As a soldier I was never any good at all. Most of the cadets were grumly indifferent soldiers, but I was no good at all. Once General Littlefield, who was commandant of the cadet corps, popped up in front of me during regimental drill and snapped, “You are the main trouble with this university!” I think he meant that my type was the main trouble with the university but he may have meant me individually. I was mediocre at drill, certainly—that is, until my senior year. By that time I had drilled longer than anybody else in the Western Conference, having failed at military at the end of each preceding year so that I had to do it all over again. I was the only senior still in uniform. The uniform which, when new, had made me look like an interurban railway conductor, now that it had become faded and too tight made me look like Bert Williams in his bellboy act. This had a definitely bad effect on my morale.

1Bert Williams was a vaudeville entertainer who did an act in a bellboy uniform that was too small.

Even so, I had become by sheer practice a little short of wonderful at squad maneuvers.

One day General Littlefield picked our company out of the whole regiment and tried to get it mixed up by putting it through one movement after another as fast as we could execute them: squads right, squads left, squads on right into line, squads right about, squads left front into line, etc. In about three minutes one hundred and nine men were marching in one direction and I was marching away from them at an angle of forty degrees, all alone. “Company, halt!” shouted General Littlefield. “That man is the only man who has it right!” I was made a corporal for my achievement.

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**Exercise 1: Context Clues**

Read the passage above, paying special attention to the words in dark type. These are the Master Words you will study in this lesson. As you read, look for context clues in the sentences and paragraphs around each Master Word. Circle any words and phrases that give clues to the meaning of the Master Words.
Exercise 2: Using Context Clues

Fill in the form for each of the Master Words listed below with context clues (if any), your definition, and the dictionary definition. If you have difficulty writing a definition, try using the word in a sentence instead.

1. corps
   Part of Speech: n.
   Context Clues:
   Your Definition:
   Dictionary Definition:

2. drill
   Part of Speech: n.
   Context Clues:
   Your Definition:
   Dictionary Definition:

3. execute
   Part of Speech: v.
   Context Clues:
   Your Definition:
   Dictionary Definition:

4. glum
   Part of Speech: adj.
   Context Clues:
   Your Definition:
   Dictionary Definition:

5. indifferent
   Part of Speech: adj.
   Context Clues:
   Your Definition:
   Dictionary Definition:

6. maneuver
   Part of Speech: n.
   Context Clues:
   Your Definition:
   Dictionary Definition:

7. mediocre
   Part of Speech: adj.
   Context Clues:
   Your Definition:
   Dictionary Definition:

8. morale
   Part of Speech: n.
   Context Clues:
   Your Definition:
   Dictionary Definition:

9. preceding
   Part of Speech: adj.
   Context Clues:
   Your Definition:
   Dictionary Definition:

10. sheer
    Part of Speech: adj.
    Context Clues:
    Your Definition:
    Dictionary Definition:
Exercise 3: Synonyms and Antonyms

Use the synonyms and antonyms in the word list to fill in the blanks except where you see an X.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. glum</td>
<td></td>
</tr>
<tr>
<td>2. corps</td>
<td></td>
</tr>
<tr>
<td>3. drill</td>
<td></td>
</tr>
<tr>
<td>4. mediocre</td>
<td></td>
</tr>
<tr>
<td>5. preceding</td>
<td></td>
</tr>
<tr>
<td>6. morale</td>
<td></td>
</tr>
<tr>
<td>7. sheer</td>
<td></td>
</tr>
<tr>
<td>8. indifferent</td>
<td></td>
</tr>
<tr>
<td>9. maneuver</td>
<td></td>
</tr>
<tr>
<td>10. execute</td>
<td></td>
</tr>
</tbody>
</table>

Word List

- absolute
- neglect
- cheerful
- ordinary
- company
- perform
- concerned
- practice
- following
- previous
- gloomy
- remarkable
- improvisation
- spirit
- limited
- uninterested
- movement

Exercise 4: Sentence Completion

From the Master Words, choose the appropriate word for the blank in each of the following sentences. Write the word in the space provided at the right.

