

# Time for Review!

Now it's time to see how you have progressed since Chapter 1 and how well you have understood the material in this book. Complete the exercises in this chapter and then check your answers against the answer key.

## Word Relationships

Decide whether each pair of words below is roughly similar (S) in meaning, roughly opposite (O) in meaning, or unrelated (U) to each other.

### Set 1

- |                 |             |       |
|-----------------|-------------|-------|
| 1. posthumously | replete     | _____ |
| 2. legacy       | posterity   | _____ |
| 3. aptitude     | ineptitude  | _____ |
| 4. vocation     | provocation | _____ |
| 5. ascertain    | determine   | _____ |
| 6. assimilate   | isolate     | _____ |
| 7. astute       | smart       | _____ |
| 8. polarized    | antipodal   | _____ |
| 9. asylum       | danger      | _____ |
| 10. callous     | benevolent  | _____ |

### Set 2

- |                |               |       |
|----------------|---------------|-------|
| 1. pragmatic   | automatic     | _____ |
| 2. penitent    | penchant      | _____ |
| 3. proliferate | grow          | _____ |
| 4. amenable    | atheist       | _____ |
| 5. prolific    | productive    | _____ |
| 6. reticent    | reserved      | _____ |
| 7. peripatetic | traveling     | _____ |
| 8. rudimentary | sophisticated | _____ |
| 9. inferior    | subservient   | _____ |
| 10. flaunt     | sagacious     | _____ |

### Set 3

1. invoke	evoke	_____
2. extrovert	introvert	_____
3. bluster	shyness	_____
4. castigate	deplore	_____
5. debilitate	rehabilitate	_____
6. placid	frantic	_____
7. debase	defile	_____
8. magnificent	grand	_____
9. grandiloquent	bombastic	_____
10. malefactor	benefactor	_____

### Set 4

1. expedite	accelerate	_____
2. fiscal	cosmopolitan	_____
3. flagrant	abstruse	_____
4. fledgling	immature	_____
5. laudatory	substandard	_____
6. pedantic	strict	_____
7. reciprocation	renovation	_____
8. flaunt	show	_____
9. antithesis	epitome	_____
10. lavish	modest	_____

# Odd Man Out

Each row below consists of four words, three of which are related in meaning. Circle or underline the word that does not fit.

## Set 1

- |                 |            |               |             |
|-----------------|------------|---------------|-------------|
| 1. uniform      | erudite    | knowledgeable | wise        |
| 2. flaunt       | malign     | hate          | criticize   |
| 3. gaffe        | blunder    | mistake       | indolence   |
| 4. weak         | tenuous    | insolent      | flimsy      |
| 5. insular      | insulated  | isolated      | insured     |
| 6. disparate    | different  | distinct      | omnipresent |
| 7. apprehensive | despondent | nervous       | fearful     |
| 8. cerebral     | strong     | omnipotent    | robust      |
| 9. malingering  | linger     | avoid         | pretend     |
| 10. pedantic    | scholarly  | preachy       | volitional  |

## Set 2

- |                    |              |              |               |
|--------------------|--------------|--------------|---------------|
| 1. contiguous      | continuous   | bordering    | corrugated    |
| 2. reprove         | scrutinize   | censure      | rebuke        |
| 3. degrade         | delineate    | denounce     | deride        |
| 4. defame          | depreciate   | disparage    | despair       |
| 5. bendable        | strong       | tenuous      | weak          |
| 6. free            | exonerate    | qualify      | exculpate     |
| 7. worldly         | cosmopolitan | wealthy      | sophisticated |
| 8. epitome         | example      | model        | greatness     |
| 9. exhausting      | exorbitant   | excessive    | expensive     |
| 10. circumlocution | fallacy      | equivocation | penchant      |

## Fill in the Blank

Choose the word that best completes the meaning of each sentence.

