  (C) taken from  (D) ejected from

4. After being dormant for 129 years, Mount St. Helens erupted.
   (A) inactive  (B) inert  (C) stagnant  (D) static

5. Leeches were once commonly used to draw blood.
   (A) drag  (B) eject  (C) heave  (D) extract

6. The seeds of the maple are scattered by the wind.
   (A) stirred  (B) itinerant  (C) dispersed  (D) dragged

7. Penguins are not very agile.
   (A) itinerant  (B) active  (C) stationary  (D) stirring

8. In his stirring speech “I Have a Dream,” Martin Luther King described the future of racial harmony.
   (A) moving  (B) active  (C) agile  (D) static

9. Squid use the force of their ten long arms to propel themselves through the water.
   (A) scatter  (B) push  (C) catch  (D) drag

10. Stagnant water around a home should always be removed, as it is a breeding place for mosquitos.
    (A) Moving  (B) Swirling  (C) Still  (D) Muddy

11. The small Cupeno native tribe flourished from pre-Colombian times to 1903 and lived in the mountains bordering today’s San Diego County.
    (A) touching the edge of  (B) at some distance from
    (C) within the limits of  (D) in the middle of

12. During hibernation, animals remain dormant and their heart rate, breathing, and temperature are very low.
    (A) awake  (B) agile  (C) comfortable  (D) motionless
CHAPTER 11

Theme Grouping:
Size
Reading Practice

Read the following passage.

Because of their diminutive size and brilliant colors, hummingbirds stand out as among nature's most remarkable creatures. There are more than 300 kinds of hummingbirds, with the greatest number inhabiting Central and South America.

Their feathers have no solid color. Instead, each feather has miniscule barbs, placed so they reflect light, just like a diamond. The hummingbird's whirring wing-beats are made possible by special hinges within their bone structure that allow helicopter-like rapid vibrating. Prolonged suspended and backward flight require about 54 wing-beats per second. Because it uses so much energy in flight, a hummingbird goes into a diminished state of energy resembling hibernation at night when it rests from the constant work of gathering food.

The female hummingbird is responsible for building its miniature, yet solid nest. It then takes 21 days for her pea-sized eggs to hatch. For three weeks she will perform the duty of feeding her hungry chicks, when finally they are ready to fly and to join the rest of their remarkable bird family.

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions.

1. What is special about hummingbirds?

Task
What do you think “diminutive” means? Name one thing that is diminutive.

2. What do hummingbirds have on each feather?

Task
What do you think “miniscule” means? Name two things that are miniscule.

3. What kinds of flight require 54 wing-beats per second?

Task
What do you think “prolonged” means? What other things can you prolong?

4. What happens to the hummingbird at night because it uses so much energy?

Task
What do you think “diminished” means? Give two other verbs with a similar meaning.

5. What kind of nest does the female hummingbird build?

Task
What kinds of miniature things have you seen or know about?
Conversation Practice

Read the following conversation.

Margaret: Hi! I tried to call you yesterday. Where were you?
Jeremy: I went to the Natural History Museum to see their expanded dinosaur exhibit.
Margaret: Did you like it?
Jeremy: Oh, yes. It's amazing to see how big most of the dinosaurs were. The full-sized models dwarf everything else at the museum.
Margaret: I'll have to go see it for myself. Maybe I'll get some information for my biology term paper. I want to write about the theories concerning the decline and extinction of the dinosaurs.
Jeremy: Well, there's lots of information at the museum that could augment your library research.
Margaret: Good, then I'll definitely go on Saturday.
Jeremy: Let me know how you like it.
Margaret: I will. See you after class!
Jeremy: OK. Bye!

EXERCISE 2

Work with a partner, with a group, or alone to answer the following questions.

1. What did Jeremy go to see at the Natural History Museum?

Task
What does he mean by an "expanded" exhibit? Why would the exhibit be expanded?

2. What do the full-size dinosaur models do in relation to things at the museum?

Task
What do you think "dwarf" means? Why do people grow dwarf fruit trees and other plants?

3. What does Margaret want to write about for her biology paper?

Task
What do you think "decline" means? Name something that has declined in recent years.

4. How could the information at the museum help Margaret with her biology term paper?

Task
What do you think "augment" means? How can you augment your vocabulary?
A. Size: Small

<table>
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<th>tiny</th>
<th>minute</th>
<th>diminutive</th>
<th>dwarf</th>
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</thead>
<tbody>
<tr>
<td>minuscule</td>
<td>minimal</td>
<td>miniature</td>
<td>microscopic</td>
</tr>
</tbody>
</table>

1. **tiny** = very small.
   
   Ex. A newly-born baby has tiny hands and feet.

2. **minute** = very small
   
   Ex. All the information you need is stored in a minute chip in the computer.

3. **diminutive** = very small and less heavily built.
   
   Ex. As technology has progressed, more diminutive versions of the pocket calculator may be seen such as on watches.

4. **dwarf** = like a person, animal, or plant that is below the normal size of its kind, which may look deformed.
   
   Ex. Dwarf fruit trees usually bear normal size fruit.

5. **minuscule** = very, very small.
   
   Ex. The minuscule print was difficult to read.

6. **minimal** = of the smallest possible amount or degree.
   
   Ex. The injuries he suffered from the accident were only minimal.

7. **miniature** = a very small copy or example of something.
   
   Ex. Miniature portraits the size of a coin were popular at one time.

8. **microscopic** = so small it can only be seen with special equipment.
   
   Ex. Though microscopic in size, the flu virus can have fatal effects on old people.

---

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. Minute means so brief it takes only sixty seconds.  
   
   T  F

2. Something minimal comes in small sizes.  
   
   T  F

3. Tiny means very small.  
   
   T  F

4. Something dwarf is smaller than others of its kind.  
   
   T  F

5. Diminutive means small and lighter in weight.  
   
   T  F

6. Something minuscule is very, very light in weight.  
   
   T  F

7. Microscopic things cannot be seen with your eyes.  
   
   T  F

8. Something miniature is a copy smaller than natural size.  
   
   T  F
EXERCISE 2

Complete the sentences with the correct answer.

1. _____________ beans are sweeter and tastier than big ones.
   a. Dwarf                 b. Microscopic              c. Minimal

2. The _____________ doberman is still a good guard dog.
   a. minuscule             b. minute                  c. miniature

3. The detectives took the dead man’s clothes for a _____________ examination.
   a. microscopic           b. miniature              c. tiny

4. For a big man he has _____________ feet and even smaller ears.
   a. minimal               b. dwarf                  c. tiny

5. With a _____________ effort he won a million dollars.
   a. minimal               b. diminutive             c. microscopic

6. She may be a _____________ old lady but she still races cars.
   a. dwarf                 b. minuscule              c. diminutive

7. The restaurant was expensive and the steaks were _____________.
   a. microscopic           b. dwarf                  c. minuscule

8. We were surprised that such a _____________ piece of glass could let the air out of the tire.
   a. minute                b. diminutive             c. minimal

B. Growing and Getting Bigger

<table>
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<th>swamp</th>
<th>prosper</th>
<th>prolong</th>
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<tbody>
<tr>
<td>amplify</td>
<td>boom</td>
<td>flourish</td>
<td></td>
</tr>
<tr>
<td>augment</td>
<td>boost</td>
<td>swell</td>
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</tr>
</tbody>
</table>

1. **to expand** = (by/into) to grow larger. (This is the most general term meaning to grow bigger.)
   *Ex.* A dry sponge expands when soaked in water.

2. **to amplify** = to make larger or increase the strength of something. It is especially used for the increase of sound.
   *Ex.* There are several kinds of devices that can be used to amplify a speaker’s voice.

3. **to augment** = to make bigger; to grow more than before.
   *Ex.* The new victory augmented his confidence even more.
4. **to swamp** = (used in the passive) to have too much of something.
   *Ex.* We are swamped with work and have been working overtime all week.

5. **to boom** = to grow rapidly or increase in value.
   *Ex.* The housing market was booming last year.

6. **to boost** = to lift up or make grow with some help.
   *Ex.* Free samples were given with every purchase to boost sales of the new product.

7. **to prosper** = to continue to succeed in life, health, and wealth.
   *Ex.* There was no other store like it in the village and its business prospered.

8. **to flourish** = to grow with strength and expand.
   *Ex.* The plants in the garden flourished under her care.

9. **to swell** = to expand from the normal size of something.
   *Ex.* When he broke his finger, it started to swell.

10. **to prolong** = to make longer in time.
    *Ex.* He prolonged his stay by an extra two days.