1. Difficult ...?... performed perfectly won the gymnast an Olympic gold medal.

2. Because the troops had received no news from home in several weeks, their ...?... was extremely low.

3. Although the audience applauded loudly after her solo, Alice felt her performance had been only ...?.....

4. Winning a lottery is ...?... luck.

5. The general expected his aides to ...?... his orders precisely.

6. Regular ...?... is the only way to achieve mastery of the keyboard.

7. Fritz hasn’t smiled all week; he’s certainly in (a, an) ...?... mood.

8. Regina pretended ...?..., but she couldn’t hide her interest in the band.

9. The local drum and bugle ...?... was thrilled at being invited to participate in the Tournament of Roses parade.

10. The principal’s statement regarding absences differed from the statement he had made the ...?... day.
Exercise 5: Using Words with Multiple Meanings

The words *drill* and *sheer* have several different meanings depending on how they are used in a sentence. Choose the number of the correct definition for each of the following sentences. Not all of the definitions will be used.

<table>
<thead>
<tr>
<th>drill</th>
<th>sheer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>n.</em> tool for making holes</td>
<td>5. <em>adj.</em> steep</td>
</tr>
<tr>
<td>2. <em>n.</em> training exercise</td>
<td>6. <em>adj.</em> see-through, fine</td>
</tr>
<tr>
<td>3. <em>v.</em> make a hole with a drill</td>
<td>7. <em>adj.</em> complete, pure</td>
</tr>
<tr>
<td>4. <em>v.</em> take part in training exercise</td>
<td></td>
</tr>
</tbody>
</table>

1. The baby squealed in *sheer* delight when she saw her first birthday cake.

2. Schools are required to hold regular fire *drills* to prepare students for an emergency.

3. The math team *drilled* for weeks to prepare for the state competition.

4. An observation deck allowed hikers a safe panoramic view from the top of the *sheer* cliffs.

5. Dentists use different-sized *drills* for removing decay from teeth.

Exercise 6: Analogies

Determine the relationship between the first pair of words below. Then write the Master Word on the blank that would create a similar relationship with the second pair of words. The types of analogies used in this activity are synonyms, antonyms, item/category, and whole/part. (See page 158 for a guide to analogy types.)

1. disclose : confess
2. meaningless : significant
3. aqua : color
4. folly : prudence
5. school : faculty

: former
: cheerful
: attitude
: exceptional
: army

Write About It: Figurative Language (Metaphor)

Thurber wrote, "The past is an old armchair in the attic, the present is an ominous ticking clock, and the future is anybody's guess." Write a sentence expressing your own metaphors for the past, present, and future. Remember that metaphors compare two essentially different things to get at some important shared quality. Use at least three Master Words or words related to the Master Words in your sentence.
## Guide to Types of Analogies in Vocabu-Lit

