

BARRON'S HOT WORDS for the SAT

SAT 高频词汇

新增200个完形填空

最新SAT 高频词汇

Linda Carnevale, M.A.

新增SAT 高频文学术语

更多迷你单词组

更多记忆诀窍和形近异义词



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第3版

BARRON'S

HOT

WORDS

for the

SAT

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Linda Carnevale, M.A.

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Introduction

入门

Are you ready for the HOTTEST of the HOT WORDS?

你准备好高频词了吗?

This book is divided into 37 lessons, containing more than 365 SAT level words that have been taken off of Barron's high-frequency database of words and off of recent SAT tests. Additional SAT words are featured in the exercises.

Why is this edition *particularly* HOT? 为何这版如此热门?

Two lessons have been added: Latest Words Spied on the SAT and Literary Terms That Are Helpful to Know. The innovative format of this edition sets it apart from other vocabulary books. “**Word Clustering**” is especially effective in learning hundreds of vocabulary words. Unlike dictionary-style, alphabetized lists, Clustering groups Hot Words with similar meanings so that distinctions in usage and connotation can become more apparent. *Never before presented so comprehensively in an SAT preparatory book, Clustering boosts vocabulary building exponentially!*

Vocabulary in your life 日常词汇

As you're probably aware, analogy questions no longer appear on the PSAT or SAT. Even so, vocabulary is still imperative and vital to doing well on the three Critical Reading sections of the SAT.

Testing aside, gaining a broad and rich vocabulary edifies your life skills and people skills. The paragraphs that follow illustrate ways in which vocabulary can enrich your everyday life.

Future prep 不日之功

If you apply to graduate school one day, the words you learn *now* will help you later on the verbal portions of grad school admissions exams, like the LSAT, MCAT, or GRE.

Reinforcement through writing 通过写作来巩固

Next time you write an essay or creative piece for school, try to use some of your new words in your writing. If you have to submit a project on poster board, include upper-level vocabulary words as you write out the text for this visual presentation.

Reinforcement through speaking 通过谈话来巩固

Be mindful when you participate in class or speak up at an after-school club or activity. Also be mindful when you speak to your parents, neighbors, or employer. Can you use any new vocabulary words to get your points across more effectively as you engage in these everyday conversations?

Lively letters 笔头生花

Next time you write a letter or thank-you note to Aunt Maggie or Grandma Rose, include one or two of your new words in your message. Maybe you'll get a handwritten note back—more fun than getting a shorthand e-mail!

Zesty dinner talk 兴致勃勃的晚餐谈话

Sprinkle a couple of new words in your dinner conversation tonight. Did your teacher **lavish** you with high praise and an A+? Did the guest speaker at school refer to you as **astute**? Was your soccer team's spirit **bolstered** by a 9–1 win against the **formidable** Pythons? Go ahead and sprinkle those words . . . you might be offered a second helping of dessert!

What is exponential vocabulary growth?

词汇量指数增加是什么?

Unlike linear growth, which involves a constant addend (+5 in this case)—5-10-15-20-25-30—exponential (or geometric) growth is rapid ($\times 5$ in this case)—5-25-125-625-3,125. As you can see, exponential sums far exceed linear sums. Linear vocabulary building involves learning one isolated, alphabetized word at a time. Exponential vocabulary building involves dynamically associated clusters of words. Consider this visual analogy: Linear vocabulary growth is like a tall stalk of bamboo, adding one foot of bamboo (or one word) at a time. Exponential vocabulary growth is like a massive oak tree, adding whole branches of words at a time.

The majority of lessons in this book are Cluster-formatted so that you can expeditiously learn groups of words at the same time. As you work through each Cluster lesson, read the definitions and illustrative sentences carefully. Challenge yourself to learn the nuance or shade of meaning for each individual word in the lesson.

Why cluster vocabulary words? 为何要做成词汇组?