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. To boom is to grow fast and gain in worth. T F
2. To be swamped is to need more of something. T F
3. To boost is to kick hard. T F
4. To be successful and continue that way is to prosper T F
5. To augment is to grow after a noisy argument. T F
6. To grow with strength and expand is to flourish. T F
7. To improve the strength of something is to amplify. T F
8. To make longer in time is to prolong. T F

**EXERCISE 2**

Complete the sentences with one of the following words. Change the verb form as necessary.

<table>
<thead>
<tr>
<th>expand</th>
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<tr>
<td>swell</td>
<td>prolong</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. He ______________ his argument with many examples.

2. Thanks to hard work and a lot of luck his company _____________.

3. It was so nice by the ocean that they ________________ their stay.
4. With love and a healthy diet, the children ____________.
5. The star player was ____________ by his teammates.
6. When he breathes in, his chest ____________ by six inches.
7. The latest victory ____________ their chances of winning the series.
8. California has ____________ over the last decade.
9. Running ____________ your pulse rate.
10. The rotten fruit ____________ until it burst.

C. _Getting Smaller_

1. _to shrink_ = to become smaller in size.
   Ex. Wool often shrinks when it is washed in hot water.
2. _to decline_ = to fall after a higher or the highest point has been achieved in power, achievement, or wealth.
   Ex. His power began to decline after he lost a succession of battles and territories.
3. _to diminish_ = become smaller. It is often used to show how much is lost by something.
   Ex. After raising taxes, the government’s popularity started to diminish.
4. _to condense_ = to reduce something without losing much of its contents.
   Ex. The four-page article was condensed into a paragraph.
5. _to contract_ = to become smaller, usually by a force within.
   Ex. By contracting and dilating, the heart circulates blood around the body.
6. _to subside_ = to become less; to go back to normal; to fall.
   Ex. Before starting on their journey, they waited for the strong winds to subside.
7. _to abate_ = to reduce something which is excessive in amount such as wind, storms, and pain.
   Ex. The strong pain in his stomach showed no sign of abating.
8. _to decrease_ = to become less in number, strength, or quality.
   Ex. When mixed with more water, the strength of the solution will decrease.
9. _to reduce_ = to make something smaller or cheaper or to bring it down.
   Ex. If we want to be competitive we have to reduce the price of our goods.
10. _to dwindle_ = to become less little by little.
    Ex. The figure moved away and gradually dwindled into a point on the horizon.

**EXERCISE 1**

Circle T if the sentence is TRUE and F if the sentence is FALSE.

1. When something strong becomes weaker it abates.  
   T  F
2. To reduce is to make something less valuable.  
   T  F
3. If something falls back to where it was, it subsides.  
4. To condense is to make smaller without losing content.  
5. If you decrease something you make it flatter.  
6. Something which declines falls from its high point.  
7. To diminish is to become smaller, often in quality.  
8. To dwindle is to become less little by little.  

**EXERCISE 2**

Complete the sentence with the correct answer.

1. After five hours the storm _____________.  
   a. contracted  
   b. abated  
   c. shrank  

2. In bright light the pupils of your eyes _____________.  
   a. contract  
   b. diminish  
   c. dwindle  

3. Ten minutes after winning the lottery his joy _____________.  
   a. subsided  
   b. condensed  
   c. reduced  

4. Hikers can buy _____________. milk which is easier to carry.  
   a. abated  
   b. dwindled  
   c. condensed

5. After changing their product, sales _____________.  
   a. diminished  
   b. condensed  
   c. abated  

6. The number of cigarette smokers has ____________ in the United States.  
   a. subsided  
   b. condensed  
   c. decreased  

7. Meat ____________ when you cook it.  
   a. dwindles  
   b. abates  
   c. shrinks  

8. We ____________ our water bill by washing the car once a week.  
   a. reduced  
   b. subsided  
   c. condensed  

9. The planet’s resources ____________ as the years go by.  
   a. condense  
   b. abate  
   c. dwindle  

10. Natural disasters can cause the greatest nations to _____________.  
    a. decrease  
    b. decline  
    c. reduce
Test on Size

Choose the answer that could best replace the underlined word without changing the meaning of the sentence.

1. **Miniatures** became very popular during the 16th and 17th centuries.
   (A) Small plants          (B) Short stories
   (C) Small pictures        (D) Short compositions

2. A lie detector detects **minute** changes in the temperature of a person's skin.
   (A) dormant               (B) momentary
   (C) dwarf                 (D) tiny

3. The plant life in tundra regions include mosses, **dwarf** shrubs, and some flowers.
   (A) microscopic           (B) minuscule
   (C) minimal               (D) diminutive

4. The jute, a relative of the basswood trees, **flourishes** in warm, humid climates.
   (A) amplifies             (B) swells
   (C) thrives               (D) prolongs

5. Originally developed for Southern California, the Richter Scale was **expanded** for worldwide use.
   (A) prolonged             (B) enlarged
   (C) minuscule             (D) swamped

6. The transatlantic telegraph cable is broken by a number of relay stations to **boost** the signal.
   (A) strengthen            (B) prosper
   (C) swell                 (D) subside

7. Viruses are **microscopic** organisms that cause a number of important diseases in man, animals and even plants.
   (A) extremely minute      (B) very active
   (C) out of proportion      (D) enlarged

8. Many California mining towns **prospered** until the gold ran out and prospectors moved on to new areas, leaving boom towns to become ghost towns.
   (A) declined              (B) assembled
   (C) employed               (D) thrived

9. Excessive amounts of lead in the air can **decrease** a child's intelligence.
   (A) boom                  (B) diminish
   (C) abate                 (D) swamp

10. Supplies of natural gas are **diminishing**.
    (A) dwindling             (B) contracting
    (C) swelling              (D) condensing
A suffix is a combination of letters added to the end of a word, or word root. Suffixes are used either to form new words or show the function of a word. For example, the suffix -ist or -ian added to a noun describes people, forming words like "motorist" and "musician."

In the TOEFL®, errors in suffixes or word forms are frequently tested in the Structure and Written Expression section where one part of speech is used in place of another. For example, the word dense will be used instead of densely.

In this chapter you will learn some common suffixes that identify nouns, verbs, adjectives, and adverbs to help you recognize errors in word forms. You can also improve your vocabulary as you learn how these common suffixes change words from one part of speech to another.
Reading Practice

Read the following passage.

Sally Ride became the first American woman astronaut in June 1983. She was accepted into the space program in 1978. For five years, Sally went through the difficult training course that prepared her to go into space on the shuttle Challenger. Completing the lengthy and demanding program and the space mission took fearlessness, dedication, and endurance. According to Sally, all the work was worthwhile the moment the space shuttle took off. Sally, a mission specialist, was joined by four other astronauts including mission commander Robert Crippen, pilot Frederick Hauck, mission specialist John Fabian, and the spacecraft's doctor Norman Thagard. The mission lasted 146 hours and did more than any earlier shuttle mission. It put two satellites into space, ran several experiments, and used a robot arm to launch and retrieve a satellite. Sally played an important role when she helped to release the two communications satellites and ran several experiments. It was a successful and historic mission. The experiments went very well, the crew avoided space sickness, and Sally Ride proved that women have an important place in America's space program.

EXERCISE 1

Work with a partner, with a group, or alone to answer these questions.

1. Write three words that show the qualities Sally had to have in order to complete the program and space mission.

Task
Find one other word for each ending. Look in a dictionary. Are these words nouns or adjectives?

2. What was Sally's job on the space mission?

Task
Name three other jobs with this ending. Look in a dictionary. Are these words nouns or adjectives?

3. What was Robert Crippen's job?

Task
Name three other jobs with this ending. Look in a dictionary. Are these words nouns or adjectives?

4. What two words in the passage describe the mission?

Task
Look in a dictionary. Are these words nouns, adjectives, or adverbs?
Which of the two endings above can be added to the following words?

1. event
2. athlete
3. artist
4. faith
5. power
6. rhythm

EXERCISE 2
Work with a partner, with a group, or alone to add the correct endings to the underlined words.

-ness, -ic, -ful, -ation, -ence, -er, -ist

1. Henry David Thoreau was a write and a natural.
2. A hologram of an object is made on a piece of photograph film by using a laser.
3. Many coral reef fishes have bright colors warning predators that they are distaste.
4. All bread that is made to rise depends on a process called ferment.
5. After the tadpole develops legs and lungs, we see the emerge of an adult frog.
6. Genghis Khan, known for his fierce, captured Beijing, most of Persia, and Russian Turkestan in the 1200s.

STRATEGIES

- You do not have to know the meaning of the word to recognize what part of speech it is. You can recognize the characteristic forms of each word. The following example is a nonsense sentence:

  Togonapism fotted osiropation leposly.

  Although we do not know the meaning of these words, we can recognize characteristic forms such as -ism and -tion as noun forms, -ed as a verb form, and -ly as an adverb.

