

EXERCISE 2 *Context Clues* 

Directions. Scan the definitions in Column A. Then think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct vocabulary word from Column B. Write the letter of your choice on the line provided; then write the vocabulary word on the line preceding the definition.

COLUMN A

- _____ 11. word: _____
adj. deliberately faithless; treacherous
- _____ 12. word: _____
adj. forbidden by law; improper; unauthorized
- _____ 13. word: _____
n. an inconsistency; a contradiction; a difference
- _____ 14. word: _____
v. to cover by overflowing; to flood; to overwhelm (as if by a flood)
- _____ 15. word: _____
adj. costly; magnificent; luxurious; lavish
- _____ 16. word: _____
adj. mysterious or obscure; hard to grasp; not easily understood
- _____ 17. word: _____
n. a temporary suspension of an activity; a state of being put aside for future action
- _____ 18. word: _____
adj. from earliest times; primitive; fundamental; original
- _____ 19. word: _____
adj. of the same kind or nature; composed of similar or identical parts or elements; uniform
- _____ 20. word: _____
v. to extend all over; to spread or be diffused throughout

COLUMN B

- (A) David Livingstone (1813–1873), a Scottish missionary and physician, explored the **inscrutable**, mysterious interior of Africa. His original reason for going to South Africa in 1840 was to be a medical missionary, but other interests later replaced this goal.
- (B) Livingstone must have been fascinated by the **primordial** landscape of Africa. It must have seemed to him like the world as it existed at the beginning of time.
- (C) He explored many lakes and rivers, as well as areas that the lakes and rivers sometimes **inundated** after heavy rains.
- (D) Livingstone and his wife, Mary, had **homogeneous** natures. Their values and interests were similar, and they shared the excitement of traveling into areas unknown to Europeans.
- (E) While exploring Africa, the Livingstones did not stay in **sumptuous** houses. The tents and huts they lived in were neither magnificent nor costly.
- (F) The young Livingstone became distressed by the African slave trade. Slave trading, he discovered, was **illicit** in some countries but legal in others.
- (G) He called, not for a mere **abeyance** of the slave trade, but for a permanent stop to it.
- (H) Some articles contain **discrepancies** in facts about Livingstone, and these contradictions can be confusing.
- (I) All contact with Livingstone was lost for several years. Fellow explorer Henry Stanley (1841–1904) was sent to find Livingstone in 1869, and finally found him in 1871. Stanley proved himself to be a loyal, not **perfidious**, friend by carrying on Livingstone’s work after the Scottish explorer’s death.
- (J) The African explorations of Stanley and Livingstone helped make possible the imperialism that eventually **pervaded** sub-Saharan Africa. One wonders what the two explorers would have thought of the consequences of their explorations.

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15

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COLUMN A

COLUMN B

- ____ 11. word: _____
v. to release from an entanglement or a difficulty; to set free
- ____ 12. word: _____
adj. of or suited to a servant; *n.* a domestic servant
- ____ 13. word: _____
adj. growing without check or restraint; flourishing; widespread
- ____ 14. word: _____
v. to persuade by pleasant words; to coax with flattery and insincere talk; to wheedle
- ____ 15. word: _____
n. a contagious and often fatal disease that spreads rapidly; an illness of epidemic proportions; a destructive or evil influence or factor
- ____ 16. word: _____
n. the absence of government or law; political disorder
- ____ 17. word: _____
n. the point in the celestial sphere directly below the observer and opposite the zenith; the lowest possible point
- ____ 18. word: _____
n. the branch of anthropology that deals with various races of people, their origins, distribution, characteristics, and cultures
- ____ 19. word: _____
v. to make worse; to damage or weaken
- ____ 20. word: _____
adj. roomy; spacious