There are many reasons. Clustering is based on an educational-psychological idea called “apperception.” Apperception, according to Merriam-Webster OnLine, is rooted in “the process of understanding something perceived in terms of previous experience” (knowledge). So, for example, if you know that *trite* and *banal* mean “unoriginal,” link this “old” knowledge to “new” words like *platitude*, *hackneyed*, and *cliché*. Moreover, instead of regarding *platitude*, *hackneyed*, and *cliché* as isolated, unattached elements (as you’d encounter them in an A-B-C order list), think of this trio of words as linked to the same category that already contains *trite* and *banal*. Furthermore, apperception is “perception that reflects upon itself—sometimes intensified or energetic” (Merriam-Webster OnLine). Clustering in this manner keeps you immersed in SAT-type vocabulary, bringing your vocabulary growth to a new level.

Consider this analogy: Just as teachers of French or Spanish find immersion-style lessons effective, I find SAT-vocabulary immersion effective for me and for my students. Immerse yourself in SAT vocabulary. I hope that hearing a particular vocabulary word will bring to mind a bevy—a plethora—of associated words.

In each lesson of *Hot Words*, a connection exists among the words; the words relate to each other in some way. As a verbal tutor, I have seen firsthand how this kind of vocabulary dynamic is highly effective for many of my students. When alphabetized lists are used, confusion and frustration sometimes occur for students because—as you can see—the words may start off in similar ways:

abberation	delectable	rebuff
abridge	delegate	rebuke
abrogate	deleterious	refute
abscond	delineate	rescind
abstain	deluge	revile
abstract	delusion	revoke

These look-alike/sound-alike words tend to get jumbled together, undermining our effort to learn hundreds of SAT-type words. Alphabetized lists are cumbersome, even trite. Unlike alphabetized lists, *cluster lists* are dynamic. Words that sound and look different can be closely related in meaning. An indispensable benefit of cluster learning is getting a close-up view of the subtleties of difference

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among the words featured in each lesson. Although challenging, this method is necessary for learning the real sense and usage of words.

Let's talk further about clustering and how this method of learning vocabulary relates to word recall. *Example:* I give you an *alphabetized list* of 25 words to memorize (five rock bands, five sports teams, five car brands, five fast foods, and five colleges). Then I ask you to memorize the list and recite back to me as many terms as you can remember.

Acura	Loyola
BMW	Mets
Cheeseburger	New York University
Columbia University	Nissan
Fried Chicken	NSync
Giants	Pink
Guns n' Roses	Pizza
Harvard University	Rangers
Honda	Soft Pretzel
Hot Dog	Sting
Jaguar	The Cure
Jets	University of Richmond
Knicks	

How would you, personally, recall and recite these 25 terms?

Version A: Alphabetical 版本1: 字母排序

Acura	Loyola
BMW	Mets
Cheeseburger	New York University
Columbia University	Nissan
Fried Chicken	NSync
Giants	Pink
Guns n' Roses	Pizza
Harvard University	Rangers
Honda	Soft Pretzel
Hot Dog	Sting
Jaguar	The Cure
Jets	University of Richmond
Knicks	

Version B: Random 版本2: 随意排列

Jets	Pink
Soft Pretzel	Hot Dog
Acura	Jaguar
Loyola	Harvard University
Guns n' Roses	Mets
Nissan	Giants
Fried Chicken	NSync
Sting	Cheeseburger
The Cure	New York University
Rangers	Knicks
Honda	University of Richmond
BMW	Columbia University
Pizza	

Version C: Clustered 版本3: 按组排列

Jets	Loyola	Jaguar
Knicks	University of Richmond	BMW
Giants	Columbia University	Honda
Mets	New York University	Nissan
Rangers	Harvard University	Acura
Pizza	The Cure	
Soft Pretzel	Pink	
Hot Dog	Sting	
Fried Chicken	Guns n' Roses	
Cheeseburger	NSync	

For the most part, our brains work and think by associating things that are alike. Clusters and categories are natural to us in terms of how the majority of us learn. Think back to preschool. Did you learn about colors, shapes, and animals simultaneously? Or, did you learn colors, then shapes, then animals, then letters, and so on? Effective learning is not a staccato, haphazard, mumbo-jumbo process that just happens to occur in A-B-C order. Learning is ordered in a way that makes sense.

As you will see as you work through this book, cluster lessons are not made of pure synonyms. Yes, the words relate to a theme or general idea, but the lists compel you to learn the subtle differences in usage and their nuances of meaning. The three illustrative sentences provided with each word help you do just this. Based on my students' oral and written testimony to me, week after week, I am convinced that clustering is more effective than basic alphabetized lists.