1. The Sandersons viewed the flaming image of the witch, which hovered above their house for thirteen days, as a \_\_\_\_\_ sign of evil.
  - A) malignant
  - B) specious
  - C) peripheral
  - D) tentative
  
2. There was nothing \_\_\_\_\_ about Herbert's scientific theories; in fact, they were quite shallow.
  - A) superficial
  - B) vociferous
  - C) tenuous
  - D) erudite
  
3. The \_\_\_\_\_ author turned out a new book every week of her adult life.
  - A) prolific
  - B) explicit
  - C) abstruse
  - D) implicit
  
4. The \_\_\_\_\_ girls stubbornly refused to call off their rock fight, despite the pleadings of their mothers.
  - A) intractable
  - B) placable
  - C) autocratic
  - D) bombastic

5. Hal's disappointed wife \_\_\_\_\_ him for being a lazy, foul-smelling, obnoxious slob.
- A) expatriated
  - B) decried
  - C) flaunted
  - D) deduced

## SAT Quick Quiz

Read the passages and answer the questions that follow.

The following passage discusses the annexation of Hawaii in the late nineteenth century.

On January 28, 1893, Americans read in their evening newspapers a bulletin from Honolulu, Hawaii. Two weeks earlier, said the news report, a group of American residents had  
*Line* overthrown a young native queen and formed a provisional  
5 government. Marines from the *U.S.S. Boston* had landed at the request of the American minister in order to protect lives and property. Violence had ended quickly. The rebels were in full control and were said to have enthusiastic support from the populace. Most noteworthy of all, they had announced the  
10 intention of asking the United States to annex the islands.

The proposal was not as startling as it might have seemed. Most of the large landowners in the islands were Americans or the children of Americans. So too were the men who grew, refined, and shipped the sugar that was Hawaii's principal  
15 export. In addition, many of the kingdom's Protestant clergymen, lawyers, bankers, factory owners, and other leading personages were also American citizens. Though numbering only two thousand of the island's total population of around ninety thousand, these Americans had already given Hawaii the  
20 appearance of a colony. This influence could be seen as far back as 1854 when they nearly persuaded a native monarch to request annexation by the United States. Subsequently, the American element helped secure tariff reciprocity from the United States while the island ceded a naval station to the United States. Such  
25 measures sparked enough concern by the United States to lead Presidents from Tyler on down to periodically warn European powers against meddling in Hawaiian affairs. Thus, by 1893, the new proposal might have been characterized as simply a plan to annex a state already Americanized and virtually a protectorate.  
30 Nonetheless, the proposition came unexpectedly, and neither politicians nor journalists knew quite what to make

of it. Editorials and comments from Capitol Hill were at first noncommittal. The molders of public opinion seemed intent on learning what mold the public wanted.

- 35 San Francisco's leading Republican and Democratic dailies, the *Chronicle* and *Examiner*, declared that Hawaii should certainly be accepted as a state. On January 29, the *Chronicle* reported a poll of local businessmen demonstrating overwhelming support for this view. Some businessmen focused
- 40 on potential profits. Claus Spreckels, for example, who owned Hawaii's largest sugar plantation, hoped to obtain the two-cent-a-pound bounty paid by the United States government to domestic sugar producers. In addition, he anticipated increased freight for his Oceanic Steamship line as more plentiful and
- 45 cheaper raw sugar for his California Sugar Refinery Company.

1

As used in line 4, "provisional" most nearly means

- A) official.
- B) permanent.
- C) temporary.
- D) cruel.

2

As used in line 10, "annex" most nearly means

- A) abandon.
- B) attach.
- C) abuse.
- D) liberate.

3

As used in line 24, “ceded” most nearly means

- A) gave up.
- B) captured.
- C) planted.
- D) attacked.

4

As used in line 27, “meddling” most nearly means

- A) helping.
- B) dictating.
- C) attaching.
- D) interfering.

5

As used in line 29, “protectorate” most nearly means

- A) a free country.
- B) a country protected from natural disasters.
- C) a country subject to partial control by another country.
- D) a country subject to cruel treatment by invaders.