- (A) A few days after my return from London, I went to the **commodious** public library and settled myself in the roomy interior to do my research on India.
- (B) From one book I learned that Britain took control of India during the **rampant**, unrestrained fighting of the Seven Years' War.
- (C) In 1773, the East India Company **cajoled**, or persuaded, the British Parliament to put it in control of India.
- (D) The company acted as an unofficial government agency and prevented **anarchy** by providing law and order throughout India during the turbulent time.
- (E) From the start the British believed that the Indians should do only **menial** tasks and work as servants.
- (F) Their attitude spread like a **pestilence**, and, like such a fatal disease, it dispirited the Indians.
- (G) Discouragement **impaired** the Indians' attempts to rebel. Many Indians believed that they deserved servitude, and this belief weakened them.
- (H) Some Indians, however, managed to receive an education, which **extricated** them, or freed them, from the feeling of inferiority.
- (I) According to the field of **ethnology**, which deals with cultures, these educated Indians believed they deserved a better life.
- (J) They came to view British rule as the **nadir**, or lowest point, of Indian history.

17

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COLUMN A

_____ 11. word: _____

adj. remaining; *n.* a remainder left over after the completion of a process

_____ 12. word: _____

adj. very poisonous or harmful; deadly; intensely bitter or spiteful

_____ 13. word: _____

adj. having or making a harsh sound; shrill

_____ 14. word: _____

v. to deliver; to deliver as goods to be sold; to send; to hand over; to assign to an undesirable position or place

_____ 15. word: _____

n. the art of public speaking; a style or manner of public speaking or reading

_____ 16. word: _____

n. the overthrowing or undermining of something established, such as a government

_____ 17. word: _____

adj. corpse-like; pale and ghostly; thin and gaunt

_____ 18. word: _____

n. a person who will not be reformed; *adj.* incapable of being corrected or reformed; persistently bad

_____ 19. word: _____

n. the return of what has been lost or taken away; compensation for any loss or damage

_____ 20. word: _____

v. to wound or injure seriously; to disable in some way; to mutilate; to cripple

COLUMN B

- (A) "This is Joe," said Uncle Derek, pointing to a picture of a man who was so gaunt that he was almost corpse-like. His **cadaverous** face seemed to stare at me from the old photograph.
- (B) "Joe was **maimed** during an attack, and the wound left him permanently crippled," Uncle Derek said.
- (C) "Even after the wound healed, the **residual**, or remaining, pain was extremely severe."
- (D) "Joe devoted himself to **elocution**," said Uncle Derek. "Following the example of Churchill, he inspired us with his speeches."
- (E) "I am sure the officers regretted their spiteful attacks on his character. There had been no cause for their **virulent** words, and now it was too late to take them back."
- (F) "During the bombing of London, Joe was in charge of **consigning**, or delivering, goods to the soldiers," Uncle Derek continued.
- (G) "Hitler hoped the bombing would cause a **subversion** of our defense, but our plans were not undermined."
- (H) "The British saw Hitler as an **incorrigible**," said Uncle Derek. "They began to see that he was incapable of reform."
- (I) "For many British, the **strident** sounds of air-raid sirens became a shrill reminder of their determination to win the war."
- (J) "People rallied together. Hope for a peaceful future was the only **restitution** they had to compensate for the deaths of those they loved," he said.

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COLUMN A

____ 11. word: _____
adj. of or relating to salt; salty

____ 12. word: _____
v. to take back formally or publicly; to withdraw or retract an opinion expressed in the past

____ 13. word: _____
n. a possible happening; a chance event; something that depends on chance or uncertain conditions

____ 14. word: _____
n. the carrying on of a lawsuit; a lawsuit

____ 15. word: _____
v. to return an injury for an injury; to get even

____ 16. word: _____
n. a false statement made to injure someone's reputation; slander

____ 17. word: _____
adj. used to sitting much of the time; moving little and rarely; staying in one place

____ 18. word: _____
adj. not feeling or showing emotion

____ 19. word: _____
v. to differ in opinion; to disagree; *n.* the refusal to conform to the beliefs of an established authority, such as church or state; a difference of opinion