Clusters are effective. If clustered or theme-based vocabulary is new to you, I suggest you try the bonus section that this revision of *Hot Words* contains: Mini-Vocabulary Clusters (see Appendix A). These bite-size groups of related words will familiarize you with the cluster concept and warm you up for the lessons that contain larger groups of theme-related words.

Memory Tips is a popular and exciting part of *Hot Words*. Toward the end of each lesson, I show you how to capitalize on your memory and how to harness the meanings of a plethora of SAT words. *Hot Words* shows you practical memory techniques (known as mnemonics) that you can apply to your vocabulary building. Memory Tips show you how resourcefulness and creativity can help you amass a large, upper-level vocabulary.

Research shows that memory works predominantly by linking something new or unknown to some knowledge that you already have. Linking an SAT word (the unknown) to some word you already know is an effective method for the daunting task of learning hundreds of upper-level words. Many Memory Tips work this way—by linking the *new* to the *known*. Other tips, as you'll see, use additional approaches that are just as effective. Some examples are Letter Clusters, Word Roots, Prefixes/Suffixes, Slant Rhymes, Word Pictures, and Chants.

As you work through each lesson, *read aloud* the words, definitions, and sample sentences so that your auditory learning mode is engaged. Be aware of making distinctions in meaning between words that have similar definitions. Try using the words in sentences that you make up on your own.

What role does vocabulary play in the SAT?

词汇在SAT中的作用?

Vocabulary is more important than ever. Because the SAT asks students to compose a “writing sample,” students’ vocabulary skills matter a great deal. The College Board asks students to write a persuasive-type essay—an effective and compelling expository essay requires a strong, rich vocabulary.

The critical reading passages are saturated with upper-level vocabulary, and most questions contain high-level vocabulary.

Sentence Completions have answer choices brimming with upper-level vocabulary. Moreover, most questions feature challenging vocabulary within the sentences themselves. More often than not, these vocabulary words function as context clues for the blanks. Not knowing key words that appear within the sentences can hamper your ability to answer correctly.

A strong and vast vocabulary remains a primary requisite for a competitive verbal score.

Using a vocabulary notebook 选用一个词汇笔记本

Purchase a marble bound or journal-type notebook that you devote to vocabulary building. Pick a notebook whose cover and size appeal to you. Your Vocabulary Notebook will be a companion to *Hot Words for the SAT*. Every lesson contains **Memory Tips** that use a variety of strategies to help you remember words. Write the Memory Tips in your Vocabulary Notebook, underlining or highlighting word roots, prefixes, or letter clusters, as shown in the Memory Tips.

Once you get the hang of using memory clues, come up with memory clues of your own. In order to work efficiently, only invent memory clues for words that challenge you. It would be a waste of time to think up memory clues for words that you already know. As you work through each lesson, add the tips I give to your Notebook, and spend some time inventing your own memory devices. After all, you have special knowledge that's unique to you: travel, a foreign language, a hobby, an instrument, and so on. Your "special knowledge" can help you come up with memory tips that no one else can.

Let your Vocabulary Notebook be colorful and lively! Underline or highlight parts of the words! Use color! Clip out vocabulary words that you spot in newspapers and magazines and paste them into your Notebook. I recommend you clip and paste the entire phrase or headline, for example, so that the word has a context. Read through the words and tips in your Vocabulary Notebook each day. This ritual will solidify the meanings of new words for you. May you build a strong and vital vocabulary.

A note about pronunciation 对单词读法的一个提示

The pronunciation of words varies regionally. I recommend that you consult *Merriam-Webster's Collegiate Dictionary*, 11th edition, as a pronunciation guide. For the most part, the first pronunciation that is listed is preferred.

How to answer sentence completion questions

如何解答完形填空

Sentence completion questions comprise about one-third of the Critical Reading Questions on the SAT. They come in two varieties: one-blank and two-blanks. To do well on sentence completions, you

need to understand the meanings of words within the sentences and within the answer choices. For a very thorough explanation of how to answer sentence completion questions, consult Barron's *SAT 2400: Aiming for the Perfect Score*, in which a six-step strategy acronym, **BLANKS**, lays out a step-by-step process.

