

POWERFUL VOCABULARY FOR READING SUCCESS

Student's

Edition

Grade



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POWERFUL VOCABULARY FOR READING SUCCESS

**STUDENT'S EDITION
GRADE 6**

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Context Clues

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1 Nouns to Know

Read Words in Context

Vocabulary Words

attorney	objection
circumstance	occupant
conference	ordeal
conviction	popularity
enterprise	privilege
investigation	session
justice	threshold
license	

Word Learning Tip!

A **noun** names a person, a place, a thing, a quality, or an idea. The main noun is usually the subject of the sentence and tells who or what the sentence is about. Nouns may be singular or plural. Most plural nouns end in -s. You can use these clues to find the meaning of many unknown words.

Vocabulary Building Strategy

Use Context Clues You can find the meaning of an unfamiliar noun by thinking about all the meanings in the noun's context. All the words and sentences near the noun make up its context. You can also think about the meaning of the passage as a whole. This will help you determine a noun's meaning.



The Trial

The **attorney** for the defense stood before the jury. The courtroom was hushed. The judge leaned forward, waiting for the gray-suited young lawyer to speak.

“Ladies and gentlemen,” he began, “Ms. Bolton has been accused of driving without a **license**. The fact is, she has a driver’s license, which permits her to drive a car. She merely left it home on the day a police officer stopped her. Because of this small mistake, she has been put through a terrible **ordeal**, including a police **investigation** with the police searching for the facts.”

“If this trial results in a **conviction** and Ms. Bolton loses her license, she will be unable to continue the business **enterprise** she recently started: a driving service for the disabled. Would that be **justice**? Would it be fair to anyone? No, it would be a truly sad **circumstance**, a truly unfortunate state of affairs. Ms. Bolton is a careful driver who is mindful of the **occupants** in her car. These people, as well as Ms. Bolton, would be hurt by this decision.

“Driving is a **privilege**, not a right. Not everyone deserves it. People who misuse a privilege should have it taken from them. Ms. Bolton has not misused this privilege.

“Justice is not about **popularity**. If you don’t like me because I have been loud in my **objections** during this trial, don’t take it out on Ms. Bolton. She is a good citizen whose business is just on the **threshold** of success. She is on the brink of making her enterprise pay off. When you go into the jury room for your **conference** at the end of this court **session**, please vote not guilty.”



Connect Words and Meanings

attorney	conviction	justice	occupant	privilege
circumstance	enterprise	license	ordeal	session
conference	investigation	objection	popularity	threshold

Directions Find the vocabulary word that fits each definition below. Write it on the line. You may use the glossary at the back of the book to help you.

Definition

Word

- | | |
|---|-------|
| 1. a difficult and painful experience | _____ |
| 2. a careful search for facts | _____ |
| 3. fair treatment | _____ |
| 4. a statement or feeling of dislike or disapproval | _____ |
| 5. being well-liked or having lots of friends | _____ |
| 6. a document giving official permission
permission to do something or own something | _____ |
| 7. a meeting of a group to discuss work; a period of
time set aside to work on a specific activity | _____ |
| 8. the beginning point of something | _____ |
| 9. comes after one is found guilty in a trial | _____ |
| 10. someone who fills a position or lives in a place | _____ |

1 Nouns to Know

Connect More Words and Meanings

attorney	conviction	justice	occupant	privilege
circumstance	enterprise	license	ordeal	session
conference	investigation	objection	popularity	threshold

Directions Write the letter of the correct definition in the blank before each word. You may use the glossary or a dictionary to help you.

11. _____ circumstance A. a special right or advantage
12. _____ conference B. a lawyer
13. _____ attorney C. an event, situation, or fact
14. _____ privilege D. a project or business venture
15. _____ enterprise E. a formal meeting for discussion

Directions Use your knowledge of word meanings to complete each item below.

16. This word tells the result of a jury finding a defendant guilty but it also means a strong belief in something. _____
17. This word is something a lawyer might say but it is also an expression of dislike or disapproval. _____
18. This word can refer to the beginning of something but it can also mean a doorway. _____
19. This word can refer to a business or project but it also means an adventurous spirit or gumption. _____
20. You would get this if you wanted to drive a car or own a dog. _____



You Be the Jury! Imagine that you are a member of the jury in Ms. Bolton's case. You are to discuss the case in the jury room. Jot down some facts of the case and your opinions. (Make up more facts if you wish!) Use at least four vocabulary words and underline them.

Use Words in Context

attorney	conviction	justice	occupant	privilege
circumstance	enterprise	license	ordeal	session
conference	investigation	objection	popularity	threshold

Directions Judge Solomon Davidson printed out his speech this morning but, unluckily, at lunchtime he got ketchup stains all over the paper. The blanks show where the ketchup stains are. Choose the word that fits in each sentence. Write your answer in the blank.

Ladies and gentlemen of the jury, ever since I got my **(1)** _____ (*enterprise, license, justice*) to practice law as an **(2)** _____ (*attorney, occupant, investigation*) in this great state, I have been deeply concerned with issues of fairness and rightness—that is, of simple **(3)** _____ (*justice, conference, popularity*). Today, as the **(4)** _____ (*session, occupant, threshold*) of this bench in this courtroom, I would like to open this **(5)** _____ (*ordeal, circumstance, session*) of the court with a reminder to you. It is your duty to be jurors, but it is also a special **(6)** _____ (*privilege, conviction, license*) of our democracy, which you should greatly value. You should not view it as a painful **(7)** _____ (*ordeal, investigation, objection*) you want to get over with. Remember, this trial began only after a long **(8)** _____ (*investigation, conference, privilege*) by the police, who examined and questioned every aspect of the case. Every little fact and event—every **(9)** _____ (*circumstance, objection, enterprise*) no matter how small—may hold the key to this case. In the jury room, take all the time you need to discuss every aspect of this case fully. You are on the **(10)** _____ (*threshold, conviction, justice*) of making a decision that will change someone’s life. Act wisely.



Play a Courtroom Scene Work with four other students. Invent a court case you think could happen or is imaginary. Then improvise a scene in which the five of you play the roles of attorney, judge, accused person, witness, and juror. Include in your script five or more of your vocabulary words. Of course, use other nouns as well.

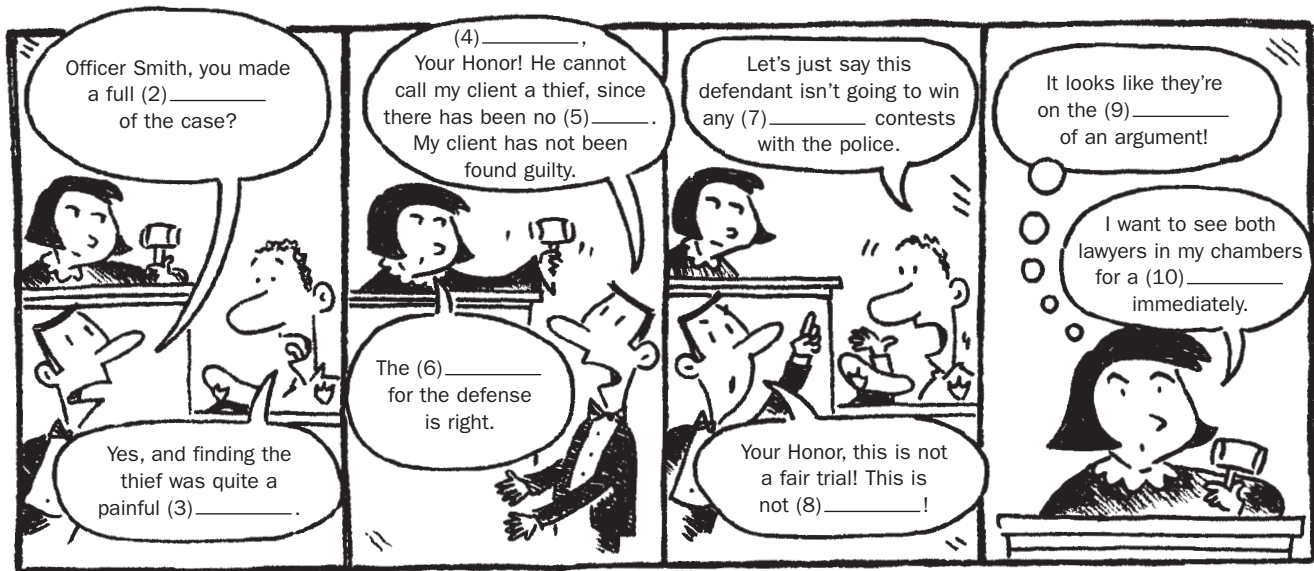
1 Nouns to Know

Put Words Into Action

attorney	conviction	justice	occupant	privilege
circumstance	enterprise	license	ordeal	session
conference	investigation	objection	popularity	threshold

Directions Help the cartoonist complete the comic strip. Choose a vocabulary word to fit in each blank. Write your answers on the numbered lines under the comic strip.

