

Townsend Press 英语词汇学习丛书

Advanced

WORD POWER

英语词汇飞跃

美国大学生中
使用最多的
词汇丛书!



Beth Johnson • Susan Gamer



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出版前言

学习任何一门语言，词汇学习是其中的基础工程和关键部分。掌握尽可能多的单词词组，是每个语言学习者孜孜以求的目标。然而我们经常听到的声音是：单词太难记了！

市场上介绍单词记忆法或是词汇学习方法的书可谓俯拾皆是，提到的方法又是林林总总五花八门，词根词缀法、联想记忆法等等，不一而足。有没有一种更有趣更有效的学习词汇的方法呢？在此我们谨把美国大学生中用得最多最广的一套词汇学习丛书推介给大家。

该丛书由美国 Townsend Press 出版，我社原版引进，并根据中国学习者特点做了些改编。与时下图书介绍的单词记忆方法不同，该丛书的作者们倡导的是根据认知原理，通过积极学习 (active learning) 来熟悉掌握单词的方法。具体步骤是：首先，作者把要介绍的 8 个或者 10 个生词置于两道练习题中，让学习者通过语境，利用单词所在上下文中的例证、同义词、反义词等线索，推测 (infer) 或是猜测 (guess) 生词的意义。其次，就是通过大量的、反复的、多类型的练习，帮助学习者由推测或猜测词义，通过搭配练习 (matching words with definitions) 来识别词义 (identify each word's meaning)，通过完成句子、同义、反义或是类比 (analogy) 关系选择以及完形填空等练习，让学习者不断接触该生词并在各种场合中不断运用它，从而达到理解、巩固、掌握并最终自然而然地记忆单词的目的。在整个过程中，学习者是一个积极主动的参与者，而不是一个被动的记忆者。

除了上述主张的记忆方法不同，本套书还有以下特色：

- (1) **Words-in-Context Approach:** 本套书中的每个章节首先把要介绍的 8 个或 10 个生词通过练习题的形式介绍给读者，让读者通过上下文，猜测词义、熟悉词义并作出选择。
- (2) **Abundant Exercises:** 词义熟悉之后，编写者设置了大量的、各种类型的练习，包括词义搭配、选择题、完型填空等，加深巩固该章节中所介绍的 8 个或 10 个单词。每五六个章节组成一个单元，除了章节中的练习外，每一单元中还设有阶段复习性练习题，以巩固该单元中所介绍的所有词汇。
- (3) **Focus on Essential Words:** 读者看到书后，很自然地就会问为什么每本书中只讲述了 250 或 300 个单词呢？每本书前言部分对这一问题作了回答：编写者做了大量的调查，参考词频信息，运用电脑对所选词汇进行复核，最后确定了每一阶段的基本词汇。书中列出的也是这些

基本词汇的最常用意义。参照我国英语教学要求,六本书中 *Vocabulary Basics* 所涉及词汇与我国高中及非英语专业一年级相当、*Groundwork for a Better Vocabulary* 所涉及词汇与我国非英语专业四级水平相当(4200 词汇水平)、*Building Vocabulary Skills* 所涉及词汇与我国非英语专业六级、英语专业低年级相当(6500 词汇水平)、*Improving Vocabulary Skills* 所涉及词汇与我国英语专业一二年级相当(8000 词汇水平)、*Advancing Vocabulary Skills* 所涉及词汇与我国英语专业高年级相当(12000 词汇水平)、*Advanced Word Power* 所涉及词汇与我国英语专业高年级及以上水平相当。

- (4) **Appealing Content:** 单纯的死记硬背单词十分枯燥,而且效果也不一定好。本丛书除了上述三个特色外,在练习内容的选择上也颇费心思。练习题内容饶有趣味,能吸引读者,让读者在记忆单词的同时,还能巩固语言知识。
- (5) **A Comprehensive Vocabulary Program:** 本系列6本图书,相互联系,按照由易到难排列,读者学完一本以后,可以继续学习更高层次的几本,不断挑战自己。
- (6) **User-friendly Format:** 为便于读者的学习,图书在版式设计上也颇费心思,让读者使用方便。