Here's an abridged strategy approach. Follow these "**FEW**" steps, and you'll be on your way to skillfully answering sentence completions. Once you have read the entire sentence, do the following:

Find context clues and key words within the sentences.

Context clues are words or phrases within the sentence that indicate what meaning the blank requires. For example, "unwilling to compromise" could indicate *willful*, "big-hearted and generous" could indicate *magnanimous*, and "without a word" could indicate *taciturn*. Key words include opposite-indicators like *although*, *despite*, and *even though*. Key words also include negatives such as *not*, *hardly*, and *without*.

Estimate the meaning of the word for the blank(s).

Before fishing around the five answer choices, make it a habit to guess or predict the meaning of the blank. This way, you will be less misguided by false positives, decoys, and traps in the answer choices. Think first; then look.

Write a positive (+) or negative (–) sign on the blank to indicate the word's value.

Word values are based on your "feel" for the word. A word's subtle undertone of meaning and its connotation make up its word value. If you get the sense that the meaning required by the blank has a negative or uncomplimentary meaning or connotation, simply cross off all the positive-type words. Word values allow you to effectively use the process of elimination and narrow in on the correct answer.

These **FEW** steps can help you become proficient at correctly answering sentence completion questions.

Note: *The answer choices for these sentence completions come from vocabulary that appears within the lesson. Answer choices can be the lesson words themselves, or words that appear in definitions or Memory Tips. Read the sentences carefully, getting a sense of how they flow. Then, be sure to select an answer whose word form or part of speech fits correctly within the context of the sentence.*

Linda Carnevale

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单词索引

Lesson 1

CAT GOT YOUR TONGUE?

怎么不说话?

Words Relating to Using Few Words
or Being Quiet

惜字如金/沉默方面的词汇

brevity concise laconic pithy quiescent reticent succinct
taciturn terse

brevity *n.* briefness or conciseness in speech or writing

For the sake of **brevity**, choose your words with care.

Limited space in the newsletter makes **brevity** essential.

When time is short, **brevity** is a virtue.

concise *adj.* using few words in speaking or writing

A **concise** explanation is preferable to a long-winded one.

Leslie's essay is pretty wordy; she should try to be more **concise**.

For a **concise** summary of the book, read the book jacket.

laconic *adj.* using few words in speech

Because Bush's **laconic** reply lacked specificity, it raised more questions than it answered.

It was just too hot to give more than a **laconic** response to the question.

Ms. Allen's **laconic** explanation consisted of a single word: pepperoni.

pithy *adj.* brief and full of meaning and substance; concise

For the yearbook, Jenny searched through *Bartlett's* for a **pithy** quotation about courage.

Jonathan's sonnet ended with a **pithy** rhyming couplet.

What expresses affection more **pithily** than the three words, *I love you*?

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quiescent *adj.* quiet; still; inactive

Mount St. Helens has been **quiescent** since its last eruption in 1986.

On long summer weekends, the city loses its bustle and is strangely **quiescent**.

Never one to make waves, Leo **quiescently** followed the coach's orders.

reticent *adj.* not talking much; reserved

Usually **reticent**, Ms. Worthy surprised us all with a long story at lunch.

Tom and Molly are a mismatched pair; he's shy and **reticent**, but she never stops talking.

I thought the old man was **reticent**, but he wouldn't talk because he had no teeth.

succinct *adj.* clearly and briefly stated; concise

Mr. Phillips asked us to write a **succinct** summary of our term papers.

The title **succinctly** conveys the point of my paper.

Let me state this as **succinctly** as I can: "No late papers."

taciturn *adj.* silent; sparing of words; close-mouthed

Next to me on the bus sat a **taciturn** girl who said nothing during the four-hour ride.

Throughout the party, Larry was moody and **taciturn**. No one heard a peep from him.

Mom kept quiet, not because she's **taciturn**, but because she refused to make the decision for me.

terse *adj.* using only the words that are needed to make the point; very concise, sometimes to the point of rudeness

Mia wanted details about Joyce's new boyfriend, but got only a **terse** description.

Terse speakers make dull lecturers.

The principal's **terse** reply was clear: "No dogs at school."