Word Form Error in the Written Expression Section

- Remember that suffixes or word forms are the most common type of error tested in the Written Expression section of the TOEFL®.
- In the Written Expression section of the TOEFL®, read the sentence with the four underlined parts A, B, C, and D. Concentrate on the underlined words. Check for errors in word forms.
- The most common type of word form error involves the use of an adjective in place of an adverb or an adverb in place of an adjective.

Note: Adjectives usually answer the question What kind? Adjectives modify nouns, noun phrases, and pronouns.
EXAMPLE

Eleanor Roosevelt was an **influential** first Lady.

- Adverbs usually answer the question *How?* Adverbs modify verbs, adjectives, and participles. Most adverbs are formed by adding *-ly* to the adjective. However, some adjectives also end in *

EXAMPLE

Theodore Roosevelt traveled *extensively*.

- Check for word form errors that include the use of words related to certain fields and the people who work in the field (botany, botanical, a botanist).
- Check for word form errors involving adjectives and nouns (developing/development).
- Check for other word form errors such as a noun in place of a verb (belief/believe).
- If you still cannot find the error, eliminate the options that seem correct. If you have more than one option left, take a guess.

### A. Noun Suffixes

These endings will indicate that the words are nouns.

The following suffixes indicate people who do things:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ee</td>
<td>trainee, interviewee</td>
</tr>
<tr>
<td>-er</td>
<td>interviewer, employer</td>
</tr>
<tr>
<td>-or</td>
<td>translator, demonstrator</td>
</tr>
</tbody>
</table>

The following suffixes describe people:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-an, -ian</td>
<td>Mexican, Parisian, historian</td>
</tr>
<tr>
<td>-ist</td>
<td>journalist, artist</td>
</tr>
</tbody>
</table>

Other noun suffixes:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-age</td>
<td>passage, postage</td>
</tr>
<tr>
<td>-al</td>
<td>renewal, arrival</td>
</tr>
<tr>
<td>-ance, -ence</td>
<td>acceptance, independence</td>
</tr>
<tr>
<td>-dom</td>
<td>freedom, kingdom</td>
</tr>
<tr>
<td>-hood</td>
<td>childhood, motherhood</td>
</tr>
<tr>
<td>-ion, -sion, -tion</td>
<td>addiction, conclusion, introduction</td>
</tr>
<tr>
<td>-ism</td>
<td>materialism, realism</td>
</tr>
<tr>
<td>-y, -ity</td>
<td>prosperity, hostility</td>
</tr>
<tr>
<td>-ment</td>
<td>entertainment, arrangement</td>
</tr>
<tr>
<td>-ness</td>
<td>kindness, greatness</td>
</tr>
<tr>
<td>-ship</td>
<td>relationship, courtship</td>
</tr>
<tr>
<td>-ure, -sis</td>
<td>failure, diagnosis</td>
</tr>
</tbody>
</table>
EXERCISE 1

Make these verbs into nouns by adding the correct suffix.

1. sign
2. close
3. insist
4. prefer
5. exist
6. assemble
7. deny
8. try
9. store
10. exclude
11. persuade
12. improve
13. acquire
14. seize
15. obey
16. emphasize
17. differ
18. recover
19. prosper
20. propose
21. shrink
22. break
23. explode
24. encourage
25. advertise
26. produce

B. Adjective Suffixes

The following suffixes indicate adjectives:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>eatable, sensible</td>
</tr>
<tr>
<td>-ant, -ent</td>
<td>concordant, prudent</td>
</tr>
<tr>
<td>-ary</td>
<td>complimentary</td>
</tr>
<tr>
<td>-ic</td>
<td>enigmatic, democratic</td>
</tr>
<tr>
<td>-ical</td>
<td>musical, practical</td>
</tr>
<tr>
<td>-ish</td>
<td>childish, greenish</td>
</tr>
<tr>
<td>-ive</td>
<td>attractive, protective</td>
</tr>
<tr>
<td>-like</td>
<td>godlike, childlike</td>
</tr>
<tr>
<td>-ly</td>
<td>nightly, scholarly</td>
</tr>
<tr>
<td>-ory</td>
<td>sensory, satisfactory</td>
</tr>
<tr>
<td>-ous</td>
<td>poisonous, adventurous</td>
</tr>
<tr>
<td>-some</td>
<td>handsome, lonesome</td>
</tr>
<tr>
<td>-worthy</td>
<td>trustworthy</td>
</tr>
<tr>
<td>-y</td>
<td>salty, rainy</td>
</tr>
</tbody>
</table>
The suffixes -ful (with) and -less (without):

**Suffix**  
-ful  
-less

**Examples**  
faithful, dreadful  
harmless, careless

Comparative and superlatives:

**Suffix**  
-er  
-est

**Examples**  
smaller, longer  
smilallest, longest

---

**EXERCISE 2**

Make the following words into adjectives by adding the correct suffix.

1. week  
2. humor  
3. poetry  
4. grammar  
5. agree  
6. talk  
7. child  
8. tire  
9. courage  
10. hand  
11. harm  
12. depend  
13. inform  
14. grass  
15. miracle  
16. drama  
17. alphabet  
18. regret  
19. create  
20. boy  
21. danger  
22. mouth  
23. pain  
24. hesitate  
25. adjust  
26. climate

---

**C. Adverb Suffixes**

The following suffixes indicate adverbs:

**Suffix**  
-ly  
-er (comparative)  
-est (superlative)

**Examples**  
slowly, sharply  
harder, faster  
hardest, fastest
D. Verb Suffixes

The following suffixes indicate verbs:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-en</td>
<td>strengthen, weaken</td>
</tr>
<tr>
<td>-ate</td>
<td>activate, domesticate</td>
</tr>
<tr>
<td>-ize</td>
<td>sterilize, tranquilize</td>
</tr>
<tr>
<td>-fy, -ify</td>
<td>pacify, purify</td>
</tr>
</tbody>
</table>

EXERCISE 3

Make the following words into verbs by adding the correct suffix. In some cases you may have to change the spelling of the root word.

1. hospital  ____________  11. regular  ____________
2. sympathy  ____________  12. thick  ____________
3. solid  ____________  13. false  ____________
4. captive  ____________  14. identity  ____________
5. fright  ____________  15. liberty  ____________
6. length  ____________  16. sweet  ____________
7. dark  ____________  17. broad  ____________
8. less  ____________  18. immune  ____________
9. flat  ____________  19. deep  ____________
10. bright  ____________

EXERCISE 4

Complete the chart with the appropriate word forms. In some cases there may be more than one answer.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. exclude</td>
<td>exclusion</td>
<td>exclusive</td>
<td>exclusively</td>
</tr>
<tr>
<td>2. ________</td>
<td>repetition</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>3. ________</td>
<td>________</td>
<td>different</td>
<td>________</td>
</tr>
<tr>
<td>4. ________</td>
<td>________</td>
<td>________</td>
<td>electrically</td>
</tr>
<tr>
<td>5. ________</td>
<td>emphasis</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>6. ________</td>
<td>________</td>
<td>economical</td>
<td>________</td>
</tr>
<tr>
<td>7. decide</td>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>
**EXERCISE 5**

Complete the chart with the appropriate word forms. In some cases there may be more than one answer.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>origin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. free</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td>simply</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>familiar</td>
<td></td>
</tr>
<tr>
<td>6. generalize</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td>originally</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>sanitary</td>
<td></td>
</tr>
<tr>
<td>10. succeed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 6**

Complete the chart with the appropriate word forms.

<table>
<thead>
<tr>
<th>Thing/place</th>
<th>Person</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. machine</td>
<td>machinist</td>
<td>mechanical</td>
</tr>
<tr>
<td>2. art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>politician</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>musical</td>
</tr>
<tr>
<td>5. electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. botany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>poet</td>
<td></td>
</tr>
<tr>
<td>9. finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>scientific</td>
</tr>
</tbody>
</table>
Test on Suffixes
From the four underlined words or phrases A, B, C, or D, identify the one which is not correct.

EXAMPLE
In recent years, chemical pollutants sucked up by the atmospheric fell back down to earth in forms of precipitation.

Choice (C) is the best answer. A noun, atmosphere, should be the object of the verb “sucked up.”