6

As used in line 30, “proposition” most nearly means

- A) indecent offer.
- B) proposal.
- C) rejected offer.
- D) doomed plan.



7

As used in line 33, “noncommittal” most nearly means

- A) dubious.
- B) antipathetic.
- C) malevolent.
- D) pugnacious.

8

A newspaper might be named the *Chronicle* (line 38) because it

- A) often expresses biased points of view.
- B) is popular among readers.
- C) keeps track of local events.
- D) is primarily concerned with making a profit.

9

As used in line 42, “bounty” most nearly means

- A) reward.
- B) punishment.
- C) inducement.
- D) plentiful amount.

**Questions 10–17.** The following series of short passages are similar to those that might appear in a longer SAT Reading passage. Read each one closely and answer the questions that follow.

Our understanding of the composition of matter has changed radically in the past one hundred years. Before Ernest Rutherford posited the existence of protons, neutrons, and electrons in 1911, even the most accomplished scientist  
*Line* 5 conceived of the atom as the smallest possible unit of matter. There was nothing smaller. Now, we know that there are myriad subatomic particles, ranging from protons and electrons to quarks and neutrinos.

**10**

As used in line 6, “myriad” most nearly means

- A) small number of.
- B) large number of.
- C) insignificant number of.
- D) confusing array of.

It has been documented that the best chess players do not view the playing pieces in isolation, noting their locations individually. Rather, they visualize sections of the chessboard in a process known as chunking; they may not remember exactly where each piece is on the board, but they know the position of each piece relative to the others. Researchers in artificial intelligence have tried to duplicate this sort of vision in their chess-playing computer programs, with varying degrees of success. In an attempt to beat the human players at their own game, the programmers have turned away from the computer's traditional strength—the ability to perform an astonishing number of calculations quickly and flawlessly—and begun to model their programs after the cerebral structures of the most successful humans.

**11**

As used in line 13, “cerebral” most nearly means

- A) calibrated.
- B) spiritual.
- C) cutthroat.
- D) mental.

The following passage is adapted from a novel set in the early twentieth century. Lily Bart, a New York socialite, is speaking with her friend Lawrence Selden about some of the differences between the lives led by women and men.

Lily sank with a sigh into one of the shabby leather chairs.

“How delicious to have a place like this all to one’s self! What a miserable thing it is to be a woman.” She leaned back in a

*Line* luxury of discontent.

5 Selden was rummaging in a cupboard for the cake.

“Even women,” he said, “have been known to enjoy the privileges of a flat.”

“Oh, governesses—or widows. But not girls—not poor, miserable, marriageable girls!”

**12**

Lily’s tone is one of

- A) antipathy.
- B) apathy.
- C) deference.
- D) self-pity.

I grew up believing that I hated tomatoes. I used to describe the raw fruit as tasting like curdled water and preferred tomato sauce from a can. But it was not by accident that the tomato

*Line* rapidly insinuated itself into the world’s cuisines after 1492: it

5 grows like a weed, and wherever this weed took root, locals fell in love with it.

**13**

As used in line 4, “insinuated” most nearly means

- A) inserted.
- B) interfered.
- C) removed.
- D) killed.

The haiku's relative simplicity explains its popular use worldwide as a means to introduce young children to poetry. The brief Japanese poem consists of three lines with a set number of syllables for each line. But the form is not as simple as it seems. The poem must also describe a single event taking place in the present, as well as make reference to the four seasons. Although a haiku can seem timeless, its reference to the changes in nature serves to indirectly highlight the ephemeral quality of life.

14

As used in line 8, “ephemeral” most nearly means

- A) eternal.
- B) endless.
- C) short-lived.
- D) frivolous.