____ 20. word: _____
v. to soothe the temper of; to appease; to pacify

COLUMN B

- (A) Jay's mother, an attorney, cited an excerpt from Mary Astell's book in a **litigation** she filed for a client.
- (B) The case involved a woman who was upset by the **calumny** she swore was uttered against her by her employer. She sued him for his slanderous statement.
- (C) Since the employer would not publicly admit to being wrong and would not **recant** his slanderous comments, the woman had to go to court.
- (D) The employer said the woman was just trying to get even with him for reducing her work hours. But it was not her intention to **retaliate**.
- (E) "My client does not agree with her employer's attitude toward women," Jay's mother wrote. "In fact, she strongly **dissents**."
- (F) "She will not be **mollified** by soothing but empty words. As Mary Astell said, women have 'the faculty of thinking.'"
- (G) According to Jay's mother, cases of alleged slander are never presented **impassively**; they always involve strong emotions.
- (H) She was rarely **sedentary** as she researched and prepared the case. She was always on the go.
- (I) She tried to prepare for every **contingency** because she didn't know exactly what might occur during the trial.
- (J) Jay's mother urged her client not to cry during the trial. In an attempt at humor, she told the woman that the only **saline** liquid she would allow in her presence was her client's **saline** contact lens rinse, not salty tears.

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COLUMN A

- ____ 11. word: _____
v. to clear of suspicion or blame; to justify or support
- ____ 12. word: _____
adj. extremely overweight
- ____ 13. word: _____
n. reckless boldness; rashness; foolhardiness
- ____ 14. word: _____
n. severe simplicity; severity of appearance, attitude, or manner; harsh self-discipline; economy or thrift
- ____ 15. word: _____
v. to foster trouble, rebellion, or strife; to stir up; to incite
- ____ 16. word: _____
adj. showing concern or worry; anxiously concerned; eager
- ____ 17. word: _____
n. approval and support; patronage
- ____ 18. word: _____
n. a space where something is missing; any break in continuity
- ____ 19. word: _____
adj. concealed, usually for a forbidden purpose; secret; covert
- ____ 20. word: _____
n. a slight remnant; a trace of something that no longer exists; a bit; a trace

COLUMN B

- (A) There was a twenty-minute intermission during the library program. We were told that the discussion about Lady Montagu would resume after the **hiatus**.
- (B) I didn't want to stand around and eat fatty snacks during the intermission. After all, I don't want to become **obese**.
- (C) I needed to talk to my friend Leslie in secret. While no one was noticing us, we went upstairs for a **clandestine** meeting.
- (D) I had heard that Leslie had been **fomenting** trouble by getting the library board angry.
- (E) I wanted to give Leslie a chance to **vindicate** herself of the charges if she was not to blame.
- (F) Leslie explained, "I want future series to be held under the **auspices** of the Literary Guild, which is eager to support programs like this."
- (G) "The library board has little money and must practice **austerity**, but the Literary Guild is well financed now," she said.
- (H) "I'm concerned about the **vestige**, or trace, of hostility that still exists between the library board and the Literary Guild," she said.
- (I) I couldn't believe my own **temerity** in speaking to Leslie, but my boldness didn't seem to upset her.
- (J) Leslie was unexpectedly **solicitous** toward me, concerned that I had been worried about her talks with the board.

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20

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EXERCISE 2

Context C

21

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Directions. Scan the definition in the sentences in Column B. To correct vocabulary word from Column A, write the vocabulary word on the line preceding the definition.

COLUMN A

____ 11. word: _____
n. inequality; difference; unlikeness

____ 12. word: _____
v. to give up; to abandon; to cast off something; to disown; to repudiate

____ 13. word: _____
adj. too ready to please, praise, or obey; meddling; offering unwanted or unneeded advice or comments