最后,我们衷心希望广大读者通过这套书的系统学习,不再觉得英语单词很难记忆。其实只要方法对了,记单词是一个很有趣、很有成就感的过程。

上海外语教育出版社

Preface

The problem is all too familiar: *students just don't know enough words*. Reading, writing, and content teachers agree that many students' vocabularies are inadequate for the demands of courses. Weak vocabularies limit students' understanding of what they read and the clarity and depth of what they write. In addition, students with weak vocabularies do not perform well on either the vocabulary *or* the reading comprehension parts of such standardized tests as the SAT.

The purpose of *Advanced Word Power* — and the other books in the Townsend Press vocabulary series — is to provide a solid, workable solution to the vocabulary problem. In the course of 30 chapters, *Advanced Word Power* teaches 300 important words, all of which are part of a solid college vocabulary and all of which occur with high frequency on standardized college-admission tests. Here are the book's distinctive features:

- 1 An intensive words-in-context approach. Studies show that students learn words best by reading them repeatedly in different contexts, not through rote memorization. The book gives students an intensive in-context experience by presenting each word in six different contexts. Each chapter takes students through a productive sequence of steps:
 - Students infer the meaning of each word by considering two sentences in which it appears and then choosing from multiple-choice options.
 - On the basis of their inferences, students identify each word's meaning in a matching test. They are then in a solid position to deepen their knowledge of a word.
 - Finally, they strengthen their understanding of a word by applying it three times: in two sentence practices and in a selection practice.Each encounter with a word brings it closer to becoming part of the student's permanent word bank.
- 2 Abundant practice. Along with extensive practice in each chapter, there are a crossword puzzle and a set of unit tests at the end of every five-chapter unit. The puzzle and tests reinforce students' knowledge of the words in each chapter. In addition, Chapters 2 through 30 repeat words from earlier chapters (such repeated words are marked with small circles like this^o), allowing for even more reinforcement. All this practice means that students learn in the surest possible way: by working closely and repeatedly with each word.
- 3 Controlled feedback. The opening activity in each chapter gives students three multiple-choice options to help them decide on the meaning of a given word. The multiple-choice options also help students to complete the matching test that is the second activity of each chapter. These features enable students to take an active role in their own learning.
- 4 Focus on essential words. A good deal of time and research went into selecting the 300 words featured in the book. Word frequency lists were consulted, along with lists in a wide range of vocabulary and SAT preparation books. In addition, the authors and editors each prepared their own sets of words. A computer was then used to help in the consolidation of these word lists. Finally, a long process of group discussion led to decisions about the words that would be most helpful for students.
- 5 Appealing content. Dull practice materials work against learning. On the other hand, meaningful, lively, and at times even funny sentences and selections can spark student attention and thus enhance their grasp of the material. For this reason, a great deal of effort was put into creating

sentences and selections with both widespread appeal and solid context support. We have tried throughout to make the practice materials truly enjoyable for teachers and students alike. Look, for example, at the selection on page 23 that closes the fourth chapter of this book.

- 6 **Clear format.** The book has been designed so that the format itself contributes to the learning process. Each chapter consists of two two-page spreads. In the first two-page spread (the first such spread is on pages 8–9), students can easily refer to all ten words in context while working on the matching test, which provides a clear meaning for each word. In the second two-page spread, students can refer to a box that shows all ten words while they work through the fill-in activities on these pages.
- 7 **One in a sequence of books.** *Vocabulary Basics* is the most fundamental book in the Townsend Press vocabulary series. It is followed by *Groundwork for a Better Vocabulary* (a slightly more advanced basic text), and then by the three main books in the series: *Building Vocabulary Skills* (also a basic text), *Improving Vocabulary Skills* (an intermediate text), and *Advancing Vocabulary Skills* (a more advanced text). *Advanced Word Power* is the most challenging book in the Townsend Press vocabulary series. Together, the books can help create a vocabulary foundation that will make any student a better reader, writer, and thinker.