The court is now in (1) _____.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Be a Cartoonist Make up a comic strip of your own with three or more frames. Try to use some of the vocabulary words you did not use above. Your cartoon can be on any subject.

Review and Extend

attorney	conviction	justice	occupant	privilege
circumstance	enterprise	license	ordeal	session
conference	investigation	objection	popularity	threshold

Learn

More!

The **plural** of a noun is the form it takes when it refers to two or more items.

Kind of Noun	How to Form Plural
most nouns	add -s
nouns ending in <i>s, z, x, sh, or ch</i>	add -es
nouns ending in a consonant followed by <i>y</i>	changes <i>y</i> to <i>i</i> and add -es
nouns ending in a vowel followed by <i>y</i>	add -s

Directions Charmaine is sitting in a courtroom, watching how trials work. She tries to write a description of what she saw. To help her, write the correct vocabulary word in the blank at the left to replace each of the boldface descriptions. Use the word in its **plural** form.

- _____ 1. At a trial it is important for the jury to hear about all the **events that relate to and play a role** in the case.
- _____ 2. I saw one trial where the defendant had already had two **decisions of guilty** in the past.
- _____ 3. I noticed that some lawyers stand up to raise **statements of disagreement**, but others do so sitting down.
- _____ 4. I believe that being a lawyer is one of the greatest **special advantages** a person in our democracy can have.
- _____ 5. The judge kept calling the lawyers up to his bench for private **meetings for discussion**.
- _____ 6. The **lawyers** did not look very happy after these meetings.



Plurals and More Plurals Continue Charmaine's notes about the trial. Include as many vocabulary words as you can in their plural forms. Use your imagination to picture what happens.

1 Nouns to Know

Check Your Mastery

Directions Choose the word that best fits in each sentence. Write it on the line.

1. One year after starting her business, she found herself on the _____ (*enterprise, threshold, session*) of success.
2. To gain _____ (*privilege, ordeal, popularity*) with others, be nice to them and show an interest in things they like.
3. The _____ (*attorney, objection, investigation*) at the defendant's table was dressed in a gray suit and red tie.
4. The four partners held a _____ (*conviction, circumstance, conference*) to decide what to name their company.
5. The test had been such a painful _____ (*investigation, license, ordeal*), she could hardly believe she got an A.
6. The suspect asked the police officer, "Am I under _____ (*license, investigation, attorney*) for the crime?"
7. Opening a bookstore on this street corner would be a wonderful new _____ (*popularity, conviction, enterprise*).
8. In the judge's opinion, _____ (*justice, session, objection*) was a more important value than popularity.
9. Lia was given the _____ (*occupant, privilege, circumstance*) of raising the flag every morning.
10. The teacher held a special after-school _____ (*privilege, enterprise, session*) for students who wanted to catch up on work they had missed.

Read Words in Context



First Contact

What if you were on the first spaceship ever to **encounter** life on another planet? Suppose you are a reporter who has **accompanied** the crew on their journey. You go with them because you want to get a good story, so what do you do?

You watch and listen to everything that goes on; you try to **overhear** secret conversations. When the captain tells you she can't answer one of your questions, you **persist** by asking it again and again. The captain **dominates** the ship: she is the boss; her word is law. But she **appreciates** or understands the fact that your job is to find out things and report them to the public.

The ship lands on a hot, dry planet whose blazing sun **scorches** the sandy red land. "I need your advice. What do you **recommend** that we do?" the captain asks her chief scientist.

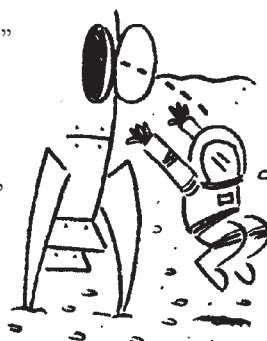
"The plan I **propose** is that we go outside and scout around," the scientist says. "I suggest we do this to **determine** whether or not there's life out there."

"If we find intelligent beings, we must be careful not to **interfere** with their way of life. We can't disturb things," the captain says. "And when the scouts return, we must **isolate** them. We have to separate them in case they have caught any germs."

The captain forms a scouting party—and she asks you to join it! Soon you find yourself in a spacesuit, walking on soft, hot sand. You experience two feelings that you would like to **quench**: thirst and curiosity. Can you satisfy them?

You walk and walk. "There's nothing here," one of the scouts says in despair.

"Don't worry," you say, trying to **console** him. "At least it doesn't look dangerous." Then, as you come to the top of the hill, your heart pounds wildly and your interest suddenly **revives**. You feel renewed excitement. "Look!" you cry. "Look at that group of huts below!"



Vocabulary Words

accompany	overhear
appreciate	persist
console	propose
determine	quench
dominate	recommend
encounter	revive
interfere	scorch
isolate	

Word Learning Tip!

A **verb** is a word that shows an action, a state of being, or a feeling. A verb often follows the noun or pronoun. Common verb endings include *-s*, *-es*, and *-ing*. Sometimes, a verb follows a helping word such as *do*, *can*, *could*, *might*, *would*, *may*, or *shall*.

Vocabulary Building Strategy

Use Context Clues Use the context—the surrounding words and phrases—to determine the meaning of a verb. Ask yourself "What is happening? What action is being performed? What state of being, or feeling, is being described?" Look at the nouns and the other words in the sentence to answer your questions.

Connect Words and Meanings

accompany	determine	interfere	persist	recommend
appreciate	dominate	isolate	propose	revive
console	encounter	overhear	quench	scorch

Directions Read each definition below. Circle the word that matches each definition. You may use your dictionary or the glossary to help you.

- to go somewhere with someone
 encounter overhear accompany
- to burn; to dry or discolor using heat
 quench scorch isolate
- to keep on doing something in spite of warnings or obstacles
 persist determine appreciate
- to put out (as fire with water); to satisfy
 persist scorch quench
- to come upon; to meet, especially unexpectedly
 recommend encounter dominate
- to separate something from everything else;
 to keep things separate
 dominate isolate interfere
- to suggest or present a plan
 propose console revive
- to hear something not meant for your ears
 persist recommend overhear



Continued on next page

Connect More Words and Meanings

accompany	determine	interfere	persist	recommend
appreciate	dominate	isolate	propose	revive
console	encounter	overhear	quench	scorch

Directions Continue the activity. Read each definition below. Circle the word that matches each definition. You may use your dictionary or the glossary to help you.

- 9.** to value or think well of; to understand
 accompany appreciate encounter
- 10.** to find out for certain; to decide
 console overhear determine
- 11.** to control or rule; to be the most important
 accompany dominate isolate
- 12.** to come back to life; to give new strength and freshness to
 revive quench recommend
- 13.** to get involved in a situation that has nothing to do with you; to get in the way
 propose appreciate interfere
- 14.** to suggest or advise
 encounter scorch recommend
- 15.** to comfort; to ease the sadness or disappointment of
 scorch console appreciate



Write Examples Imagine that you are the first human to contact intelligent beings from another planet. You are teaching the space creatures English. You want to teach them the verbs on the vocabulary list. It just so happens that these space creatures learn best when they are given examples. They like to visualize how each new word would be used in a specific earthly situation. Pick three verbs and explain each by writing two or more examples showing how earthlings might use the word.

Use Words in Context

accompany	determine	interfere	persist	recommend
appreciate	dominate	isolate	propose	revive
console	encounter	overhear	quench	scorch

Directions Write the vocabulary word that best answers the question.

- If you were very thirsty, what would you want to do with your thirst?
I would want to _____ my thirst.
- If an astronaut looked around for intelligent beings on a planet and these beings suddenly appeared, what would the astronaut do?
The astronaut would seek out or want to _____ the creatures.
- A spaceship carrying vital supplies tries to dock with another spaceship. It fails. What should the captain do next?
The captain should _____ in trying.
- Two alien creatures are fighting for power. What does each want to do?
Each wants to _____ the other.
- An astronaut finds a strange lump of alien matter. What must she find out?
She must _____ whether it is alive.
- An astronaut is scared to visit an alien village. What does this astronaut ask another astronaut?
“Will you please _____ me or go with me to that alien village?”
- An astronaut collects a sample of alien germs. What must the astronaut do?
The astronaut must _____ the sample from contact with the crew.
- A spaceship lands on a war-torn planet. What does the captain tell the crew?
“We must not _____ in the wars of this planet.”




Picture a Planet Sketch a scene in which astronauts land on another planet. Use your imagination to create any kind of planet and any kind of creatures you wish. Then write a one-paragraph story to describe your scene. Use at least five of your vocabulary words.