A recent theory, which is still contested, claims that disease can travel from one continent to another in dust clouds. According to the theory, the Sahara Desert, which has grown over the past thirty years due to the near constant drought conditions in northern Africa, is polluted with pesticides and laced with diseases from human and animal waste. The dust from the desert, when picked up by wind, can travel thousands of miles, carrying the disease-laden particles around the world.

15

If the theory mentioned in line 1 is controversial, then “contested” most nearly means

- A) competed.
- B) debated.
- C) deplored.
- D) debased.

The nuns of Mankato raise interesting questions about how the brain functions as we age. These women, many of whom are older than ninety, believe that they must avoid an idle mind, and so they challenge themselves doggedly. Common leisure activities among the nuns include vocabulary quizzes, puzzles, and debates. They hold seminars on current events, keep journals, and teach, many well into their eighties and nineties. They also suffer far fewer cases of dementia, Alzheimer's, and other brain diseases than does the general public.

16

The passage suggests that the nuns of Mankato are very

- A) amiable.
- B) indolent.
- C) benevolent.
- D) erudite.

People in the Bay Area were talkative, I think, because they weren't afraid of being boring. In Ireland, things are rather different. Being boring is an unforgivable conversational sin. The fear of saying something dull makes some people seize up like clams and everyone else speak in nervous banter. In conversation, it's also forbidden to be serious. No one will listen to what you say if you say it with a straight face: you have to tack a smirk or a joke or a put-down onto everything. There is a tremendous pressure to be funny at all times, especially during introductions.

17

Which word would be a valid substitute for “talkative” in line 1?

- A) Callous
- B) Evocative
- C) Provocative
- D) Loquacious

The following passage is adapted from Mark Twain's memoir, *Life on the Mississippi* (1883). Twain worked for several years as a steamboat pilot on the Mississippi River before becoming a writer.

Now when I had mastered the language of this water and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a  
Line valuable acquisition. But I had lost something, too. I had lost  
5 something which could never be restored to me while I lived. All the grace, the beauty, the poetry had gone out of the majestic river! I still keep in mind a certain wonderful sunset which I witnessed when steamboating was new to me. A broad expanse of the river was turned to blood; in the middle distance the red  
10 hue brightened into gold, through which a solitary log came floating, black and conspicuous; in one place a long, slanting mark lay sparkling upon the water; in another the surface was broken by boiling, tumbling rings, that were as many-tinted as an opal; where the ruddy flush was faintest, was a smooth spot  
15 that was covered with graceful circles and radiating lines, ever so delicately traced; the shore on our left was densely wooded, and the somber shadow that fell from this forest was broken in one place by a long, ruffled trail that shone like silver; and high above the forest wall a clean-stemmed dead tree waved a single leafy  
20 bough that glowed like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances; and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it, every passing moment, with new marvels of coloring.  
25 I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me, and I had never seen anything like this at home. But as I have said, a day came when I began to cease from noting the glories and the charms which the moon and the sun and the twilight wrought upon the river's  
30 face; another day came when I ceased altogether to note them. Then, if that sunset scene had been repeated, I should have looked upon it without rapture, and should have commented upon it, inwardly, in this fashion: This sun means that we are going to have wind tomorrow; that floating log means that the

35 river is rising, small thanks to it; that slanting mark on the water  
refers to a bluff reef which is going to kill somebody's steamboat  
one of these nights, if it keeps on stretching out like that; those  
tumbling "boils" show a dissolving bar and a changing channel  
there; the lines and circles in the slick water over yonder are a  
40 warning that that troublesome place is shoaling up dangerously;  
that silver streak in the shadow of the forest is the "break" from  
a new snag, and he has located himself in the very best place he  
could have found to fish for steamboats; that tall dead tree, with  
a single living branch, is not going to last long, and then how is a  
45 body ever going to get through this blind place at night without  
the friendly old landmark?