1. Some fishes live at such enormous depths that they are almost complete blind.
   A B C D

2. The reduction of illiteracy is the primary education task in many parts of the world.
   A B C D

3. One of the majority causes of tides is the gravitational attraction of the moon.
   A B C D

4. For the development of a coral reef, warmth, shallow, and clear sea water without any silts or clays is needed.
   A B C D

5. Many species of lizards change their diets with mature and seasonal changes in the availability of food.
   A B C D

6. James McNeill Whistler, considered as the greatest genius in the history of American art, was a versatile and industrious artist who was proficient in several media.
   A B C D

7. Animals that live in cold climates often hibernate throughout the winter when food is scarcely.
   A B C D

8. Severe emotional stress may elicit symptoms of disease that may be latent in the body.
   A B C D

9. Oliver Wendell Holmes, a judge who supported the free of speech, was known for his wit.
   A B C D

10. Language is an important factor in the accumulate of culture.
    A B C D

11. Frederick Douglass, an escaped slave, became a leading abolition and orator, lecturing for an antislavery society in Massachusetts.
    A B C D

12. Hearing, or audition, is affected by the intensity, frequency, and complex of pressure waves in the air or other transmitting substances.
    A B C D

13. Dorothea Dix crusaded for the science and humane treatment of the mentally ill.
    A B C D

14. A mirage is a kind of optical illusion that occurs in heat, still weather.
    A B C D

15. Ralph Waldo Emerson, the writer, stressed the important of individuality and self-reliance.
    A B C D
Some verbs are made up of more than one word. We call these two-word, or three-word verbs, or phrasal verbs. The combination of words that make up phrasal verbs have a very different meaning from the meanings of the words taken separately. MAKE has a meaning and UP has a meaning, but when we use these words together the combination has a completely different meaning. In this case MAKE UP means to compose.

Phrasal verbs are very common in English, especially in the spoken language. In the TOEFL® they appear not only in the Listening Comprehension section, but in the other sections as well. This chapter will help you recognize and learn a number of phrasal verbs and their meanings.
Charles Richter and his family left their Ohio farm in 1908 and headed for Los Angeles. In less than a year they felt their first earthquake, which so impressed nine-year-old Richter that he ended up dedicating his life to earthquake research.

After completing his education in Los Angeles area schools, Richter signed up at the University of Southern California, and a year later moved to northern California and attended Stanford University. He graduated from Stanford in 1920, then earned a Ph.D. in Physics from Caltech in Pasadena in 1928. While Richter was at Caltech he was offered a job in the school's seismology lab where he and the lab's director, Dr. Beno Gutenberg, soon got busy on a new project that would keep track of southern California earthquakes. They divided the quakes into categories to which they gave numerical values called magnitudes. Using instruments known as seismographs, Gutenberg and Richter in 1935 worked out a scale for measuring earthquakes. Today it is well known as the Richter scale.

EXERCISE 1

Work with a partner, with a group, or alone to answer the following questions.

1. What did Charles Richter and his family do in 1908?

Task
Discuss the difference in meaning of the following phrasal verbs:

head for  head on  head out

Use a dictionary to check your answers.

2. Does "ended up" in sentence 2 mean Richter stopped his earthquake research?

Task
Find three different possibilities for the following person's future.

John is a high school student who excels in math and English. He is also a star football player. What may John end up doing?

3. In order to study at the University of Southern California, what did Richter have to do?

Task
Name one thing that you can

sign on  sign up  sign out

158
4. What did Dr. Gutenberg and Charles Richter do in 1935?

Task
Write three phrasal verbs using the main verb above. How are their meanings different?

EXERCISE 2
Work with a partner, with a group, or alone. Read the following conversation. Then complete the conversation using phrasal verbs from the list below. Use each word only one time. The first one has been done for you.

<table>
<thead>
<tr>
<th>sit down</th>
<th>stop by</th>
<th>set up</th>
<th>pack up</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick up</td>
<td>look after</td>
<td>take off</td>
<td></td>
</tr>
</tbody>
</table>

Bob: Is everything set up for our picnic?
Tina: We're ready but Brenda called a few minutes ago and said she and Carlos still have a few things to _____________ at the store.

Bob: Did she tell you when they would be here?
Tina: Yes, they'll be coming by in about an hour.
Bob: What do you want to do while we wait?
Tina: I'd like to _____________ and rest for a while.
Bob: How could you be tired? It's not noon yet!
Tina: Well I had to _____________ all these picnic items and _____________ my little brother too.
Bob: Of course. I'm sorry I didn't _____________ earlier to help you, but I've been busy all morning.
Tina: That's all right. I'll relax at the lake this afternoon.
Bob: Well, we'd better get busy and put these things in the car. Brenda and Carlos will be here soon and we want to be able to _____________ right away.

STRATEGIES
• Since the meaning of some phrasal verbs are not clear from the individual words that make them up, it is important to recognize and learn as many as you can.
• If you do not know a phrasal verb that is used idiomatically, you can work out its meaning from the context.
**EXAMPLE**

**sign up**

He signed up for the new computer course at the college.

From the context of “the college” and “the computer course,” we can work out that “signed up” means enrolled.

- *The Grammar of Phrasal Verbs:* Some phrasal verbs can be separated, other phrasal verbs cannot be separated. Phrasal verbs consist of a verb and a preposition or a verb and an adverb.

Some phrasal verbs have no object. Other phrasal verbs have objects.

**EXAMPLE**

The lights went out suddenly.
Look out!

He turned on the light.*
I looked for my keys.*

* With these phrasal verbs you must be careful where you put the object. The object of most separable phrasal verbs can be put either after the verb or after the preposition/adverb.

**EXAMPLE**

He turned on the light.

object

or

He turned the light on.

object

The object of an inseparable phrasal verb can only be put in one place—after the preposition/adverb.

**EXAMPLE**

I looked for my keys.

object

(Not: I looked my keys for)

A good dictionary will tell you the meaning of a phrasal verb and where to put the object.

A verb combined with one or two prepositions or adverbs can have a variety of meanings. Look at the verb COME and its many meanings below.

```
across = discover, meet by chance
away = leave
back = return
by = acquire
down = get cheaper, descend
into = inherit
off = succeed; get detached
out = emerge; disappear
out with = say
over = visit
round = recover consciousness
up = be mentioned
up to = equal
up with = originate
```
EXERCISE 3

Complete the meanings of the phrasal verbs in the diagram below. Use a dictionary to check your answers.

1. **TAKE**

   - after = resemble
   - away =
   - back = return, withdraw
   - down =
   - for = mistake for
   - in = deceive, make smaller, understand
   - off =
   - on = employ, undertake (work)
   - out =
   - over = take control of
   - to =
   - up = begin a hobby/profession, occupy, discuss, shorten

2. **BRING**

   - back = recall
   - down =
   - forward = make at an earlier time
   - in =
   - on = cause to happen
   - out =
   - round/to = restore to consciousness
   - up =

---

EXERCISE 4

Work with a partner or a group to work out the different meanings of the phrasal verbs below. Then check in your dictionary to see if you were correct.

**Meaning**

**BE**

about to = _________________________  over = _________________________
after = _________________________  up = _________________________
behind = _________________________  up against = _________________________
off = _________________________  up and about = _________________________
on to = _________________________  up to = _________________________
out for = _________________________
out of = _________________________
EXERCISE 5

Work with a partner or a group to work out the different meanings of the phrasal verbs below. Then check in a dictionary to see if you were correct.

<table>
<thead>
<tr>
<th>Meaning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TURN</td>
<td></td>
</tr>
<tr>
<td>away</td>
<td></td>
</tr>
<tr>
<td>back</td>
<td></td>
</tr>
<tr>
<td>down</td>
<td></td>
</tr>
<tr>
<td>in</td>
<td></td>
</tr>
<tr>
<td>into</td>
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<td>off</td>
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<tr>
<td>on</td>
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<tr>
<td>out</td>
<td></td>
</tr>
<tr>
<td>over</td>
<td></td>
</tr>
<tr>
<td>up</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 6

Work with a partner or a group to work out five different meanings of the phrasal verbs with MAKE and GET. Check your answers in a dictionary.

**MAKE**

1. 
2. 
3. 
4. 
5. 

**GET**

1. 
2. 
3. 
4. 
5. 

Phrasal Verb Practice

The following section will not only help you with the Reading and Vocabulary Section of the TOEFL® test, but will also help to increase your vocabulary in general. Use a dictionary to look up words you do not know in the multiple choice items.
EXERCISE 1

Choose the one answer that could best replace the underlined phrasal verb without changing the meaning of the sentence.

EXAMPLE

In the game of soccer, the rule **setting down** 11 members to a side went into effect in 1870.

(A) depositing (B) directing
(C) stipulating (D) installing

The best answer is (C) because "In the game of soccer, the rule stipulating 11 members to a side went into effect in 1870" is closest in meaning to the original sentence.