Put Words Into Action

- | | | | | |
|------------|-----------|-----------|---------|-----------|
| accompany | determine | interfere | persist | recommend |
| appreciate | dominate | isolate | propose | revive |
| console | encounter | overhear | quench | scorch |

Directions Look at the picture in the left-hand box and decide what action is being shown. On the lines in the right-hand box, write the correct verb for that action and the reason that verb fits the picture.

	The verb is (1) _____ because (2) _____ _____ _____
	The verb is (3) _____ because (4) _____ _____ _____
	The verb is (5) _____ because (6) _____ _____ _____
	The verb is (7) _____ because (8) _____ _____ _____
	The verb is (9) _____ because (10) _____ _____ _____

 **Picture Verbs in Action** Continue the above activity using the verbs that have not been used yet. For each verb, create a sketch showing how the verb could be used, and then write “The verb is _____ because _____.” Fill in the blanks or give the paper to a friend to complete while you complete your friend’s blanks.

Review and Extend

accompany	determine	interfere	persist	recommend
appreciate	dominate	isolate	propose	revive
console	encounter	overhear	quench	scorch

Learn

More!

The time when a verb's action occurs is called the verb's <i>tense</i> . A verb's tense is shown in its ending.	Present Tense <i>(happening now)</i>	Past Tense <i>(already happened)</i>	Ongoing Action <i>(still happening)</i>
	(add -s when using a noun or the pronouns <i>he, she, or it</i>)	(add -d or -ed)	(add -ing)
	he talks she dances	he talked she danced	he is talking she is dancing

Directions Each phrase below is the stem of a sentence. Complete each sentence using the verb in parentheses. The context will give you a clue about what tense of the verb you should use.

- The captain was very sad because we didn't find any living creatures, so _____
_____. (console)
- When you're tired after a long day of searching for aliens, _____
_____. (revive)
- If the captain _____
_____, then we will do so. (recommend)
- Thousands of years ago on that strange planet, _____
_____. (dominate)
- Our captain won't give up and keeps _____
_____. (persist)



Use Verbs to Expand Sentences Make up your own sentence beginnings for five other vocabulary words. Remember that each sentence stem must fit the meaning of the verb you choose. Use the sentence stems above as models.

Check Your Mastery

accompany	determine	interfere	persist	recommend
appreciate	dominate	isolate	propose	revive
console	encounter	overhear	quench	scorch

Directions Circle the letter of the correct answer.

- Human beings believe that they are the most important species on Earth. In other words, human beings believe that they _____.
 - encounter the Earth
 - dominate the Earth
 - propose the Earth
 - isolate the Earth
- It may be harmful to get in the way of other creatures' lives. Therefore, a good rule for visiting other planets might be, "Don't _____."
 - persist
 - determine
 - overhear
 - interfere
- If you enjoy and value creatures different from yourself, what do you do?
 - accompany them
 - quench them
 - appreciate them
 - scorch them
- Two space probes fly from Earth to Mars at the same time. The two probes _____.
 - accompany each other
 - determine each other
 - isolate each other
 - recommend each other
- If you travel too close to the Sun, it will _____.
 - quench you
 - console you
 - revive you
 - scorch you

Directions Match each verb on the left to the action it describes on the right.

- | | |
|-------------------|---|
| 6. ____ console | A. to come upon; to meet |
| 7. ____ determine | B. to separate something from something else |
| 8. ____ encounter | C. to keep on doing something |
| 9. ____ persist | D. to give comfort; to listen to someone's problems |
| 10. ____ isolate | E. to find out for certain; to decide |

Read Words in Context

Vocabulary Words

acquire	hoard
appoint	inherit
banish	overlap
browse	penetrate
disappear	proclaim
disgrace	retrieve
exaggerate	swivel
foresee	

Word Learning Tip!

A **verb** is a word that shows action, a state of being, or feeling. A verb may end in *-s*, *-ed*, or *-ing*. Just like a noun, a verb can be singular or plural. The form, or number, of a verb must agree with the form, or number, of its subject.

Vocabulary Building Strategy

Use Context Clues You can find the meaning of a verb you don't know by reading and thinking about the verb's context. The nouns and other words around the unfamiliar verb can help you answer the question "What action is being described?"

READ!

Letter to the Editor

Recently our mayor **appointed** a group of people to discuss how to improve this city. By naming these people, the mayor made a strong statement. She **proclaimed** to all that she is serious about improving the quality of life in our town. I



will **foresee** that in the future this work will have good results.

There is one problem I would like this committee to address: the junkyards that line Northern Highway. I want this eyesore to **disappear** from our town—to go away and never return. These ugly yards **disgrace** our city; they make me ashamed to bring visitors to that part of town. There are at least six junkyards in a row on that road—this figure is accurate; I am not **exaggerating** the number. In fact, because there are no fences separating the junkyards, they **overlap** so that the whole stretch seems like one huge junk city. The yards are so thick with trash that if you try to walk through one, you can barely **penetrate** or force your way through the junk to get to the middle. Certainly, there is no room to **browse**, or wander around looking at things. A friend of mine once threw out a nice chair, the kind that **swivels** around. I thought I might **retrieve** it, take it home, and fix it up. But when I tried to locate it in the junkyard, I could barely move, much less find what I wanted.

How did these junkyards arise? Some people **hoard** their goods for years. They never throw anything out. Others **inherit** things from their parents or grandparents and don't want to get rid of them. But at last, the things they have **acquired** can no longer fit into their houses. So finally the unwanted items get sent to the junkyard.

Junkyards arose to take care of the problem of getting rid of too much stuff. But now, the yards themselves *are* the problem. I say, let's get rid of them—let's **banish** them from our town.

Connect Words and Meanings

acquire	browse	exaggerate	inherit	proclaim
appoint	disappear	foresee	overlap	retrieve
banish	disgrace	hoard	penetrate	swivel

Directions Match each verb in the left-hand column with its definition in the right-hand column. Write the letter of the definition in the blank by the word.

- | | | |
|-------|----------------------|---|
| _____ | 1. proclaim | A. to receive something from someone after he or she dies |
| _____ | 2. browse | B. to go out of sight, vanish |
| _____ | 3. inherit | C. to store up and keep; to collect things |
| _____ | 4. exaggerate | D. to look through something casually |
| _____ | 5. appoint | E. to announce something publicly |
| _____ | 6. disappear | F. to choose someone for a job or position |
| _____ | 7. retrieve | G. to bring shame upon; to make people feel ashamed |
| _____ | 8. disgrace | H. to get rid of; to send someone away |
| _____ | 9. banish | I. to make something seem bigger or better than it really is |
| _____ | 10. hoard | J. to bring something back or get something back |

Bonus Write a sentence using two of the vocabulary words.

Continued on next page

3 More Verbs to Know

Connect More Words and Meanings

acquire	browse	exaggerate	inherit	proclaim
appoint	disappear	foresee	overlap	retrieve
banish	disgrace	hoard	penetrate	swivel

Directions In the boxes, write the vocabulary verb that fits each meaning. Notice that some of the boxes have numbers under them. Use these letters at the end of the activity to identify a mystery word.

- 11.** to force your way into; to go inside or through something

□	□	□	□	□	□	□	□	□
		2					3	

- 12.** to predict or see beforehand

□	□	□	□	□	□	□
			7			

- 13.** to turn or rotate on a spot

□	□	□	□	□	□
8		4			

- 14.** to extend over or cover part of something else

□	□	□	□	□	□	□
						1

- 15.** to get or obtain

□	□	□	□	□	□	□
		5	6			

Bonus Now write the numbered letters in the boxes below. You will identify a word for old and valuable things that you might find in a junkyard.

□	□	□	□	□	□	□	□
1	2	3	4	5	6	7	8



Illustrate Words Choose four of your vocabulary words. Write each word and draw a picture beside it to illustrate it. For example, you might draw a boy spinning on a stool to illustrate the word *swivel*.

Use Words in Context

acquire**browse****exaggerate****inherit****proclaim****appoint****disappear****foresee****overlap****retrieve****banish****disgrace****hoard****penetrate****swivel**

Directions Answer each question below with a complete sentence that uses the boldface verb.