No, the romance and the beauty were all gone from the river.  
All the value any feature of it had for me now was the amount of  
usefulness it could furnish toward compassing the safe piloting  
50 of a steamboat. Since those days, I have pitied doctors from my  
heart. What does the lovely flush in a beauty's cheek mean to a  
doctor but a "break" that ripples above some deadly disease? Are  
not all her visible charms sown thick with what are to him the  
signs and symbols of hidden decay? Does he ever see her beauty  
55 at all, or doesn't he simply view her professionally, and comment  
upon her unwholesome condition all to himself? And doesn't he  
sometimes wonder whether he has gained most or lost most by  
learning his trade?

18

As used in line 4, "acquisition" most nearly means

- A) conquest.
- B) beauty.
- C) gain.
- D) question.



19

The author's attitude toward the "sunset scene" (line 31) after working on the river for several years is best described as

- A) reticent.
- B) nostalgic.
- C) sophomoric.
- D) pragmatic.

20

As used in line 11, "conspicuous" most nearly means

- A) hidden.
- B) noticeable.
- C) ugly.
- D) destroyed.

21

As used in line 17, "somber" most nearly means

- A) despondent.
- B) cheerful.
- C) consistent.
- D) vital.

22

As used in line 20, "splendor" most nearly means

- A) destruction.
- B) melancholy.
- C) boredom.
- D) beauty.

23

As used in line 25, “bewitched” most nearly means

- A) cursed.
- B) fascinated.
- C) bored.
- D) fictionalized.

24

As used in line 29, “wrought” most nearly means

- A) fought.
- B) bought.
- C) taught.
- D) made.

25

Which of the following words could be substituted for “yonder” (line 39) without changing the meaning of the sentence?

- A) This
- B) That
- C) There
- D) Who

The primary purpose of the passage is to show that technical knowledge can detract from *aesthetic* appreciation. Based on the context of the passage, “aesthetic” most nearly means

- A) artful.
- B) pertaining to beauty or art.
- C) majestic.
- D) appreciation of nature.

Defining a uniquely American educational system was one of the challenges faced by the Revolutionary generation. The following passage discusses the views on education of two of America's most important 18th-century political figures.

Benjamin Franklin and Thomas Jefferson shared basic ideas about the importance of education and its social implications in the early American Republic because both were greatly  
*Line* influenced by the liberal Enlightenment thinkers, but they  
5 differed on more specific points of organization, funding, and subject matter.

Benjamin Franklin's outlook on education was tempered by his humble background and his rise to fame through self-motivation and hard work. He did not feel that publicly funded  
10 education was necessary because personal ability and initiative to educate oneself would be (as it had been in his case) enough to drive the most worthy candidates to the top. Education beyond the elementary level, he claimed, was simply not necessary or desirable to all people. Franklin was critical of a  
15 strictly classical education, for he felt it served no purpose in the new era and perpetuated the elitist trend in higher education, a trend which ran counter to the democratic ideals of the age. His model for a new private academy, as put forth in his "Proposals Relating to the Education of Youth in Pennsylvania" of 1743,  
20 answered growing middle class needs while still including traditional elements of the classical model. The curriculum of the private academy would reflect the current trends of the day—empiricism, sense realism, and science—as well as Franklin's personal utilitarian and commercial interests.  
25 True to his deistic inclinations, scientific study was included in the curriculum, as were basic moral principles, but sectarian religious views were not.

In contrast to Franklin, whose ideas against publicly funded education found a wide audience, Thomas Jefferson  
30 felt that universal education was imperative for democratic participation in community development; therefore, he strongly advocated state control of secular education. Like Franklin, Jefferson acknowledged that there were those who had a greater predilection for scholarship, but while Franklin seemed content

35 to let the more able students scramble to the top on their own  
with no state assistance, Jefferson wanted the state to fund  
secondary schooling for more academically capable youth, as  
well as universal elementary education for all children. Jefferson  
also strongly advocated the retention of the classical curriculum  
40 in higher education. In 1779 he tried unsuccessfully to reform  
the college of William and Mary, which at that time offered  
only religious instruction for future church leaders and a liberal  
curriculum for the aristocracy. Jefferson felt that a classical  
education was still the most appropriate for the training of  
45 leaders who must understand basics of democracy and human  
political interaction; in short, he wanted education for civic  
leadership to be part of university curriculum. Jefferson, like the  
French philosophers Condorcet and Rousseau before him, was  
a little ahead of his time on this issue; eventually his models for  
50 both state-supported, secular education and university curricula  
for civic leadership were more widely accepted in the nineteenth  
century than they were in his own time.