1. Ultrasonic sound waves can **pick out** cracks in metal that the human eye cannot see.
   (A) choose  (B) dissect
   (C) detect   (D) restore

2. The porcupine fish **blows up** its body with water when it is alarmed.
   (A) bursts   (B) exaggerates
   (C) magnifies (D) inflates

3. During World War I in the United States, posters were used to ask young men to **sign up** in a serious campaign to fight the enemy.
   (A) enlist  (B) fire
   (C) testify (D) write

4. The unmanned U.S. space probe Mariner 9 **sent back** over 7,000 photos of Mars.
   (A) circulated (B) transmitted
   (C) conferred (D) submitted

5. A government's economic resources must not be **used up**.
   (A) deposited (B) conditioned
   (C) depleted  (D) devoured

6. In 1955, the Rosa Parks incident in Alabama **set off** a year-long bus boycott by African-Americans.
   (A) sparked   (B) forced
   (C) detonated (D) isolated

7. In the 1980s TV viewers began to **hook up** videocassette players to their TVs.
   (A) combine  (B) connect
   (C) fasten    (D) blend

8. For centuries people **made up** stories about dragons.
   (A) constructed (B) beautified
   (C) created    (D) prepared

9. The work was **singled out** to receive an award at the exhibition.
   (A) impressed   (B) subscribed
   (C) cautioned   (D) marked

10. The rate of inflation in the United States has not **gone up and down** more than 10 percent in the 1980s.
    (A) fluctuated (B) hesitated
    (C) alternated (D) lingered
Phrasal Verb Practice

Phrasal verbs are often tested in the Structure and Written Expression section of the TOEFL® test.

**EXAMPLE**

Of the four underlined parts of the sentences marked (A), (B), (C), and (D), choose the one word or phrase that must be changed for the sentence to be correct.

Sir George Everest, the surveyor general of India, was the first to take in the detailed mapping of India, including the Himalayas.

The sentence should read "Sir George Everest, the surveyor general of India, was the first to take on the detailed mapping of India, including the Himalayas." Therefore, you should choose (B) as the incorrect answer.

The following exercises will help you to practice for this section of the test.

**EXERCISE 2**

In the following sentences the underlined phrasal verbs may or may not be correct. Write C if they are correct, or write the correct form if they are not correct.

1. When the American War of Independence broke up, George Washington was appointed commander in chief of the American forces.

2. Christopher Columbus discovered Cuba and the island of Hispaniola where he set up a colony.

3. Clothing factories sprang off during the Industrial Revolution around the latter part of the 18th century.

4. Jane Addams was a social worker who stood out for women's rights and social reforms for the poor.

5. After the British captured New Amsterdam, they changed its name to New York and took out the wall around it.

6. To forecast possible tsunamis, warning stations with seismographic equipment to follow up and record earthquakes have been set out.

7. Flying fish work out speed with their tails just below the surface, and leap clear of the water to avoid their enemies.

8. Red corpuscles which carry oxygen through the blood wear out within a few weeks and are remade in the bone marrow.

9. The possum will roll over on its side and play dead to put on the attacker.

10. In 1972 five men broke into the Watergate building and put in listening devices.

More Phrasal Verb Practice

Phrasal verbs appear in the reading passages of the TOEFL® test. Knowing their meaning will help you understand the passage and answer the vocabulary questions.
EXERCISE 1

Underline the phrasal verbs in the following reading passage:

In the spring of 1856 a herd of camels was brought to Texas, as a result of encouragement by Jefferson Davis, Secretary of War. It was hoped that the camels might clear up some of the transportation problems, especially across the desert areas where water was scarce, and where horses and mules suffered severely. Experimentation under the command of Lieutenant Beale showed that the camels would carry heavy loads long distances without water and reach their destination in good condition. Beale took a camel brigade across the southern trails to California and showed his animals off in Los Angeles in January, 1858. Various factors, however, prevented the experiment from going on further. Horse and mule teams were badly frightened by the camels and the outbreak of the Civil War put off interest.

Year by year the number of camels in the Texas herd decreased; many of the animals wandered away; and later, in one manner or another the herds were dispersed.

EXERCISE 2

Fill in the blanks with one of the following words. You may use some words more than once.

- up
- out
- part
- on

The Iroquois tribe of American Indians in pre-colonial times took _____in a very special form of government. The League Council headed the social structure, being made _____of a set number of members from each of the tribes. The council members were called “sachems.” A sachem would take _____this position through the family. The head mother, together with other women in her family would pick _____the sachem. The women also had the power to dismiss the sachem from the council if they thought he was not carrying _____his duties properly.

EXERCISE 3

Fill in the blanks with the words in the boxes below. You may use some words more than once.

- spread
- throught
- up
- out
- were
- with
- of
- from
A. In November 1988, a computer “virus” __________________ through business, military, and university computers. A set of instructions was __________________ up that would duplicate itself and go __________________ computer to computer through networks of discs that were shared. The virus filled __________________ the memory capacity of 60,000 computers that were hooked ______________________________ the Internet network. The computers ran __________________ ______________ memory and soon ______________ operation.

<table>
<thead>
<tr>
<th>up</th>
<th>placed</th>
<th>passed</th>
<th>out</th>
<th>through</th>
</tr>
</thead>
<tbody>
<tr>
<td>turned</td>
<td>pulled</td>
<td>found</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. In July 1976, 29 American Legion conventioneers died of a mysterious disease in Philadelphia. Another 50 conventioneers became ill but ______________ _________________. In 1977, the disease which became known as “Legionnaires’ disease” ______________ ______________ to be caused by a bacteria; however, no one has ever ______________ ________________ how the Legionnaires got infected. There was speculation that the bacteria could have been ______________ on through the air vents of the hotel where the convention took ______________. Since 1976 other cases of the disease have ______________ ________________.

<table>
<thead>
<tr>
<th>set</th>
<th>with</th>
<th>stand</th>
<th>up</th>
</tr>
</thead>
<tbody>
<tr>
<td>out</td>
<td>about</td>
<td>brought</td>
<td></td>
</tr>
</tbody>
</table>

C. William Randolph Hearst was a journalist and publisher who ______________ up a huge publishing empire that included 18 newspapers and nine magazines. Hearst was the first journalist who started “sensational” newspaper reporting. Reporters for his newspapers would make an event much more dramatic than it really was so that people would buy Hearst’s newspapers. The articles were also backed ______________ ________________ photos that made the drama ______________ ______________ even more. Articles in Hearst’s newspapers about the alleged mistreatment of Cuban citizens by Spanish soldiers began to stir ________________ public hatred against the Spanish. This then ______________ ________________ the U.S. military involvement in the Spanish-American War.

**Test 1: Phrasal Verbs**

Read the following passage and answer the questions on phrasal verbs.

A shoal of piranhas can tear up the carcass of a dead cow to its bones in just a few minutes. But it is surprising to find out that these fish also eat fruit and nuts. Sometimes a shoal of piranhas waits under the branches of a rubber tree for the seeds to pop out of the pods. The seeds are then gobbled up even before they reach the ground. Many other species of fish have caught on to fruit and nut eating like the piranhas. By following the flood waters of the Amazon each rainy season the fish live in the forest in shallow water and even put on fat to live through the period when the water moves away. Researchers at the Instituto de Pesquisas da Amazonia have found that several species of piranhas have given up meat eating and turned into vegetarians.
Choose the answer that could best replace the underlined phrasal verbs without changing the meaning of the sentence.

1. tear up
   (A) slice
   (C) shred
   (B) amputate
   (D) carve

2. find out
   (A) discover
   (C) discern
   (B) distinguish
   (D) explore

3. pop out of
   (A) protrude from
   (C) hop from
   (B) burst from
   (D) plunge from

4. gobbled up
   (A) stuffed
   (C) eaten
   (B) digested
   (D) liquified

5. caught on
   (A) reversed
   (C) adapted
   (B) transformed
   (D) exchanged

6. put on
   (A) worn
   (C) attached
   (B) extended
   (D) added

7. live through
   (A) dwell
   (C) experience
   (B) survive
   (D) suffer

8. moves away
   (A) subsides
   (C) recedes
   (B) shrinks
   (D) abandons

9. given up
   (A) ceded
   (C) concluded
   (B) yielded
   (D) ceased

**Test 2: Phrasal Verbs**

From the four choices below each sentence, select the word or phrase that could best replace the underlined phrasal verb without changing the meaning of the sentence.