1. If you were mayor of your town, what would you like to **proclaim** to one and all?

2. Imagine you are exploring a junkyard. What might you want to **retrieve** from it and why?

3. How would you feel after you **swivel** on a stool? _____

4. What is one thing you **foresee** happening in the near future? _____

5. In what kind of place are you most likely to **browse**? _____

6. Imagine you won five hundred dollars. What would you like to **acquire** if you could, and why? _____

7. Why do you suppose some people like to **hoard** things? _____

8. What is something that people often **exaggerate**? _____



Create a Word Web

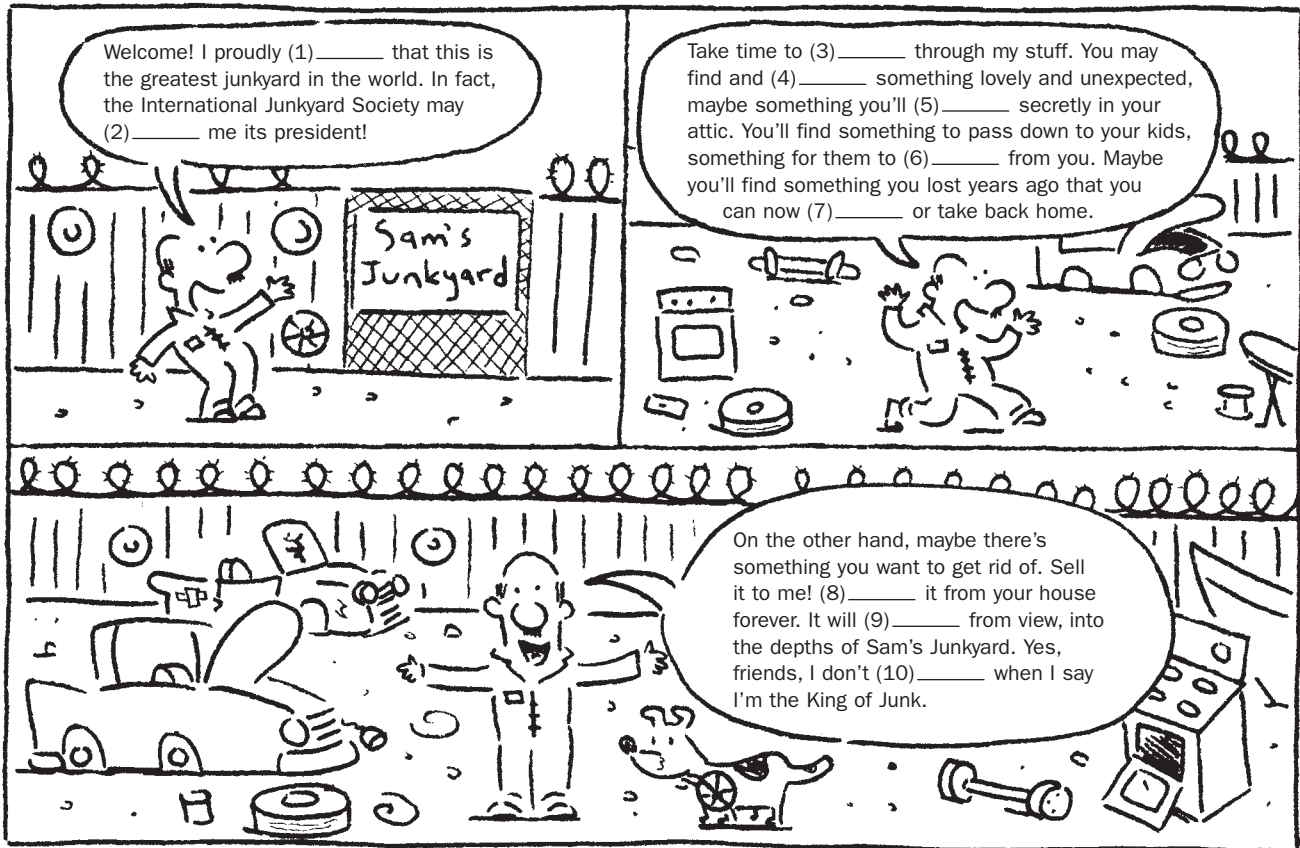
Choose one of your vocabulary words. Write this word in the center of the Word Web Graphic Organizer. Then brainstorm a list of nouns that go with this verb. For example, if you choose the verb *exaggerate*, brainstorm a list of things you can exaggerate. If you choose the verb *hoard*, brainstorm a list of things you can hoard. Write these nouns in the outer circles of the web.

3 More Verbs to Know

Put Words Into Action

- | | | | | |
|---------|-----------|------------|-----------|----------|
| acquire | browse | exaggerate | inherit | proclaim |
| appoint | disappear | foresee | overlap | retrieve |
| banish | disgrace | hoard | penetrate | swivel |

Directions Sam, the owner of Sam's Junkyard, persists in talking to his customers until they buy something. In the blanks under the cartoons, write the verbs that are missing in Sam's sales pitches.



- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | |
| 4. _____ | 8. _____ | |

★ Draw It! Draw a place you are familiar with, or a place you imagine. It might be a place you like or a place you don't like. Put a character in the scene (perhaps yourself) who shows the place to the reader, using speech balloons to show what the character says. Have your character use at least four vocabulary words.

Review and Extend

acquire	browse	exaggerate	inherit	proclaim
appoint	disappear	foresee	overlap	retrieve
banish	disgrace	hoard	penetrate	swivel

Learn

More!

A verb should agree with its subject in **number**. If the subject of a sentence is singular, the verb that goes with this subject must be singular. If the subject is plural, the verb must be plural.

Singular Verb Agreeing with Singular Subject

Linda **paints** a picture.

Plural Verb Agreeing with Plural Subject

The students **paint** a picture.

Directions You are writing a letter to the editor about the problem of litter on the streets. Choose the right verb to fit in each sentence. Make sure the verb agrees in number with the noun that is the subject. Write the verb in the blank.

1. A well-run community is one that has no unsightly litter. It's a community from which litter _____ quickly from the streets.
2. I do not _____ or stretch the truth when I say that our community has one of the worst litter problems I have ever seen.
3. Sometimes on windy days umbrellas are blown from people's hands. If people _____ the broken umbrellas and throw them in the trash cans, the umbrellas won't litter the streets.
4. The boundaries of my neighborhood _____ with the next neighborhood. This means that it is not clear what trucks should pick up the garbage and so often the garbage is not collected.
5. This litter problem in our community is shameful. A town _____ itself when it allows unsightly litter to pile up.



Find Vivid Verbs

Some verbs can create strong pictures of what is happening. For example, the word *hoard* can create a much more vivid picture than the verb *save*, and the word *swivel* can create a much more vivid picture than the word *turn*. Look through magazines, newspapers, textbooks, and your favorite novels to find five vivid verbs. In your personal word journal, copy the sentence in which you find each verb. Also tell what each verb means.

3 More Verbs to Know

Check Your Mastery

Directions Answer each question in a complete sentence that uses the correct verb. Write your answers in the blanks.

1. If you announce an important decision, do you **penetrate** it or **proclaim** it?

2. If you turn around in a circle, do you **swivel** or **overlap**? _____

3. If you tell someone, "Get out of my sight," do you **appoint** the person or **banish** the person? _____

4. If you buy a new pen to use, do you **acquire** it or **hoard** it? _____

5. If you have a feeling that something good is going to happen tomorrow, do you **foresee** it or do you **exaggerate** it? _____

Directions Complete each sentence below. Write your answers in the blanks. Use each word in boldface in each of your sentences.

6. Name one reason you might be happy to **inherit** something. _____

7. Name one thing a dog could be trained to **retrieve**. _____

8. Name one way an athlete might **disgrace** his or her team. _____

9. Name one way you could make a problem **disappear**. _____

10. Name one place where you might like to **browse**. _____

Read Words in Context



The Redwood Forest's Secrets

The redwood forest is **lush**, with green, thick, and healthy plant life. It is of **considerable** size, with almost 200 miles of walking trails. With its grand old redwood trees, rivers, streams, and hundreds of animal species, it is one of the most splendid and **magnificent** places in the world.

The **majestic** redwood tree is a grandly beautiful tree that can grow to a height of 367 feet and regularly reaches the age of 600 years. Around its roots, ferns grow, looking **flimsy** and soft, but they are actually tough and hardy.

Although the forest is quiet, it is not silent. Repeatedly throughout the day, there is a **continual** low murmur made up of the chirping of birds, creaking branches, and buzzing insects. The sound of a woodpecker rapping at a tree is enjoyable. The woodpecker is **insistent**—he taps, taps, taps, demanding attention, with a regular rhythm. Even higher up, a blue jay, happy in the bright sunlight, gives a sharp, **jubilant** cry.

Under the trees, **rowdy** squirrels play noisily in the leaves and fight over tidbits of food. Other **obscure** noises come from behind the trees. What could these faint, indistinct sounds be? Perhaps somewhere under cover, a mountain lion watches, **secretive**, out of sight of its prey, its **sinister** purpose known only to the beast itself. There is no kindness or pity in its eyes. When it pounces, it will not be **merciful**.

The redwood forest needs to be protected. It is important that people be **resolute** or determined to keep the redwood forest healthy. One way to be **supportive** of this cause is to encourage people to never leave litter behind when they visit. Protecting the forest will ensure that the redwoods will continue to grow and bring joy to the many people who visit every year from all over the world. Their presence is a gift of nature for which to be thankful.