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Beth Johnson

Susan Gamer

Introduction

WHY VOCABULARY DEVELOPMENT COUNTS

You have probably often heard it said, “Building vocabulary is important.” Maybe you’ve politely nodded in agreement and then forgotten the matter. But it would be fair for you to ask, “*Why* is vocabulary development important? Provide some evidence.” Here are four compelling kinds of evidence.

- 1 Common sense tells you what many research studies have shown as well: vocabulary is a basic part of reading comprehension. Simply put, if you don’t know enough words, you are going to have trouble understanding what you read. An occasional word may not stop you, but if there are too many words you don’t know, comprehension will suffer. The content of textbooks is often challenging enough; you don’t want to work as well on understanding the words that express that content.
- 2 Vocabulary is a major part of almost every standardized test, including reading achievement tests, college and graduate school entrance exams, and vocational placement tests. Test developers know that vocabulary is a key measure of both one’s learning and one’s ability to learn. It is for this reason that they include a separate vocabulary section as well as a reading comprehension section. The more words you know, the better you are likely to do on these important tests.
- 3 Studies have indicated that students with strong vocabularies are more successful in school. And one widely known study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Words are in fact the tools not just of better reading, but of better writing, speaking, listening, and thinking as well. The more words you have at your command, the more effective your communication can be, and the more influence you can have on the people around you.
- 4 In today’s world, a good vocabulary counts more than ever. Far fewer people work on farms or in factories. Far more are in jobs that provide services or process information. More than ever, words are the tools of our trade: words we use in reading, writing, listening, and speaking. Furthermore, experts say that workers of tomorrow will be called on to change jobs and learn new skills at an ever-increasing pace. The keys to survival and success will be the abilities to communicate skillfully and to learn quickly. A solid vocabulary is essential for both of these skills.

Clearly, the evidence is overwhelming that building vocabulary is crucial. The question then becomes, “What is the best way of going about it?”

WORDS IN CONTEXT: THE KEY TO VOCABULARY DEVELOPMENT

Memorizing lists of words is a traditional method of vocabulary development. However, a person is likely to forget such memorized lists quickly. Studies show that to master a word, you must see and use it in various contexts. By working actively and repeatedly with a word, you greatly increase the chance of really learning it.

The following activity will make clear how this book is organized and how it uses a words-in-context

approach. Answer the questions or fill in the missing words in the spaces provided.

Vocabulary Chapters

Turn to Chapter 1 on pages 8–11. This chapter, like all the others, consists of five parts:

- The **first part** of the chapter, on pages 8–9, is titled _____.

The left-hand column lists the ten words. Under each **boldfaced** word is its _____ (within slashes). For example, the pronunciation of *affinity* is _____.

Below the pronunciation guide for each word is its part of speech. The part of speech shown for *affinity* is _____. The vocabulary words in this book are mostly nouns, adjectives, and verbs. **Nouns** are words used to name something — a person, place, thing, or idea. Familiar nouns include *boyfriend*, *city*, *hat*, and *truth*. **Adjectives** are words that describe nouns, as in the following word pairs: *former* boyfriend, *large* city, *red* hat, *whole* truth. All of the **verbs** in this book express an action of some sort. They tell what someone or something is doing. Common verbs include *sing*, *separate*, *support*, and *imagine*.

To the right of each word are two sentences that will help you understand its meaning. In each sentence, the **context** — the words surrounding the boldfaced word — provides clues you can use to figure out the definition. There are four common types of context clues: examples, synonyms, antonyms, and the general sense of the sentence. Each is briefly described below.

1 Examples

A sentence may include examples that reveal what an unfamiliar word means. For instance, take a look at the following sentence from Chapter 1 for the word *incessant*:

The children nearly drove their parents crazy on the long car trip with their **incessant** demands: “Are we there yet? Is it much further? How much longer?”