The chart below contains descriptions and examples of all the types of analogies used in this level of Vocabu-Lit. The statement in italics is a template of a sentence you can use with each type of analogy.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>action/actor or actor/action</td>
<td>The first word is an action; the second word is the person or thing that does the action. ( \text{[First word]} ) is what a ( \text{[second word]} ) does. This could also be constructed in reverse: ( \text{[First word]} ) is someone or something who ( \text{[second word]} ).</td>
<td>teach : teacher :: sew : needle; teacher : teach :: needle : sew</td>
</tr>
<tr>
<td>action/receiver of action</td>
<td>The first word is an action; the second word is a person or thing the action is done to, for, or with ( \text{[First word]} ) is what gets done to/for/with ( \text{[second word]} ).</td>
<td>teach : student :: sew : dress</td>
</tr>
<tr>
<td>adjective/related noun or noun/related adjective</td>
<td>The first word is a quality; the second word is a person or thing known for that quality. ( \text{[First word]} ) is what a ( \text{[second word]} ) is. This could also be constructed in reverse: ( \text{[First word]} ) is known to be ( \text{[second word]} ).</td>
<td>artistic : painter :: cunning : fox; painter : artistic :: fox : cunning</td>
</tr>
<tr>
<td>antonyms</td>
<td>The first word is the opposite of the second word. ( \text{[First word]} ) is the opposite of ( \text{[second word]} ).</td>
<td>hot : cold :: sunny : cloudy</td>
</tr>
<tr>
<td>category/item or item/category</td>
<td>The first word is a category or group of things or people; the second word is an item or example from that group. One example of ( \text{[first word]} ) is ( \text{[second word]} ). This could also be constructed in reverse: ( \text{[First word]} ) is one example of ( \text{[second word]} ).</td>
<td>sports : baseball :: music : jazz; baseball : sports :: jazz : music</td>
</tr>
<tr>
<td>is used to/for</td>
<td>The first word is an item; the second word is a thing you do with that item. You use ( \text{[first word]} ) to ( \text{[second word]} ). This could also be constructed in reverse: You ( \text{[first word]} ) with (a, an) ( \text{[second word]} ).</td>
<td>car : drive :: hammer : pound; drive : car :: pound : hammer</td>
</tr>
<tr>
<td>part/whole or whole/part</td>
<td>The first word is an individual thing or quality; the second word is the whole that the first thing is part of. ( \text{[First word]} ) is one part of ( \text{[second word]} ). This could also be constructed in reverse: ( \text{[First word]} ) is the whole of which ( \text{[second word]} ) is one part.</td>
<td>finger : hand :: slide : playground; hand : finger :: playground : slide</td>
</tr>
<tr>
<td>product/producer or producer/product</td>
<td>The first word is a thing; the second word is the person or thing who made the first thing. ( \text{[First word]} ) is made by ( \text{[second word]} ). This could also be constructed in reverse: ( \text{[First word]} ) makes ( \text{[second word]} ).</td>
<td>milk : cow :: vase : potter; cow : milk :: potter : vase</td>
</tr>
<tr>
<td>subject/student of</td>
<td>The first word is a subject one can study; the second word is the person who studies that subject. ( \text{[First word]} ) is what a ( \text{[second word]} ) studies. This could also be constructed in reverse: A ( \text{[first word]} ) is someone who studies ( \text{[second word]} ).</td>
<td>flower : botanist :: elements : chemist; botanist : flower :: chemist : elements</td>
</tr>
<tr>
<td>synonyms</td>
<td>The first word means about the same thing as the second word. ( \text{[First word]} ) means about the same thing as ( \text{[second word]} ).</td>
<td>tired : fatigued :: nervous : anxious</td>
</tr>
</tbody>
</table>
Glossary of Definitions

Definitions and parts of speech of these Master Words are based on the usage in the selection in which it appears.