Vocabulary Words

considerable	merciful
continual	obscure
flimsy	resolute
insistent	rowdy
jubilant	secretive
lush	sinister
magnificent	supportive
majestic	

Word Learning Tip!

An **adjective** is a word that describes a noun. It comes before the noun or after a linking verb. It gives a detail that tells more about the noun. For example, *house* is a noun. Reading it, you see a general mental image of a house. *Red* is an adjective. When you read the phrase *red house*, you form an exact mental image. By identifying that an unknown word is adjective, you have a clue to its meaning. Adjectives often end in *-able*, *-al*, *-y*, *-ant*, *-ent*, *-ful*, *-ic*, or *-ive*.

Vocabulary Building Strategy

Use Context Clues When a new word is an adjective, the most useful context clue to look for is the noun that the adjective describes. Also look for any other adjectives or descriptive words.

4 Adjectives to Know

Connect Words and Meanings

considerable	insistent	magnificent	obscure	secretive
continual	jubilant	majestic	resolute	sinister
flimsy	lush	merciful	rowdy	supportive

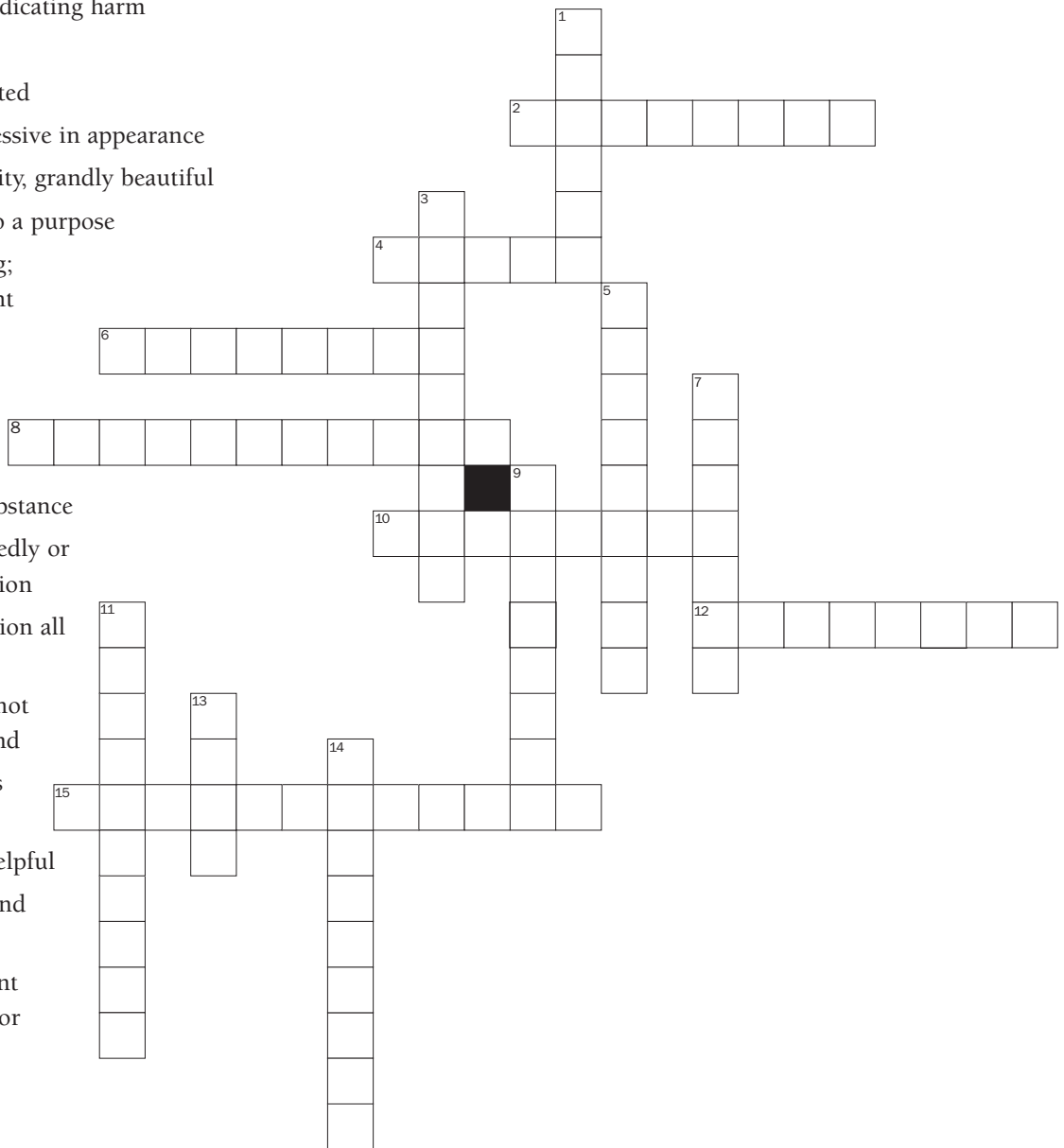
Directions Use the clues below to complete the crossword puzzle. You may use the glossary in the back of the book to help you.

Across

- 2. threatening or indicating harm
- 4. wild and noisy
- 6. happy and delighted
- 8. splendid or impressive in appearance
- 10. having great dignity, grandly beautiful
- 12. firm in keeping to a purpose
- 15. worth considering;
fairly large amount

Down

- 1. thin or weak;
without much substance
- 3. happening repeatedly or
without interruption
- 5. demanding attention all
the time
- 7. not well known, not
easy to understand
- 9. showing kindness
and compassion
- 11. giving support; helpful
- 13. growing thickly and
healthily
- 14. tending to be silent
about something or
to conceal things



Connect More Words and Meanings

considerable	insistent	magnificent	obscure	secretive
continual	jubilant	majestic	resolute	sinister
flimsy	lush	merciful	rowdy	supportive

Directions In the blank by each definition, write the adjective that matches it. You may use the glossary to help you.

1. relentless; not giving up _____
2. splendid; grand _____
3. loud; noisy _____
4. tight-lipped; sly _____
5. hidden; unknown _____
6. frail; weak _____
7. steady; constant _____
8. kind; generous;
showing mercy or forgiveness _____
9. determined; firm _____
10. menacing; threatening _____



Write a Descriptive Passage List details about a few beautiful places that you have visited. In your personal word journal, write a description of your favorite place. Think about the plants you saw, the sounds you heard, and how you felt about being there. Use at least four vocabulary words and four new adjectives in your description.

4 Adjectives to Know

Use Words in Context

considerable	insistent	magnificent	obscure	secretive
continual	jubilant	majestic	resolute	sinister
flimsy	lush	merciful	rowdy	supportive

Directions Write a sentence responding to each item below. Use the boldface adjective in your response.

- Name two people or places that you think are **magnificent**. _____

- Name two occasions that might make you **jubilant**. _____

- Name two situations in which you are likely to be **insistent**. _____

- Name two places where plant life would most likely to be **lush**. _____

- Name two situations in which one person can be **supportive** of another. _____

- Name two people whom you believe are **resolute** about their goals. _____

- Name two places that you think are **majestic**. _____

- Name two situations in which a person or animal might be **secretive**. _____



Outline a Movie or TV Plot Create a movie or TV character whose behavior is sinister and where the setting is majestic! In your personal word journal, outline a plot for a movie or TV show for that character. Try to include at least three vocabulary words and four or five new adjectives.

Put Words Into Action

considerable	insistent	magnificent	obscure	secretive
continual	jubilant	majestic	resolute	sinister
flimsy	lush	merciful	rowdy	supportive

Directions Think about each situation below. Then write each phrase on the lines under the adjective you would use to describe that situation.

Situations

lapping of ocean waves

sun rising and setting

big town celebration

alligator hiding in water

team winning debate

storming ocean

huge snow-capped mountain peaks

not telling anyone about a surprise party

roaring waterfall along hiking trail

receiving award for a poem

a detective's work

the passing of time

Jubilant

1. _____

2. _____

3. _____

Continual

7. _____

8. _____

9. _____

Majestic

4. _____

5. _____

6. _____

Secretive

10. _____

11. _____

12. _____



Create a Category

Work with a partner. First, choose a vocabulary word and write it in your journal, but don't tell your partner which word you chose. Then create three situations that your word would describe. Write the situations on a separate piece of paper. Exchange papers with your partner. See if you can guess which vocabulary word the other chose.

4 Adjectives to Know

Review and Extend

considerable	insistent	magnificent	obscure	secretive
continual	jubilant	majestic	resolute	sinister
flimsy	lush	merciful	rowdy	supportive

Learn

More!

Often you can identify adjectives by their endings. Some common adjective endings are: *-able*, *-al*, *-ant*, *-ent*, *-ic*, *-ful*, *-ive*, and *-y*.

Root Word	+	Adjective Ending	=	Adjective
health		-y		healthy
thank		-ful		thankful

Directions Complete the chart. Use the information above to help you. (Hint: Drop the e in *continue* when you add *-al*.)