The sentence provides three examples of incessant demands: “Are we there yet?”, “Is it much further?”, and “How much longer?” What do these three examples have in common? The answer to that question will tell you what *incessant* means. Look at the answer choices below, and in the answer space provided, write the letter of the one you feel is correct.

_____ *Incessant* means a. silent. b. wise. c. nonstop.

All of the examples given in the sentence are questions that young children on car trips ask over and over. So if you wrote *c*, you chose the correct answer.

2 Synonyms

Synonyms are words that mean the same or almost the same as another word. For example, the words *joyful*, *happy*, and *delighted* are synonyms — they all mean about the same thing. Synonyms serve as context clues by providing the meaning of an unknown word that is nearby. The sentence below from Chapter 2 provides a synonym clue for *dispassionate*.

The surgeon’s voice was **dispassionate** when he told the patient’s family that the operation had failed, but despite his calm tone, his eyes looked very sad.

Instead of using *dispassionate* twice, the author used a synonym in the second part of the sentence. Find that synonym, and then choose the letter of the correct answer from the choices below.

_____ *Dispassionate* means a. unreasonable. b. unemotional. c. disturbing.

The author uses two terms to describe the surgeon’s tone of voice: *dispassionate* and *calm*. Therefore, *dispassionate* must be another way of saying *calm*. (The author could have written, “The surgeon’s voice was *calm*.”) Since *calm* can also mean *unemotional*, the correct answer is *b*.

3 Antonyms

Antonyms are words with opposite meanings. For example, *help* and *harm* are antonyms, as are *work* and *rest*. Antonyms serve as context clues by providing the opposite meaning of an unknown word. For instance, the sentence below from Chapter 1 provides an antonym clue for the word *opulence*.

The **opulence** of the magnificent, luxurious resort was in stark contrast to the poverty of the little fishing village at its gates.

The author is contrasting the resort and the fishing village, so we can assume that *opulence* and *poverty* have opposite, or contrasting, meanings. Using that contrast as a clue, write the letter of the answer that you think best defines *opulence*.

___ *Opulence* means a. closeness. b. riches. c. permanence.

The correct answer is *b*. Because *opulence* is the opposite of *poverty*, it must mean “riches.”

4 General Sense of the Sentence

Even when there is no example, synonym, or antonym clue in a sentence, you can still deduce the meaning of an unfamiliar word. For example, look at the sentence from Chapter 1 for the word *affinity*.

My cat has an **affinity** for small, dark hiding places — I’ve found her asleep in my dresser drawer, under the footstool, and inside my suitcase.

After studying the context carefully, you should be able to figure out the connection between the cat and small, dark hiding places. That will be the meaning of *affinity*. Write the letter of your choice.

___ *Affinity* means a. a preference. b. a fear. c. ignorance.

Since the sentence says that the cat is often found in these places, it is logical to conclude that the cat has a preference for them. Thus answer *a* is correct.

By looking closely at the pair of sentences provided for each word, as well as the answer choices, you should be able to decide on the meaning of a word. As you figure out each meaning, you are working actively with the word. You are creating the groundwork you need to understand and to remember the word. *Getting involved with the word and developing a feel for it, based upon its use in context, is the key to word mastery.*

It is with good reason, then, that the directions at the top of page 8 tell you to use the context to figure out each word’s _____. Doing so deepens your sense of the word and prepares you for the next activity.

- The **second part** of the chapter, on page 9, is titled _____.

According to research, it is not enough to see a word in context. At a certain point, it is helpful as well to see the meaning of a word. The matching test provides that meaning, but it also makes you look for and think about that meaning. In other words, it continues the active learning that is your surest route to learning and remembering a word.

Note the caution that follows the test. Do not proceed any further until you are sure that you know the correct meaning of each word as used in context.