1. Different kinds of beads are used to **ward off** evil.
   (A) avert
   (C) anticipate
   (B) conduce
   (D) restrain

2. A nerve is **made up** of a bundle of nerve fibers.
   (A) conceived
   (C) consumed
   (B) produced
   (D) composed
3. After the Ice Age many species of animals died out.
   (A) froze  (B) receded
   (C) became extinct  (D) became extinguished

4. With present day technology it has been possible to locate the exact spot where the famous ship, the Titanic, went down.
   (A) faded  (B) sank
   (C) slumped  (D) diminished

5. There are about 200 grizzly bears in Yellowstone Park and the population is going down by an estimated four percent each year.
   (A) declining  (B) decaying
   (C) succumbing  (D) submerging

6. A brief outline of the course and bibliography were handed out to the students at the first meeting.
   (A) dispensed  (B) dispersed
   (C) distributed  (D) contributed

7. The brain uses up 25 percent of the oxygen you breathe in.
   (A) handles  (B) consumes
   (C) adapts  (D) exhausts

8. Certain wild animals are weighed and studied before the effect of the tranquilizer wears off.
   (A) decays  (B) removes
   (C) leaves  (D) shrinks

9. It is uncertain that salaries can keep up with the rate of inflation.
   (A) restore  (B) reduce
   (C) encounter  (D) maintain

10. Talks over the persisting war broke down as they could not reach an agreement.
    (A) cracked  (B) failed
    (C) smashed  (D) were interrupted

11. In the 17th century the idea of drinking chocolate caught on in Europe.
    (A) became disliked  (B) became dangerous
    (C) became popular  (D) became questionable

12. The popular story that George Washington admitted to his father that he had cut down a cherry tree is probably an invention.
    (A) severed  (B) damaged
    (C) mowed  (D) felled

13. In 1874 Remington came out with the first practical commercial typewriter.
    (A) considered  (B) produced
    (C) weighed  (D) examined

14. The United States turns out 16.5 billion hot dogs each year.
    (A) produces  (B) controls
    (C) returns  (D) delivers

15. The Food and Agricultural Organization has worked out how the calorie intake of people compares with what they need for good health.
    (A) calculated  (B) attacked
    (C) divided  (D) checked

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Chapter 1: Words in Context

Biology Reading

Exercise 1
1. a 6. b
2. a 7. b
3. b 8. a
4. a 9. b
5. b 10. b

Exercise 2
A.
1. den 5. web
2. burrow 6. sty
3. hive 7. stable
4. den 8. nest

B. Answers will vary.

Exercise 3
1. b 5. a
2. e 6. d
3. g 7. b
4. c 8. f

Science Reading

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

Exercise 2
1. grain 3. sky
2. comet 4. land

Exercise 3
1. grain 5. flake
2. blade 6. item
3. speck 7. fragment
4. breath 8. trace

Exercise 4
1. meteor 3. star 5. galaxy
2. earth 4. solar system 6. universe

Reading about People

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

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

B. Answers will vary.

Exercise 3
1. start 3. teach
2. improve

Reading on Social Science

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

Exercise 2
A.

Dry
ardid
dessicated
baked
parched

Not Dry
damp
humid
saturated
immersed
soaked
moist

B. Answers will vary.

Exercise 3

Synonyms
Antonyms
1. plentiful scarce
2. abundant meager
3. overflowing skimpy
4. profuse scant
5. bountiful limited

Exercise 4
1. reservation 3. hunting
2. neighbors 4. tribe

History Reading

Exercise 1
1. a 4. b
2. b 5. b
3. a

Exercise 2
1. dwarf 3. minute
2. infinitesimal 4. memorial

Exercise 3
A.

Newspaper
book
column
bibliography
article
appendix
editorial
index
headline
biography
glossary

B. Answers will vary.
Exercise 4
1. comprise  3. erect  5. bind
2. establish  4. occur  6. lift

Reading on Earthquakes

Exercise 1
1. a  3. b  5. a
2. a  4. a  6. b

Exercise 2
A.
Feelings  Your Leg  Your Reputation
hurt  injure  hurt
hurt

A Painting  The Environment  Your Health
mar  damage  impair
damage  harm  harm
destroy  spoil  destroy
spoil  destroy
B. Answers will vary.

Exercise 3
A.
Continuous Sound  Single Sound
roar  crack
rumble  squeak
rattle  bang
hum  slam
rustle
murmur

B. Answers will vary.

Exercise 4
1. b  3. a  5. b
2. b  4. b  6. a

Exercise 5
1. a  3. a  5. b
2. b  4. b

Exercise 6
A.
1. b  3. a  5. f
2. d  4. c  6. e
B. Answers will vary.

Science Reading

Exercise 1
1. b  3. a  5. b
2. a  4. b  6. a

Exercise 2
A.
False  Fake  Counterfeit
teeth  flowers  money
impression  smile  letters
alarm  diamonds
statement  painting
address
Phoney  Artificial
address  flowers
smile  sweetener
smile
B. Answers will vary.

Exercise 3
1. secretion  = release of a material formed by an animal or plant
2. resin  = a natural organic substance used chiefly in varnishes, printing inks, plastics, and medicines
3. extract  = a product prepared by something withdrawn (such as a juice) by a physical or chemical process
4. fluid  = a substance that flows or conforms to the outline of its container

Exercise 4
1. copy  3. a product
2. compound

Science Reading

Exercise 1
1. b  3. a  5. b
2. b  4. b  6. a

Exercise 2
1. hit  3. television
2. space  4. orbit

Exercise 3
1. trail  3. course
2. orbit  4. circuit

Exercise 4
Synonyms  Antonyms
1. transmit  pick up
2. send out  obtain
3. delay  record
4. give  accept
5. convey  acquire
6. dispatch  receive

Reading on Literature

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

Exercise 2
1. an epic  6. prose
2. a poet  7. a rhyme
3. a chronicle  8. a nursery rhyme
4. a lyric  9. a monologue
5. verse  10. dialogue

Exercise 3
1. abridgement  3. accompaniment
2. accomplished  4. history

Archeology Reading

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

Exercise 2
1. c  3. a  5. e, f
2. e  4. b  6. g

Exercise 3
Synonyms  Antonyms
1. accurate  incorrect
2. exact  mistaken
3. perfect  flawed
4. precise
5. definite

Exercise 4
1. country
2. building
3. city
4. botanist

Exercise 5
Decay
1. buildings
2. teeth
3. a statue
4. society
5. standards
Rot
1. apples
2. flesh
3. trees
4. tomatoes
5. wood

Exercise 6
1. To dehydrate—to remove water from
2. To pickle—to put in vinegar and salt water
3. To preserve—to add sugar and put in a jar
4. To can—to seal in an airtight container
5. To smoke—to cook in the smoke of burning hardwood

Sample TOEFL® Test 1

Exercise 1
2. A 4. D 6. A

Exercise 2
A.
1. tricolor
2. quintuplets
3. unicycle
4. century
5. pentagon
6. sexagenarian
7. decathlon
8. monotone
9. bimonthly
10. quadruple
B. Answers will vary.

A. Types of Inhabitants

Exercise 1
1. F 5. F
2. F 6. F
3. T 7. T
4. F 8. T

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

B. The Life of Plants

Exercise 1
1. seedling 4. bloom 7. wither
2. shoot 5. wilt
3. bud 6. droop

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

C. Parts of a Fruit or Nut

Exercise 1
1. F 5. T
2. F 6. T
3. T 7. T
4. T 8. F

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

Test on Living Things
1. B 5. C
2. A 6. C
3. C 7. A

Chapter 2: Theme Grouping: Living Things

Exercise 1
1. The settlers
2. wild and seedling trees
3. an outer leathery husk
4. an inner shell

Exercise 2
1. No, Sonja is an immigrant.
2. Betty and Tom are colleagues; that is, they work together.
3. Sonja is enjoying southern California. As a matter of fact, she feels like a native.
4. You can't eat the rind of a pomegranate; just the flesh around the seeds.
5. Betty will bring Sonja some blossoms from her rose garden.

A. Types of Inhabitants

Exercise 1
1. F 5. F
2. F 6. F
3. T 7. T
4. F 8. T

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

B. The Life of Plants

Exercise 1
1. seedling 4. bloom 7. wither
2. shoot 5. wilt
3. bud 6. droop

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

C. Parts of a Fruit or Nut

Exercise 1
1. F 5. T
2. F 6. T
3. T 7. T
4. T 8. F

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

Test on Living Things
1. B 5. C
2. A 6. C
3. C 7. A

Chapter 3: Theme Grouping: Time and Space

Exercise 1
1. The Great Plains region has frequently been subject to periodic drought.
2. The grassland and crops were scorched.
3. The topsoil was parched and blown away by the wind.
4. The soil was rich and fertile before it died up and was blown away.
5. The area was named the “Dust Bowl.”

**Exercise 2**
1. Julie travels to Africa frequently.
2. Julie prepares for her trips prior to departure.
3. Her final destination is Mount Kilimanjaro.
4. The weather will be balmy for the most part.
5. The savannas will be arid.
6. The heat will be scorching.
7. It will be quite chilly on Kilimanjaro.
8. Malindi will be sultry and humid.
9. In the Rift Valley the grass is parched.