Root Word	Adjective Endings	Adjective
1. consider		considerable
2. continue	-al	
3.	-ent	insistent
4. majesty		majestic
5.	-ive	supportive



Create a Travel Poster

If you travel to the country of Malaysia, you can see unusual animals such as flying dragons and bearded pigs. (Of course, these are not the dragons you find in fairy tales, but the pigs do have beards.) If you travel to Kenya, you can see herds of elephants and majestic lions. Create a travel poster for a place you would like to go to on an adventure vacation. Include details that show why someone would want to visit this place. Use three vocabulary words and two new adjectives.

Check Your Mastery

Directions Read the paragraphs. Write the vocabulary word that best fits on each line.

In the redwood forest, there is a trail of **(1)** _____ (*flimsy, sinister, considerable*) interest and great beauty where people can hike. The trail leads through **(2)** _____ (*lush, supportive, rowdy*) old-growth forests with incredible ocean views. This area also has many **(3)** _____ (*obscure, jubilant, continual*), unspoiled, and out-of-the-way beaches.

A group of hikers decided to follow this trail to a campsite they had asked about at the visitor center. When they arrived, they pitched their tents and built a fire in the fire pit. They tried to be quiet. They did not want to be **(4)** _____ (*resolute, magnificent, rowdy*) or make too much noise. They told ghost stories late into the night. Later that night they were awakened by a dreadful sound— **(5)** _____ (*sinister, flimsy, supportive*) laughter coming from the woods. It turned out to be only the wind howling through the trees.

Directions Choose the word that best fits in each blank. Write it on the line.

6. I am _____ in my decision: I will take more camping trips!
continual rowdy resolute
7. Ever since we arrived in this forest, I have heard the _____ chirping of birds.
supportive secretive continual
8. This ocean with its giant waves crashing on the shore is a _____ sight!
magnificent obscure merciful
9. Our tent is so _____ that the wind almost blew it apart last night.
obscure lush flimsy
10. I think that the view along the coastline is a most _____ sight.
jubilant sinister majestic

5 More Adjectives to Know

Read Words in Context

Vocabulary Words

brash	radiant
courteous	serene
exotic	solitary
explosive	somber
frightful	sparse
miniature	transparent
outlandish	treacherous
overcast	

Word Learning Tip!

An **adjective** is a word that describes a noun or pronoun. An adjective often answers the question “What kind of person, place, or thing is it?” For example, in the phrase “a *rainy day*,” the adjective *rainy* answers the question “What kind of day is it?”

Vocabulary Building Strategy

Use Context Clues You can use context clues to determine the meanings of new adjectives. Look at the noun or pronoun the adjective describes and at nearby descriptive words—including other adjectives. Try to visualize the scene or the action. This will give you a clue to the meaning of the new word.

READ!

The Great Expedition

It seemed like a **brash**, bold, and even foolish idea when Thomas Jefferson bought the Louisiana Territory from France in 1803 for the **outlandish** amount of \$15 million—a ridiculously low figure by today’s standards. But the purchase had an **explosive** effect on America’s growth, doubling the country’s size in one stroke.

To explore the new territory, Jefferson appointed Meriwether Lewis—a serious, even **somber**, man—as leader. Lewis in turn picked the refined William Clark, a gifted naturalist and **courteous** gentleman, as his second in command.

This was no lonely journey by a **solitary** explorer. The expedition was a busy little world, a small group of people or a traveling **miniature** community entering other communities—Mandan, Hidatsa, Shoshone, Nez Perce—along the way. The West’s population may have seemed **sparse** to Easterners used to crowded cities, but the land was home to dozens of Native American nations, each with its own proud culture.

The land they traveled through must have seemed as strange and **exotic** to them as Mars would seem to explorers today. However, magnificent scenery thrilled the travelers wherever they went. Imagine a **radiant**, sunny day on the prairie, with the Rocky Mountains in the distance. The cloudless sky was nothing like the often murky, **overcast** weather in the East. It was so clear, it almost seemed **transparent**. The vast, rolling fields, dotted with wildflowers, had a calm and **serene** beauty.

There were dangers on the journey, of course—**treacherous** mountain passes and churning rapids. One **frightful** incident occurred on May 14, 1805, when a storm on the Missouri River almost overturned the boat with the expedition’s precious records. However, the expedition was a success and all but one man returned safely to its starting point in St. Louis on September 23, 1806—a great day in American history.

Connect Words and Meanings

brash	explosive	outlandish	serene	sparse
courteous	frightful	overcast	solitary	transparent
exotic	miniature	radiant	somber	treacherous

Directions For each item, first read the definition. Then fill in the blank in the sentence with the correct adjective from the three choices. Use the context to help you make your choice. You may use your glossary to help you.

- 1. Definition:** polite and respectful

courteous brash somber

It is _____ to say “thank you” for a gift.

- 2. Definition:** very odd or strange; peculiar

overcast outlandish serene

Everyone stared when Lewis arrived wearing a(n) _____ weather-beaten bear-skin coat.

- 3. Definition:** clear, obvious; lets light through

exotic radiant transparent

The water was so _____ you could see ten feet down to the bottom.

- 4. Definition:** covered with clouds; gray

sparse brash overcast

The group returned on a damp, dark, _____ day in September.

- 5. Definition:** dangerous; not to be trusted

courteous explosive treacherous

The _____ wooden bridge swung beneath their feet, terrifying them at every step.

- 6. Definition:** terrible; shocking

radiant overcast frightful

The battered houses were in a(n) _____ state after the hailstorm.

- 7. Definition:** spread thinly; not dense

sparse exotic transparent

The dry grass was thin and _____, with many bare patches.

- 8. Definition:** bold; reckless

treacherous solitary brash

The _____ and cocky rider leaped upon the horse bareback and galloped wildly away.

Continued on next page

5 More Adjectives to Know

Connect More Words and Meanings

brash	explosive	outlandish	serene	sparse
courteous	frightful	overcast	solitary	transparent
exotic	miniature	radiant	somber	treacherous

Directions Continue the activity. For each item, read the definition. Then fill in the blank in the sentence with the correct adjective from the three choices. Use the context to help you make your choice. You may use your glossary to help you.

- 9. Definition:** smaller than the usual size

miniature explosive frightful
The _____ pony only came up to his waist.

- 10. Definition:** likely to blow up or explode suddenly

sparse explosive somber
The general's temper was _____; he would burst out yelling without warning.

- 11. Definition:** calm; peaceful

serene exotic courteous
The sea remained steady and _____ with a mere hint of a breeze.

- 12. Definition:** bright and shining; glowing

radiant frightful outlandish
It was a beautiful, clear day with a(n) _____ sun shining overhead.

- 13. Definition:** single; spending a lot of time alone

transparent treacherous solitary
A _____ oak tree cast a lonely shadow on the wide, flat prairie.

- 14. Definition:** sad; serious; dark and gloomy

overcast somber sparse
Staring at the clouds, he gave us his _____ prediction: "There's a blizzard coming."

- 15. Definition:** strange and fascinating; from a faraway country

explosive exotic brash
They liked to travel to _____ places—the more unusual, the better.



Write an Explorer's Journal Imagine that you are on an expedition to a new place, either real or imaginary. Write a journal entry about it. Include dialogue between the people who are with you. Use lots of adjectives from the list! Use new adjectives, too.

Use Words in Context

brash	explosive	outlandish	serene	sparse
courteous	frightful	overcast	solitary	transparent
exotic	miniature	radiant	somber	treacherous

Directions Jedediah likes to brag about everything. Fill in the blanks in this tale with vocabulary words that fit the context.

Well now, there was the time back in '07 when I met the most **(1)** _____ (*frightful, courteous, miniature*) bear in all the territories, a really terrifying critter. I remember it was a cloudy, gray, **(2)** _____ (*radiant, sparse, overcast*) day in the Rockies. I was living in my usual **(3)** _____ (*solitary, treacherous, brash*) way, all by myself in my one-room cabin by a cool, pure stream. The water was so **(4)** _____ (*exotic, transparent, somber*) you could see the trout swimming above the pebbles. My little cabin stood in a meadow filled with flowers of all kinds, including some **(5)** _____ (*explosive, exotic, courteous*) ones that I'd never seen before and have never seen since. Well, all of a sudden in walks this bear as **(6)** _____ (*brash, solitary, overcast*) as you please, without even asking my permission. He sits down at my table and before I know it, he grabs my plate of beans. Well, I tried to be **(7)** _____ (*courteous, serene, somber*), 'cause that's the way my mama raised me, so I said to this bear, "Pardner, would you like some ketchup with that?" Well, this bear had one **(8)** _____ (*sparse, transparent, explosive*) temper. There must have been something about the word *ketchup* that set him off. Right away he was up on his hind legs, nine feet tall, throwing all my best plates around and making the most **(9)** _____ (*miniature, outlandish, radiant*) display of himself. It was a **(10)** _____ (*sparse, somber, exotic*) and very serious moment; I could have lost everything I own right then and there. I knew I had to be calm and think quickly. Stalling for time, I asked the bear, "Do you fancy a glass of root beer with those beans?"