Keep in mind that a word may have more than one meaning. In fact, some words have quite a few meanings — and may even be more than one part of speech. (If you doubt it, try looking up in a dictionary, for example, the word *draw* or *fast*.) In this book, you will focus on one common meaning for each vocabulary word. However, many of the words have additional meanings. For example, in Chapter 1, you will learn that *fledgling* is an adjective meaning “inexperienced,” as in the sentence “Myra and her sisters

are excited about their fledgling catering service.” If you then look up *fledgling* in the dictionary, you will discover that it has another meaning as a noun — “a young bird that has recently acquired its flight feathers,” as in “We watched a robin giving flying lessons to her three fledglings.” After you learn one common meaning of a word, you will find yourself gradually learning its other meanings in the course of your school and personal reading.

- * The **third part** of the chapter, on page 10, is titled _____.

Here are ten sentences that give you an opportunity to apply your understanding of the ten words. After inserting the words, check your answers in the key at the back of the book. Be sure to use the answer key as a learning tool only. Doing so will help you to master the words and to prepare for the last two activities and the unit tests.

- * The **fourth part** of the chapter, on pages 10, is titled _____.

This practice tests you on all ten words, giving you one more chance to deepen your mastery. In this part, you have the context of an entire passage in which you can practice applying the words.

At the bottom of the last page of this chapter is a box where you can enter your score for the final two checks. These scores should also be entered into the vocabulary performance chart located on the inside back page of the book. To get your score, take 10% off for each item wrong. For example, 0 wrong = 100%, 1 wrong = 90%, 2 wrong = 80%, 3 wrong = 70%, 4 wrong = 60%, and so on.

You now know, in a nutshell, how to proceed with the words in each chapter. Make sure that you do each page very carefully. *Remember that as you work through the activities, you are learning the words.*

How many times in all will you use each word? If you look, you'll see that each chapter gives you the opportunity to work with each word six times. Each “impression” adds to the likelihood that the word will become part of your active vocabulary. You will have further opportunities to use the word in the crossword puzzle and unit tests that end each unit.

In addition, many of the words are repeated in context in later chapters of the book. Such repeated words are marked with small circles (°). For example, which words from Chapter 1 are repeated in the Final Check on page 15 of Chapter 2?

A FINAL THOUGHT

The facts are in. A strong vocabulary is a source of power. Words can make you a better reader, writer, speaker, thinker, and learner. They can dramatically increase your chances of success in school and in your job.

But words will not come automatically. They must be learned in a program of regular study. If you commit yourself to learning words, and if you work actively and honestly with the chapters in this book, you will not only enrich your vocabulary — you will enrich your life as well.

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PRETEST OF THE WHOLE BOOK

This test contains 100 items. In the space provided, write the letter of the choice that is closest in meaning to the **boldfaced** word.

Important: Keep in mind that this test is for diagnostic purposes only. If you do not know a word, leave the space blank rather than guess at it.