Overall, the disparities between the educational views of  
Jefferson and Franklin are attributable in large part to the fact  
55 that the two men concerned themselves with different elements  
of education, even though they were influenced by the same  
philosophical beliefs. Franklin's efforts targeted secondary  
schooling, while Jefferson concerned himself with improving  
higher level curriculum. Franklin's reforms benefited the  
60 commercial classes, with whom he had many contacts and  
a personal interest in assisting, while the efforts of Jefferson,  
who mistrusted capitalism and the mercantile mentality, were  
intended to improve the lot of the democratic political elite.

However, there is still much the two men had in common;  
65 both Franklin and Jefferson envisioned the building of a  
democratic society in the new Republic. They were both  
against strong central government, religious authoritarianism,  
and elitism in public institutions. They both felt that the  
educational structure should serve the greater needs of society  
70 and produce citizens, not just religious leaders and aristocrats.  
Both were also hostile to organized religion because European  
history had already shown the kind of violence and cultural

stagnation that resulted from the dogmatic, intolerant strains of religious sectarianism. A democratic state by definition  
75 required a citizenry that identified itself as members of a larger community—of humanity—as opposed to a specific religious group. This was one of the primary goals of Enlightenment education in America—to educate all people in order to enable them to fulfill their civic responsibilities.

27

As used in line 2, “implications” most nearly means

- A) hints.
- B) ramifications.
- C) intellectualizations.
- D) dangers.

28

As used in line 7, “tempered” most nearly means

- A) formed.
- B) angered.
- C) timed.
- D) hindered.

29

As used in line 16, “elitist” most nearly means

- A) wealthy person.
- B) uneducated person.
- C) privileged person.
- D) traditional person.

**30**

As used in line 23, “empiricism” most nearly means

- A) faith.
- B) religious zeal.
- C) scientific observation.
- D) diligence.

**31**

As used in line 24, “utilitarian” most nearly means

- A) practical.
- B) impractical.
- C) profitable.
- D) unprofitable.

**32**

As used in line 25, “deistic” most nearly means

- A) rejecting morality.
- B) elevating science above all other concerns.
- C) promoting sectarian religious views.
- D) allowing for variations in religious belief.

**33**

As used in line 30, “imperative” most nearly means

- A) necessary.
- B) unnecessary.
- C) optional.
- D) detrimental to.

**34**

As used in line 32, “secular” most nearly means

- A) religious.
- B) nonreligious.
- C) scientific.
- D) artistic.

**35**

As used in line 34, “predilection” most nearly means

- A) aptitude.
- B) ineptitude.
- C) foreknowledge.
- D) speed.

**36**

As used in line 39, “advocated” most nearly means

- A) spoke out against.
- B) called out.
- C) summoned.
- D) spoke in favor of.

**37**

As used in line 53, “disparities” most nearly means

- A) similarities.
- B) differences.
- C) sad events.
- D) conflicts.



38

Which of the following phrases most relates to capitalism (line 62)?

- A) “the same philosophical beliefs” (lines 56-57)
- B) “secondary schooling” (lines 57-58)
- C) “the commercial classes” (lines 59-60)
- D) “political elite” (line 63)

39

As used in line 73, “stagnation” most nearly means

- A) flowering.
- B) lack of growth.
- C) embrace of knowledge.
- D) civic responsibility.

40

As used in line 73, “dogmatic” most nearly means

- A) open-minded.
- B) stubborn.
- C) curious.
- D) violent.