Tell a Tall Tale Make up an outlandish story about an encounter you could have with a dangerous animal or sly trickster. Include some of the vocabulary words that Jedediah Jones did not use in his story. And don't be afraid to exaggerate!

5 More Adjectives to Know

Put Words Into Action

brash	explosive	outlandish	serene	sparse
courteous	frightful	overcast	solitary	transparent
exotic	miniature	radiant	somber	treacherous

Directions Imagine that you are planning to write a story about pioneers who went West in the 1800s. You would like your story to contain vivid descriptions, so you are preparing lists of adjectives that you might use. Write vocabulary words that fit the headings on the three lists below. Some words could fit in more than one category. Be prepared to explain your thinking. At the bottom of each list, write a sentence using one of the words that you could use in your story.

Four Adjectives to Describe Setting

1. _____
2. _____
3. _____
4. _____
5. Sentence: _____

Four Adjectives to Describe Character

6. _____
7. _____
8. _____
9. _____
10. Sentence: _____

Three Adjectives to Describe Scary Events

11. _____
12. _____
13. _____
14. Sentence: _____



Write an Ad Imagine that your story about going West in the 1800s has been published. Write ad copy that could be used to sell the story. Use some of the adjectives you did not list in the above activity. Here is an example: "Find out how a pioneer family survives a *treacherous* winter on the Great Plains."

Review and Extend

brash	explosive	outlandish	serene	sparse
courteous	frightful	overcast	solitary	transparent
exotic	miniature	radiant	somber	treacherous

Learn

More!

More Adjective Endings

The **ending** of a word may be a clue that it is an adjective. Some common adjective endings are: *-ant*, *-ent*, *-ic*, *-ful*, *-ive*, *-ish*, and *-ous*.

-ish	-ous
outlandish	treacherous
	courteous

Directions Each riddle below asks you to identify an adjective from your vocabulary list. Use the clues to select the word and write it in the blank. Then write a sentence using the word.

- 1. Clue:** I'm not just any kind of *ish*. I'm a wild, wacky, zany *ish*. Who am I? _____
- 2. Sentence:** _____
- 3. Clue:** I am an *ic* that describes a strange, unusual place. Who am I? _____
- 4. Sentence:** _____
- 5. Clue:** I am an *ant*, but not the buggy kind! I am as shiny as the sun. Who am I? _____
- 6. Sentence:** _____
- 7. Clue:** Of the two *ous* words on this list, I am the more polite one. Who am I? _____
- 8. Sentence:** _____
- 9. Clue:** It's as clear as could be that I end in *ent*. Who am I? _____
- 10. Sentence:** _____



Riddle Me This Make up riddles about four of the other adjectives in this lesson. Your riddles do not have to be about the words' endings. Make up any clues that suit the specific words. Here is an example: "Whether grass or hair, I'm thin and spare. Who am I? (Answer: *sparse*)"

5 More Adjectives to Know

Check Your Mastery

Directions Circle the letter of the correct answer.

- Someone who crashes a party without being invited is _____.
 A. transparent B. solitary C. brash D. courteous
- Which of the following would be **exotic** to most Americans?
 A. an unfamiliar spice from a Pacific island C. a glass of milk
 B. a Halloween costume D. shorts, a T-shirt, and sneakers
- Which of the following is the most **explosive**?
 A. a screwdriver B. a baseball glove C. a sheep D. a temper
- Complete this phrase: as **radiant** as a _____.
 A. frown B. rainbow C. stick D. suitcase
- What is the advantage of a **miniature** camera or computer?
 A. It has a bigger screen than the regular models.
 B. It can take more pictures and do more calculations.
 C. It can be easily carried.
 D. It can be used in different languages.
- A calm, quiet pond on a fine spring day could best be described as _____.
 A. frightful B. serene C. overcast D. somber
- Someone whose hair is **sparse** is _____.
 A. a redhead B. stylish C. curly-haired D. balding
- A **treacherous** person _____.
 A. seems mean at first, but is gentle underneath C. is afraid of other people
 B. may betray a trusting friend D. is helpful, kind, and caring
- Which of the following actions would be **outlandish**?
 A. doing homework
 B. making a decision to eat more healthfully
 C. going to the movies dressed as a clown
 D. going to the park to play
- Which of the following could be described as **somber**?
 A. a championship basketball game C. Fourth of July fireworks
 B. a month-old baby D. a funeral procession

Read Words in Context



The Skateboard Competition

Apparently most of my friends think it's pretty clear that skateboarding is the best sport around. I totally agree. **Ordinarily** I don't talk about my skateboarding feats a lot. Boasting is not my style.



Yesterday, though, that all changed. It was the day of the regional championships. I decided to try an **immensely** difficult move called a kickflip. Last week, I had **reluctantly** told my friends I might try it. I didn't really want to do it. It was a huge risk. If I failed, I'd receive a low score. If I succeeded, though, it would be a great victory. I had **seldom**—in fact, rarely—seen anyone in my age category attempt this move.

My friends were excited and **keenly** interested in seeing me do this trick. My coach said that **obviously** I had the skill to do it. She could see this clearly. I had been practicing this move **continuously** or without stopping for three months. My coach also reminded me that I perform well under pressure. **Previously**, at last year's championships, I had won third prize doing another difficult feat—a noslide.

Here's what happened! I got up early and **heartily** ate my breakfast. Boy, was I hungry! While I ate, I went over exactly how to do this **physically** challenging move. It would demand complete control over my body. I would have to kick my board into a spin and then land back on the longest part of it, so the board had to be positioned **lengthwise**.

I had an amazingly good ride and won first prize, so it's off to the state championships! **Regretfully**, my friends won't be there to cheer me on. This makes me sad, but my coach will accompany me. **Formerly**, I might have decided that winning the regional championship was enough. But yesterday, as I stood up high **atop** that ramp looking down at the crowd, I really enjoyed being the winner and decided to go on to the national contest!

Vocabulary Words

apparently	obviously
atop	ordinarily
continuously	physically
formerly	previously
heartily	regretfully
immensely	reluctantly
keenly	seldom
lengthwise	

Word Learning Tip!

An adverb is a word that describes a verb, an adjective, or another adverb. Adverbs tell *when, where, how, how often or how long, or how much or to what extent*. The ending *-ly* is often added to shorter words, usually adjectives, to form adverbs.

Vocabulary Building Strategy

Use Context Clues You can use context clues to determine the meaning of an unfamiliar adverb. Look at the surrounding words and visualize what is going on. Ask yourself which words can help you. Think about their meaning to determine the meaning of the unfamiliar adverb.

6 Adverbs to Know

Connect Words and Meanings

apparently

formerly

keenly

ordinarily

regretfully

atop

heartily

lengthwise

physically

reluctantly

continuously

immensely

obviously

previously

seldom

Directions Write a sentence to answer each question. Use the boldface vocabulary word in your answer.

1. **keenly**: sharply; eagerly

What is something you might feel keenly? _____

2. **formerly**: in the past; at an earlier time; previously

What is something you did formerly and do not do now? _____

3. **seldom**: rarely; not often

What is something you do seldom—not often, and not never? _____

4. **regretfully**: sadly; in a manner showing sorrow over something that has been lost or done

What is something you would say regretfully? _____

5. **obviously**: in a way that is easy to see or understand; apparently

What is something that you think is obviously true? _____

6. **previously**: before, at an earlier time

Think about your favorite book. What is a book you read previously that is like it? _____

Continued on next page

Connect More Words and Meanings

apparently	formerly	keenly	ordinarily	regretfully
atop	heartily	lengthwise	physically	reluctantly
continuously	immensely	obviously	previously	seldom

Directions Match each definition with the correct vocabulary word. Write the letter of the correct definition in the blank.

- | | | |
|-------|-------------------------|--|
| _____ | 7. heartily | A. without a break in time; without stopping |
| _____ | 8. ordinarily | B. unwillingly; not eagerly |
| _____ | 9. regretfully | C. in the direction of the longest side |
| _____ | 10. keenly | D. in a way that affects the body |
| _____ | 11. reluctantly | E. in a place that is on top of |
| _____ | 12. lengthwise | F. hugely or enormously |
| _____ | 13. previously | G. enthusiastically; eagerly; keenly |
| _____ | 14. continuously | H. before; at an earlier time; formerly |
| _____ | 15. apparently | I. usually; in a manner that is common or ordinary |
| _____ | 16. physically | J. clearly; obviously; in a way that is easily understood |
| _____ | 17. immensely | K. sharply; eagerly; heartily |
| _____ | 18. atop | L. sadly; in a way that shows sorrow or regret |



Interview a Champion Think of a sports figure you would like to interview. In your personal word journal, write five interview questions you would ask this champion. Use at least two vocabulary words and two new adverbs in your questions.