- ___ 1. **brusque** a) gruff b) bright c) silly d) polite
- ___ 2. **eloquent** a) persuasive b) boring c) simple d) melting
- ___ 3. **incessant** a) not clever b) not stopping c) careless d) soundless
- ___ 4. **indefatigable** a) satisfied b) depressed c) uncaring d) untiring
- ___ 5. **misanthrope** a) an antisocial person b) a lover c) a criminal d) a mentally ill person
- ___ 6. **querulous** a) cheerful b) complaining c) shivering d) curious
- ___ 7. **respite** a) an assignment b) a period of rest c) a salary d) a skill
- ___ 8. **vacillate** a) to leave b) to return c) to hesitate d) to speak
- ___ 9. **voracious** a) truthful b) very hungry c) very busy d) cautious
- ___ 10. **coalesce** a) to produce b) to cover c) to unite d) to interfere
- ___ 11. **dispassionate** a) prejudiced b) calm c) unemotional d) predictable
- ___ 12. **exuberance** a) apathy b) excitement c) wealth d) poverty
- ___ 13. **parsimonious** a) stingy b) solemn c) generous d) impatient
- ___ 14. **peripheral** a) less frequent b) less sure c) less risky d) less important
- ___ 15. **surreptitious** a) obvious b) secretive c) extra d) repeated
- ___ 16. **voluminous** a) valuable b) huge c) variable d) tiny
- ___ 17. **sagacious** a) sensible b) sensory c) foolish d) fearless
- ___ 18. **apocryphal** a) fictitious b) difficult to understand c) uninteresting d) actual
- ___ 19. **commiserate** a) to compare b) to confer c) to cause pain d) to sympathize
- ___ 20. **infraction** a) a violation b) an exception c) a small part of something d) an illness
- ___ 21. **irascible** a) unnecessary b) inspired c) irritable d) easily forgotten
- ___ 22. **peruse** a) to examine b) to chase c) to prove d) to make good use of
- ___ 23. **recapitulate** a) to introduce b) to repeat c) to yield d) to conceal
- ___ 24. **scrutinize** a) to describe b) to spoil c) to close one's eyes to d) to look at closely
- ___ 25. **untenable** a) unforgettable b) insupportable c) unfortunate d) unclear

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- ___ 26. **assuage** a) to assign b) to fall asleep c) to make fun of d) to relieve
- ___ 27. **cognizant** a) intelligent b) ignorant c) informed d) careless
- ___ 28. **desultory** a) unfortunate b) fortunate c) intense d) random
- ___ 29. **loquacious** a) aggressive b) silent c) friendly d) talkative
- ___ 30. **paucity** a) health b) absence c) conflict d) scarcity
- ___ 31. **somber** a) careful b) restful c) sad d) sudden
- ___ 32. **expedient** a) convenient b) unselfish c) admirable d) accidental
- ___ 33. **lavish** a) luxurious b) subtle c) permanent d) amusing
- ___ 34. **acquiesce** a) to conquer b) to agree c) to become quiet d) to reach for
- ___ 35. **delineate** a) to stand in line b) to compare c) to describe d) to change
- ___ 36. **predilection** a) a dislike b) a preference c) a mistake d) a loss
- ___ 37. **subjugate** a) to conquer b) to subsidize c) to study d) to surrender
- ___ 38. **supercilious** a) sensitive b) scornful c) above average d) above criticism
- ___ 39. **temerity** a) fear b) control c) caution d) rashness
- ___ 40. **vitriolic** a) debatable b) weak c) insane d) sharply critical
- ___ 41. **conciliatory** a) advising b) soothing c) timid d) proud
- ___ 42. **diffident** a) different b) difficult c) timid d) outgoing
- ___ 43. **disparage** a) to ignore b) to praise c) to greet d) to criticize
- ___ 44. **evanescent** a) imaginary b) uneventful c) fading away d) permanent
- ___ 45. **immutable** a) never changing b) variable c) perfect d) invisible
- ___ 46. **laconic** a) brief b) wordy c) secretive d) informal
- ___ 47. **ponderous** a) delicate b) afraid of water c) easy d) heavy
- ___ 48. **predecessor** a) a teacher b) a descendant c) one who came before d) a speaker
- ___ 49. **salutary** a) friendly b) unhealthy c) respectful d) wholesome
- ___ 50. **efface** a) to preserve b) to stare at c) to erase d) to embarrass