**A. Adverbs of Time**

**Exercise 1**
1. T 5. F
2. F 6. T
3. T 7. T
4. T 8. F

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

**B. Dry and Not Dry**

**Exercise 1**
1. T 5. T
2. T 6. F
3. F 7. T
4. T 8. F

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

**C. Hot and Not Hot**

**Exercise 1**
1. F 5. T
2. F 6. F
3. T 7. T
4. T 8. T

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

**Test on Time and Space**
4. A 8. C

**Chapter 4: Everyday and Specific Vocabulary**

**Exercise 1**
1. The conversation is taking place at the library.

**Identifying Locations**

**Exercise 1**

**A. Bank**
1. withdrawal 2. deposit slip 3. balance

**B. Restaurant**
1. dressing 2. house special 3. tip

**C. Garage**
1. tune-up 2. brake fluid 3. radiator

**D. School**
1. tuition 2. registration 3. schedule of classes

**E. Supermarket**
1. aisle 2. deli 3. produce

**F. Clothing Store**
1. sales attendant 2. charge account 3. exchange

**G. Theater**
1. box office 2. row 3. usher

**H. Post Office**
1. special delivery 2. registered 3. money order

**I. Courtroom**
1. jury 2. case 3. prosecutor

**J. Library**
1. reference 2. periodicals 3. nonfiction

**K. On a Bus**
1. schedule 2. fare 3. transfer

**L. Zoo**
1. feeding time 2. cages 3. aviary

**Exercise 2**

**A. gas station attendant**
**B. dentist**

**C. plumber**
**D. apartment manager**

**E. police officer**
**F. nurse**

**G. car salesperson**
**H. travel agent**

**I. college student**
**J. electrician**

**Test on Everyday and Specific Vocabulary**

Chapter 5: Roots

Exercise 1
1. Some theories of laughter emphasize its ability to reduce tension and emotion.
2. Laughter produces a beneficial biological response.
3. When you laugh at a problem, you are putting it in a new perspective.

Exercise 2
1. abdicate 3. creed
2. prospect 4. evident

A. Root: Cred

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

Exercise 2
1. accredited 5. incredulous
2. incredulity 6. creed
3. discriminable 7. credence
4. credit 8. credible

B. Roots: Spect, Spec

Exercise 1
1. spectators 5. a respected
2. aspect 6. specimen
3. perspective 7. spectrum
4. retrospect 8. spectacle

Exercise 2
1. spectacle 5. aspect
2. retrospect 6. spectator
3. spectrum 7. respected person
4. perspective 8. specimen

C. Roots: Duc, Duct

Exercise 1
1. f 5. c
2. g 6. d
3. h 7. b
4. a 8. e

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

D. Roots: Ced, Cess

Exercise 1
1. antecedent 5. concede
2. precedent 6. process
3. recede 7. procedure
4. successive 8. secede

Exercise 2
1. b 3. a 5. a
2. b 4. b 6. b

Exercise 3
Answers will vary.

Exercise 4
1. mostly, chiefly
2. captivate, appeal
to, draw attention from
3. to make sounds
4. birds

Exercise 5
1. the study of humans in relation to culture and environment
2. graphologist
3. astronmer
4. reasoning from a part to a whole, from particulars to generals
5. chronological

Test on Roots

Chapter 6: Theme Grouping: Thought and Communication

Exercise 1
1. The coyote is widespread and can be found from Alaska to New York.
2. Several groups of coyotes singing have a haunting effect.
3. The haunting effect of the songs of several groups over the countryside is unique.

Exercise 2
1. Regina is reflecting on life.
2. Thinking about the future is familiar to Scott.
3. Regina will have to make some crucial decisions.
4. Regina would like to do something unique.
5. “Odd” means unusual.

A. Thinking and Remembering

Exercise 1
1. T 5. T
2. T 6. F
3. T 7. T
4. F 8. F

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

B. Important and Not Important

Exercise 1
1. T 6. T
2. T 7. F
3. F 8. F
4. T 9. T
5. F 10. T

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

C. Usual and Unusual

Exercise 1
1. T 5. T
2. F 6. F
3. T 7. T
4. F 8. T
Chapter 7: Theme Grouping: Feelings and Sensations

Exercise 1
1. Americans are not the least bit daring.
2. Seaweed is used in hundreds of prepared foods, from ice cream to salad dressing.
3. No, because cutting the kelp actually helps it grow.

Exercise 2
1. John thought Roberta was looking a little apprehensive.
2. Roberta thinks John is very considerate.
3. Roberta is not as bold as she thought she would be.
4. The lemonade is sour but cold.
5. Roberta thinks John is very generous.

A. Kindness and Unkindness

Exercise 1
1. T
2. F
3. F
4. F

Exercise 2
1. c
2. c
3. a
4. c
5. a

B. Fear and Courage

Exercise 1
1. F
2. T
3. F
4. T
5. T

Exercise 2
1. c
2. a
3. b
4. b
5. c

C. Types of Taste

Exercise 1
1. F
2. F
3. T
4. T

Exercise 2
1. c
2. a
3. a

Test on Feelings and Sensations
1. A
2. A
3. B
4. B

Chapter 8: Idioms and Confusing Words

Exercise 1
1. No, Mark will not go to the movies because he has to finish his term paper.
2. “Out of the question” means it will not even be considered.

Exercise 2
1. It is not likely they will see whooping cranes.
2. “Few and far between” means not occurring very often.

Exercise 3
1. Yes, since Tom studied hard, it is likely he did well on his exam.
2. “Have a hunch” means to have an idea or feeling about something.

Exercise 4
1. No, Joan met Paul unexpectedly.
2. Paul’s plans to go skiing “fell through”; that is, they did not come to pass.
3. Paul will feel “like a fish out of water” because he will be the only male among four females.
4. Joan thinks it is time for Paul to make some new friends.
5. Paul can help them with their homework.
6. Paul had an idea there might be another reason why his cousin asked him to dinner.

A. Idioms

Exercise 1
1. about to
2. be on the safe side
3. old hand
4. above all

Exercise 2
1. c
2. a
3. b
4. c

Exercise 3
1. C
2. C
3. l
4. C

Exercise 4
1. feel up to
2. every other
3. for good
4. a fish out of water

Exercise 5
1. a
2. c
3. b
4. b
Exercise 6
1. I 5. I
2. C 6. C
3. I 7. C
4. I 8. I

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

Exercise 8
1. once in a blue moon
2. on the blink
3. on the tip of my tongue
4. pick up the tab
5. piece of cake
6. play it by ear
7. on the right track
8. pull it off

Exercise 9
1. I 5. I
2. C 6. I
3. I 7. C
4. C 8. C

Exercise 10
1. under the weather
2. without a hitch
3. throw cold water on
4. with flying colors
5. take a break
6. straightened up
7. well worth the trouble
8. think nothing of it

Test for Idioms
1. c 6. a 11. c
2. c 7. b 12. d
3. b 8. d 13. b
4. a 9. b 14. c
5. d 10. a 15. a

Exercise 1
A
1. b 6. a 11. b 16. b
2. a 7. b 12. c 17. b
3. a 8. b 13. b 18. c
4. b 9. b 14. a 19. b
5. c 10. b 15. b 20. a

B. Answers will vary.

Exercise 2
She Made  She Did
a confession  her best
a prediction  her duty
a difference  research
a distinction  a report
a contribution  a job
amends  without
way
an escape
plans
progress
room
a conclusion
improvement
an examination

Exercise 3
1. made 4. made 7. made
2. makes 5. made 8. made

Exercise 4
1. Like 4. Like 7. Like
2. Like 5. like 8. Unlike
3. Unlike 6. alike 9. unlike

Test on Confusing Words
1. I 6. I 11. I
5. I 10. I 15. I

Chapter 9: Prefixes

Exercise 1
1. A tepee could be put up or disassembled in minutes.
2. "Multipurpose" means many purposes.
3. The word "external" tells that the poles were on the outside.
4. The sides could be reattached at the bottom in winter.
5. "Circumference of the tepee" means all the way around the outside.
6. A tribe relocated when resources were depleted.
7. A drag, or travois, was carried made from tepee poles and a tepee cover rolled up and placed over the poles.
8. Hundreds of people could proceed quickly across the roughest kind of country.