____ 14. word: _____
adj. harsh or caustic; extremely severe or bitter

____ 15. word: _____
adj. joking; said in fun; meant to be amusing

____ 16. word: _____
adj. based on experiment and observation; based entirely on practical experience rather than theory

____ 17. word: _____
v. to make or become different; to tell the difference between; to note differences

____ 18. word: _____
n. a formal, written discussion of a subject

____ 19. word: _____
n. inactivity; quietness; stillness

____ 20. word: _____
n. a recommendation of a person or product; a tribute to a person's accomplishments

COLUMN B

- (A) Robert Boyle's **treatise** *The Sceptical Chemist* (1661), widely read in its day, paved the way for the science of modern chemistry.
- (B) We can **differentiate** chemical engineering from chemistry in the following way: chemical engineering applies the principles of chemistry to industrial uses.
- (C) Chemistry became possible when scientists, starting in about the sixteenth century, **renounced** their alchemical practices, turning their backs on the futile quest to turn base metals into gold.
- (D) The English chemist and physicist John Dalton (1766–1844) developed theories from **empirical** evidence gathered through years of meticulous observation.
- (E) The Victorian era was not a time of **quiescence** for the field of chemistry. On the contrary, there was great activity in the field, and the number of recognized chemical elements increased steadily throughout the period.
- (F) Only recently has the **disparity** between women's scientific achievements and the actual recognition of these achievements been acknowledged.
- (G) The statue of John Dalton in Manchester, England, is a **testimonial** to his scientific contributions.
- (H) In a **scathing** criticism of Robert Boyle's atomic theory, science historian Stephen F. Mason harshly judges Boyle, claiming that Boyle failed to give a complete and accurate description of known chemical properties.
- (I) When chemists publish their articles in scholarly journals, they must expect that at least one **officious** critic will make trivial or worthless comments.
- (J) Princeton professor Charles Coulson Gillispie, seeing the humor in his subject, writes in a **facetious** tone about John Dalton's inexact chemical methods.

EXERCISE 2 *Context*

Directions. Scan the definition sentences in Column B. To complete each sentence, write a vocabulary word from Column A on the line preceding the definition.

22

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COLUMN A**COLUMN B**

- _____ 11. word: _____
n. fanatical patriotism; biased belief in the superiority of one's own group, sex, or nation
- _____ 12. word: _____
n. a person or thing typical of an entire class; an ideal example; a summary
- _____ 13. word: _____
adj. unalterable; relentless
- _____ 14. word: _____
adj. international; beyond national boundaries; having great worldly experience; sophisticated; at home anywhere
- _____ 15. word: _____
adj. entirely without; empty; totally lacking
- _____ 16. word: _____
n. a center for storage; a place where things are put for safekeeping; a person to whom something is confided or entrusted
- _____ 17. word: _____
n. a system of government; a system for improving health
- _____ 18. word: _____
n. keen, sound judgment; mental acuteness; shrewdness
- _____ 19. word: _____
adj. thin; not substantial; flimsy
- _____ 20. word: _____
adj. debatable; arguable; unresolved; not worth further discussion or debate

- (A) Mohandas "Mahatma" Gandhi challenged the seemingly **inexorable** power of British imperialism in India by condemning the relentless mechanization of industry.
- (B) Gandhi prescribed a **regimen** for the Indian people that included the wearing of only hand-spun and hand-woven cloth. This prescribed system was just one of the methods the Indians used to protest British rule.
- (C) The British East India Company was the **epitome** of the workings of British imperialism; it embodied all the qualities that made colonial power so relentless and all-encompassing.
- (D) Gandhi's humble demeanor and the loincloth he usually wore made it easy to forget his **cosmopolitan** background. His experiences in other countries made him more worldly and sophisticated than his appearance suggested.
- (E) British **chauvinism** was demonstrated in the belief that Britain was better fit to rule India than India itself was.
- (F) The British port at Surat was once a **repository** of goods that were being kept safe for shipment to Europe.
- (G) Although the British called the fort at Surat a factory, there was nothing in the fort to suggest that it was devoted to manufacturing; the fort was, in fact, **devoid** of industrial equipment.
- (H) Gandhi's **sagacity** as a leader eventually convinced many British people of India's right to govern itself, for they recognized that Gandhi was a wise, shrewd man.
- (I) Gandhi's argument for a single, unified India became **moot**; it was debated by people all over the world.
- (J) After Gandhi popularized the concept of Indian independence, the British hold on India became increasingly **tenuous** and flimsy.