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- ___ 51. **aberration** a) growth b) a surgical procedure c) something evil d) something strange
- ___ 52. **congenital** a) political b) existing from birth c) borrowed d) fatal
- ___ 53. **contiguous** a) sharing a job b) sharing a boundary c) never-ending d) surprising
- ___ 54. **indoctrinate** a) to heal b) to make part of a group c) to teach d) to imitate
- ___ 55. **inexorable** a) not exact b) slow-moving c) genuine d) unyielding
- ___ 56. **irrefutable** a) unprejudiced b) undeniable c) washable d) impossible
- ___ 57. **partisan** a) one-sided b) uncaring c) playful d) hard-working
- ___ 58. **preclude** a) to prepare b) to precede c) to prevent d) to bring in
- ___ 59. **premonition** a) a hint of evil to come b) a memory c) an excuse d) a plan of action
- ___ 60. **sycophant** a) a circus performer b) a flatterer c) a traitor d) an expert
- ___ 61. **virulent** a) vivid b) constant c) fake d) deadly
- ___ 62. **capitulate** a) to be capable b) to upset c) to give in d) to resist
- ___ 63. **debilitate** a) to build b) to encourage c) to make weak d) to make fun of
- ___ 64. **formidable** a) permanent b) challenging c) hard to find d) without shape
- ___ 65. **inscrutable** a) puzzling b) looked at closely c) able to be moved d) easily understood
- ___ 66. **taciturn** a) strict b) not talkative c) not enthusiastic d) opinionated
- ___ 67. **trepidation** a) anxiety b) enthusiasm c) boredom d) good health
- ___ 68. **assiduous** a) sly b) hard-working c) silly d) uncaring
- ___ 69. **discrepancy** a) a reduction b) an observation c) an inconsistency d) an explanation
- ___ 70. **incontrovertible** a) closed b) undeniable c) unknown d) never tiring
- ___ 71. **intangible** a) not lasting b) not expensive c) not common d) not able to be touched
- ___ 72. **prerogative** a) a special right b) a way of life c) an opinion d) a question
- ___ 73. **rectify** a) to repeat b) to carry c) to make right d) to prove
- ___ 74. **tacit** a) insensitive b) rapid c) understood though unspoken d) polite
- ___ 75. **tirade** a) a refusal to speak b) a plea c) a theory d) a critical speech

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- ___ 76. **ameliorate** a) to remove b) to worsen c) to improve d) to steal
- ___ 77. **capricious** a) steady b) worried c) careful with money d) unpredictable
- ___ 78. **elucidate** a) to understand b) to explain c) to add to d) to lose
- ___ 79. **ephemeral** a) temporary b) vicious c) honest d) worthless
- ___ 80. **fallacious** a) unusual b) harmless c) mistaken d) graceful
- ___ 81. **judicious** a) wise and careful b) foolish c) legal d) young and careless
- ___ 82. **spurious** a) genuine b) common c) left over d) counterfeit
- ___ 83. **volatile** a) willing b) insensitive c) numerous d) unstable
- ___ 84. **anomaly** a) an annoyance b) a peculiarity c) a weakness d) a preventive measure
- ___ 85. **astute** a) shy b) recent c) brave d) perceptive
- ___ 86. **aversion** a) strong dislike b) explanation c) preference d) absence
- ___ 87. **eclectic** a) energetic b) well educated c) varied d) religious
- ___ 88. **equanimity** a) calmness b) aggressiveness c) equality d) jealousy
- ___ 89. **paradigm** a) an abnormality b) a puzzle c) a model d) a trick
- ___ 90. **prodigious** a) great b) perfect c) childish d) annoying
- ___ 91. **recalcitrant** a) worthless b) disobedient c) conservative d) reckless
- ___ 92. **soporific** a) suspicious b) teasing c) causing drunkenness d) causing drowsiness
- ___ 93. **abstemious** a) self-denying b) self-important c) self-confident d) self-conscious
- ___ 94. **credulous** a) doubting b) respected c) highly educated d) easily convinced
- ___ 95. **extraneous** a) complicated b) not essential c) excellent d) remaining
- ___ 96. **gratuitous** a) thankful b) uncalled for c) apologetic d) forced
- ___ 97. **incipient** a) beginning b) badly planned c) without reason d) threatening
- ___ 98. **intractable** a) hard to control b) scarce c) unrecognizable d) restless
- ___ 99. **nefarious** a) wicked b) well-dressed c) amusing d) distant
- ___ 100. **profusion** a) a mixup b) a rich supply c) a shortage d) a solution