Exercise 2
1. expedition, return 5. detect
2. renowned 6. transportation
3. circumnavigated 7. produce
4. detached, regenerate 8. multicolored

A. Words Beginning with De-

Exercise 1
1. F 5. T
2. T 6. T
3. T 7. F
4. F 8. T

Exercise 2
1. depleted 5. deviate
2. detected 6. deflated
3. decomposes 7. dehydrate
4. degenerate 8. depreciates

B. Words Beginning with Inter-

Exercise 1
1. T 5. F
2. T 6. F
3. T 7. F
4. F 8. F

Exercise 2
1. intermittent 5. interact
2. intermediate 6. interrelated
3. intervened 7. interspersed
4. intercepted 8. intermingled

C. Words Beginning with Pro-

Exercise 1
1. profound 4. promote 7. proficient
2. proliferate 5. protrude 8. proclaim
3. prominent 6. prospective 9. profuse
Exercise 2
1. profligae 4. prominent 7. proclaimed
2. promote 5. prospective 8. protruding
3. profound 6. profligate 9. proficient

D. Words Beginning with Dis-

Exercise 1
1. T 4. T 7. T
2. F 5. T 8. T
3. T 6. F

Exercise 2
1. disparity 4. disorient 7. dissimilar
2. disinterested 5. disprove 8. dissociate
3. dissuade 6. disintegrated 9. discard

F. Other Prefixes

Exercise 1
Answers will vary.

Exercise 2
1. impolite 11. unexpected
2. irrelevant 12. unimpressive
3. informal 13. illiterate
4. illegible 14. incapable
5. irresponsible 15. insignificant
6. incurable 16. illogical
7. unfamiliar 17. irreparable
8. untrustworthy 18. illegitimate
9. unpopular 19. irreverible
10. immature 20. impure

Exercise 3
1. nonstop 7. nonoperative
2. semifinal 8. nonexistence
3. bipartisan 9. bicultural
4. nonaggression 10. nonofficial
5. nonmember 11. nondomesticated
6. nonintervention 12. nonliterary

Exercise 4
1. counterproductive 7. precocial
2. counteract 8. antisemitic
3. counterattack 9. antiasocial
4. prearrange 10. anticlimax
5. antibody 11. antitoxic
6. postwar 12. prehistoric

Test on Prefixes
1. b 5. b 9. d
2. c 6. d 10. b
3. b 7. a 11. c
4. a 8. a 12. a

Chapter 10: Theme Grouping: Places and Movement

Exercise 1
1. The leaf fish propels itself using its fins.
2. The leaf fish creeps up on its prey, until with a final thrust it engulfs its prey.
3. The bat fish lies stationary among the leaves.

Exercise 2
1. Joshua is their most dynamic player.
2. Joshua wants Susan to clip the border around the walkway.
3. The tool has a very sharp edge.
4. Joshua’s mother likes the hedges trimmed a certain way and there isn’t much margin for error.
5. The water in the bird bath is stagnant.
6. Joshua thinks the water should be drawn out of the bird bath.
7. Susan suggests that they heave the bird bath on its side.
8. The stones at the bottom of the bird bath will scatter everywhere.

A. Boundaries and Borders

Exercise 1
1. rim 3. rim 5. rim
2. brink 4. margin

Exercise 2
1. brim 4. boundary 7. rims
2. margin 5. frontier 8. edge
3. limit 6. brink 9. border

B. Moving and Not Moving

Exercise 1
1. T 5. F
2. F 6. T
3. F 7. T
4. T 8. T

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

C. Pushing and Pulling

Exercise 1
1. T 5. T
2. F 6. T
3. F 7. T
4. T 8. T

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

Test on Places and Movement

Chapter 11: Theme Grouping: Size

Exercise 1
1. Hummingbirds are special because of their diminutive size and brilliant colors.
2. Hummingbirds have miniscule barbs on each feather.
3. Prolonged suspended and backward flight require about 54 wing-beats per second.
4. At night a hummingbird goes into a diminished state of energy resembling hibernation.
5. The female hummingbird builds a miniature nest.

Exercise 2
1. Jeremy went to go see the expanded dinosaur exhibit at the Natural History Museum.
2. The full-size models dwarf everything else at the museum.
3. Margaret wants to write about the decline and
extinction of the dinosaurs.
4. The information at the museum will augment
Margaret’s library research.

A. Size: Small

Exercise 1
1. F 5. T
2. F 6. F
3. T 7. T
4. T 8. T

Exercise 2
1. a 5. a
2. c 6. c
3. a 7. c
4. c 8. a

B. Growing and Getting Bigger

Exercise 1
1. T 5. F
2. F 6. T
3. F 7. T
4. T 8. T

Exercise 2
1. amplified 6. expands
2. prospered 7. augments
3. prolonged 8. boomed
4. flourished 9. boosts
5. swamped 10. swelled

C. Getting Smaller

Exercise 1
1. T 5. F
2. T 6. T
3. T 7. T
4. T 8. T

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

Test on Size
1. C 6. A
2. D 7. A
3. D 8. D
5. B 10. A

Chapter 12: Suffixes

Exercise 1:
1. Fearlessness, dedication, and endurance were the
qualities Sally needed to complete her training
program.
2. Sally was a mission specialist.
3. Robert Crippen was mission commander.
4. The mission was successful and historic.

Exercise 2
1. writer, naturalist 4. fermentation
2. photographic 5. emergence
3. distasteful 6. fierceness

A. Noun Suffixes

Exercise 1
1. signage 10. exclusion 19. prosperity
2. closeness 11. persuasion 20. proposal
3. insistence 12. improvement 21. shrinkage
4. preference 13. acquisition 22. breakage
5. existence 14. seizure 23. explosion
6. assemblage 15. obedience 24. encouragement
7. denial 16. emphasis 25. advertisement
8. trial 17. difference 26. producer
9. storage 18. recovery

B. Adjective Suffixes

Exercise 2
1. weekly 10. handsome 19. creative
2. humorous 11. harmless 20. boyish
3. poetic 12. dependable 21. dangerous
4. grammatical 13. informative 22. mouthy
5. agreeable 14. grassy 23. painless
6. talkative 15. miraculous 24. hesitant
7. childish 16. dramatic 25. adjustable
8. tiresome 17. alphabetical 26. climatic
9. courageous 18. regretful

D. Verb Suffixes

Exercise 3
1. hospitalize 8. lessen 15. liberate
2. sympathize 9. flatten 16. sweeten
3. solidify 10. brighten 17. broaden
4. captivate 11. regulate 18. immunize
5. frighten 12. thicken 19. deepen
6. lengthen 13. falsify
7. darken 14. identify

Exercise 4
1. exclude, exclusion, exclusive, exclusively
2. repeat, repetition, repetitive, repetitively
3. differ, difference, different, differently
4. electrify, electric, electrical, electrically
5. emphasize, emphasis, emphatic, emphatically
6. economize, economic, economical, economically
7. decide, decision, decisive, decisively
8. compete, competition, competitive, competitively
9. exclude, exclusion, exclusive, exclusively
10. purify, purity, pure, purely

Exercise 5
1. beautify, beauty, beautiful, beautifully
2. originate, origin, original, originally
3. free, freedom, free, freely
4. simplify, simplicity, simple, simply
5. familiarize, familiarity, familiar, familiarly
6. generalize, general, generally
7. organize, organization, organizational, organizationally
8. originate, origin, original, originally
9. sanitize, sanitation, sanitary, sanitarily
10. succeed, success, successful, successfully

Exercise 6
1. machine, machinist, mechanical
2. art, artist, artistic
3. politics, politician, political
4. music, musician, musical
5. electricity, electrician, electrical
6. botany, botanist, botanical
7. theory, theorist, theoretical
8. poem, poet, poetical
9. finance, financier, financial
10. science, scientist, scientific

Test on Suffixes

Chapter 13: Phrasal Verbs

Exercise 1
1. In 1908, Charles Richter and his family headed for Los Angeles.
2. “Ended up” in sentence 2 means that Richter finally, or in the end, dedicated his life to earthquake research.
3. Richter had to sign up at the University of Southern California.
4. In 1935, Gutenberg and Richter worked out a scale for measuring earthquakes.

Exercise 2
pick up, sit down, pack up, look after, stop by, take off

Exercise 3
1. take away = remove from, carry from
   take down = disassemble
   take off = leave, depart
   take out = carry away from or out of, remove
take to = respond to, devote oneself to
2. bring down = carry forward, cause to fall
   bring in = produce as profit or return
   bring out = make clear
   bring up = rear, educate, bring to attention

Phrasal Verb Practice

Exercise 1
1. C  6. A
2. D  7. B
3. A  8. C
5. C  10. A

Exercise 2
1. broke off  6. set up
2. C  7. work up
3. sprang up  8. C
4. stood up for  9. put off
5. C  10. put in

More Phrasal Verb Practice

Exercise 1
brought to, clear up, showed off, going on, frightened by, put off

Exercise 2
part, up, on, out, out

Exercise 3
A. spread, thought, from, up, up with, out of, were out of
B. pulled through, turned out, found out, passed, place, turned up
C. set, up with, stand out, up, brought about

Test 1: Phrasal Verbs

Test 2: Phrasal Verbs
5. A  10. B  15. A

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