academy n. school; place of learning [20]
accompany v. to help; to aid [4]
acquainted adj. used to; familiar [1]
acquire v. to gain; to procure [14]
acheau interj. French word used at parting; good-bye [24]
adjust v. to change; to fix something so that it fits or is suited [1]
adorn v. to add beauty to; to make more attractive, especially by use of ornaments [222]
affecting adj. causing emotion; moving [11]
aide n. one who assists a superior [5]
clair v. come to rest; land [17]
allotted adj. (a crime or action) said to have taken place; claimed [28]
alter v. to change; to modify [1]
alternation n. change [23]
alternative n. one of two or more choices [18]
ambiguous adj. not clear; having more than one meaning [25]
ambience v. walk leisurely; saunter [27]
ambivalent adj. friendly [23]
analysis n. the process of discovering the qualities and components of something; scrutiny [21]
annoying adj. disturbing or irritating [3]
anthem n. a song of praise; a patriotic song [8]
apparent adj. seeming; supposed [20]
appalling adj. showing approval; approving [5]
apprehended adj. understood; perceived [26]
apprise v. to inform; to notify [11]
appropriate v. to take for your own purposes; to steal [20]
aspiring adj. trying to achieve something; desiring; hoping [28]
assert v. agree; concede [1]
assemblage n. process of being absorbed into a culture; acculturation [3]
asume v. to take upon oneself [5]
assumption n. something that is taken for granted; belief [4]
attentation n. satisfaction or reparaction for a wrong; amends [23]
attracted adj. have a sense of connection with a person, thing, or place; bound [19]
attribute v. to credit; to ascribe to [26]
authority n. a person having power or control; an official [19]
benefitting adj. appropriate; suitable [14]
benign adj. beneficial; not harmful [29]
biography n. a work about a person [20]
borne v. past participle of bear; to carry; to endure [14]
bound adj. tied; in bonds; wrapped [17]
boundless adj. having no limits; vast [13]
brief adj. lasting a short period of time [17]
capricious adj. sudden change of mind or of behavior; impulse [15]
career n. the course of a person's life, especially in a particular pursuit or profession [5]
cessation n. stop; pause [25]
chronic adj. continuing over a period of time or frequently recurring; lingering; continual [7]
chrysalis n. the hard outer case of the pupa of an insect; a transitional state [4]
clause n. part of a legal document; an article in a treaty or constitution [12]
code n. a set of rules used to translate information from one system to another [25]
coin v. to come up with a new word or phrase [26]
command n. rule; law; demand [13]
commence v. to start; to begin [7]
commission n. a group of people given a certain task to complete; committee [6]
compliant adj. obedient to rules and laws; submissive [12]
component n. a part of something; an element [21]
conceit n. arrogance; an excessive pride in one's accomplishments and abilities [23]
concept n. a general idea; a mental construct [18]
confined adj. limited in scope; restricted [30]
conformity n. action in accordance with some specified standard or authority [3]
consent n. agreement; approval [15]
consult v. to ask for advice; to seek information [2]
contribution n. a gift; effort made in common with others; participation [5]
conventional adj. based on what is normal; accepted; traditional [22]
occurring adj. relating to means or way of adjusting to situations [3]
corps n. a group of people under common leadership [10]
courteous adj. marked by good manners; considerate [27]
cove n. a sheltered area; in a forest; also, a small sheltered bay [29]
curator n. a person who oversees a museum or art collection [20]
debris n. litter; rubble [29]
deceptive adj. tending to mislead by a false appearance; misleading [18]
deem v. to consider; to think [11]
defect n. an imperfection; a fault [2]
defection n. the act of turning from one's loyalty, duty, friends, etc. [9]
definitive adj. being the most complete or most accurate; authoritative [20]
demur v. disagree; object on the basis of values or morals [11]
departure n. a moving away from the norm; a change [22]
dependence n. state of needing help from someone; reliance [11]
derivative adj. characterized by ridicule, mockery, scornful laughter [16]
despair v. give up; surrender [15]
detachment n. an attitude of disinterest or aloofness [27]
device v. to make; to create [15]
dialect n. language particular to a certain location; here used as adj. [26]
directive n. command; instruction [25]
discerning adj. clear-eyed; perceptive [1]
discipline n. training which strengthens the character; controlled behavior [7]
disclose v. to expose or reveal; to make known [9]
disinterested adj. not influenced by selfish desire; detached [23]
dispel v. to send off [11]
disperse v. to spread out from a point; [physics] divide into parts [21]
displace v. to take the place of something; to dislodge [26]
disposal n. control or command, as of funds or goods to be given out [9]
disposition n. attitude; state of mind [14]
disrupt v. to cause to break apart or stop; to disturb [29]
dissonant adj. lack of harmony; harsh sounding [13]
distinct adj. separate; unequal [14]
diverge v. to move in different directions from a common point [18]
drill n. strict training involving much repetition [10]
economic adj. relating to the production, distribution, and use of wealth; financial [30]
relation n. state in which the spirits are high, as from joy [16]