6 Adverbs to Know

Use Words in Context

apparently	formerly	keenly	ordinarily	regretfully
atop	heartily	lengthwise	physically	reluctantly
continuously	immensely	obviously	previously	seldom

Directions Read each question. Write the best choice in the blank.

- If your very best friend just won a prize, would you be **immensely** happy or **ordinarily** happy? _____
- If you practice playing the piano without stopping, would you be practicing **physically** or **continuously**? _____
- If you learned to play soccer in the past, did you learn to play it **previously** or **apparently**? _____
- If you don't really want to do something but do it anyway, do you perform the task **reluctantly** or **heartily**? _____
- If you want to measure the long side of a piece of cloth, do you hold it **atop** or **lengthwise**? _____
- If you called your cat Pumpkin in the past but now have changed its name, was the cat known as Pumpkin **formerly** or **keenly**? _____
- If your team has a clear advantage in the game, are you **obviously** going to win or **ordinarily** going to win? _____
- If you rarely attend basketball games, do you **seldom** go or **keenly** go? _____



Tell About Your Favorite Weekend Activity Write a few notes about your favorite weekend activity on a separate piece of paper. Include why it's your favorite activity, when you participate in this activity, and with whom. Try to use at least three vocabulary words and three new adverbs.

Put Words Into Action

apparently	formerly	keenly	ordinarily	regretfully
atop	heartily	lengthwise	physically	reluctantly
continuously	immensely	obviously	previously	seldom

Directions Read the label at the top of each list. Then sort your vocabulary words. Write the words that fit each category on the blanks.

Adverbs That Show You Are Enjoying What You Do

- _____
- _____
- _____

Adverbs That Show Positions

- _____
- _____

Adverbs That Show You Are Not Enjoying What You Do

- _____
- _____

Adverbs That Are Synonyms

(Write each synonym pair on a line.)

- _____
- _____
- _____

Adverbs for Time or Telling How Often

- _____
- _____
- _____
- _____

Adverb That Shows You Do Something Usually

- _____

Adverb That is the Opposite of Mentally

- _____



Choose A Category Work with a partner. Choose one of the categories above. Take turns naming as many other adverbs as you can for that category. In your personal word journal, write each new adverb your partner names.

6 Adverbs to Know

Review and Extend

apparently	formerly	keenly	ordinarily	regretfully
atop	heartily	lengthwise	physically	reluctantly
continuously	immensely	obviously	previously	seldom

Learn

More!

Many adverbs are formed by adding *-ly* to a shorter word. Usually the shorter word is an adjective. When an adjective ends in *y*, the adverb is formed by changing the *y* to *i* and then adding *-ly*.

Adjective	+	-ly	=	Adverb
polite		-ly		politely
soft		-ly		softly
funny		-ly		funnily
busy		-ly		busily

Directions Complete the chart. Write the adjective from which the adverb comes in the chart. Then write a sentence using the adjective.

Adverb	Adjective	Sentence
obviously	1. _____	2. _____
heartily	3. _____	4. _____
immensely	5. _____	6. _____
apparently	7. _____	8. _____
ordinarily	9. _____	10. _____
continuously	11. _____	12. _____
formerly	13. _____	14. _____
physically	15. _____	16. _____
keenly	17. _____	18. _____
reluctantly	19. _____	20. _____



Sentence Squeeze Work with a partner. See if you can use these words in one sentence: *seldom*, *lengthwise*, *atop*, *regretfully*, and *previously*. Write your sentence in your personal word journal. If you can't use all five words in one sentence, try two sentences. Then select five other vocabulary words and try to write another sentence.

Check Your Mastery

Directions Read each sentence. Circle the letter of the word that best fits.

- _____, a skateboard has three parts: the board, the trucks, and the wheels.
A. Ordinarily B. Keenly C. Reluctantly
- The board sits _____ the wheels that are connected by trucks.
A. continuously B. atop C. regretfully
- Machines run _____ to press three to five skateboards in about one hour.
A. formerly B. seldom C. continuously
- _____, skateboards were made from different materials, but today they are made from sugar maple trees.
A. Lengthwise B. Previously C. Reluctantly
- Miguel _____ ate a huge bowl of pasta two hours before the high jump competition.
A. heartily B. previously C. formerly
- The umpires _____ decided to stop the game last night when it started to rain.
A. lengthwise B. reluctantly C. seldom
- _____, Morgan and her friends skated on ramps, but now they like to skate on the street.
A. Immensely B. Formerly C. Atop
- Eric _____ falls, but yesterday he fell three times trying a difficult turn on the ramp.
A. continuously B. physically C. seldom
- Skateboarding is quite _____ challenging, so it's important to be in good health.
A. heartily B. apparently C. physically
- Coach Riggs spoke _____ to the team about withdrawing Kendra from the finals because she hurt her knee.
A. obviously B. regretfully C. heartily

Read Words in Context

Vocabulary Words

angle	grave
axes	junk
baste	league
bluff	pitcher
compound	relay
cricket	strand
dock	vault
excise	

Word Learning Tip!

Some words have two or more very different meanings. A clue to finding the meaning of these multiple-meaning words is to determine what part of speech it is in a sentence. For example, when *lean* is a verb it means “to stand at an angle,” and when it is an adjective it means “thin.”

Vocabulary Building Strategy

Use Context Clues Context is particularly important when you read or hear multiple-meaning words. Even if you know all the meanings of such a word, you need to study the words, phrases, and sentences around it to know which meaning would make sense in that context.



Sports Time

Professional baseball is one of the slower sports, especially in comparison to fast games like basketball or foot races like the **relay** in which team members take turns running and passing the baton. For example, the time it takes for the pitcher to wind up and throw may seem long, but it is not without tension and suspense. Watch the **pitcher** standing on the mound, staring at the batter with a serious, even **grave**, expression. Will he throw his best pitch or will he throw **junk**, a slow fastball or other pitch designed to fool the batter? Is he an honest pitcher, or will he rub some illegal **compound** onto the ball, a substance he hopes will give it extra spin? Will he pitch the ball over the plate, or **bluff** and try to get the batter to swing at a bad pitch?



This tension happens in amateur games, too. Imagine this situation: Your team is fighting for first place in the local **league**. It's the last inning of the last game, and the other team has a runner on base. What can your team do to **strand** the runner, to keep him from advancing and scoring? A skilled pitcher or infielder can **excise** a base runner like a surgeon removing an appendix. In this instance, baseball is not slow but filled with excitement.

However, most of the pleasure of baseball comes from the slow process of watching the players size up each situation from various **angles** and then act. This all takes place in the course of three hours or so, a very different kind of pleasure from that of watching a high jumper **vault** over a bar in a few seconds.

Now **cricket**, a popular British sport, is even slower than baseball. You have time to do all kinds of things while watching cricket. You can go into the kitchen and **baste** your turkey with liquid. You can do your math homework and plot the **axes** of a graph. You can go out on a boat, come back, retie the boat to the **dock**, watch the game again, and you won't have missed a thing. So, fast or slow, it all depends on what you like the most.

Connect Words and Meanings

angle	bluff	dock	junk	relay
axes	compound	excise	league	strand
baste	cricket	grave	pitcher	vault

Directions Read the definitions for each word below. Then read the sentence that follows the pair of definitions. In the blank, write the letter of the definition that fits the context.

- 1.** angle **A.** noun: the shape made by two lines that start at the same point
B. noun: an aspect or way of looking at something
 The detective looked at the problem from many different **angles**. _____
- 2.** axes **A.** noun: the plural of *ax*, a tool with a sharp blade on the end of a handle
B. noun: the plural of *axis*, the line at the side or the bottom of a graph
 He plotted the batting averages along the horizontal and vertical **axes**. _____
- 3.** baste **A.** verb: to sew something using loose stitches
B. verb: to moisten something by pouring juices from the pan over it
 Just **baste** the hem now; I'll sew it up more carefully later on. _____
- 4.** bluff **A.** verb: to pretend to be in a stronger position than you really are
 or to act as if you know something you don't really know
B. noun: a steep headland or cliff
 It was thrilling to stand on the high **bluff** and look at the waves. _____
- 5.** compound **A.** noun: a fenced-in area of land
B. noun: something formed by combining two or more things
 He rinsed with a **compound** of salt, baking soda, and water. _____
- 6.** cricket **A.** noun: a game played by two teams with bats, balls, and wickets
B. noun: a jumping insect that is somewhat like a grasshopper
 The night was filled with the sound of **crickets** chirping in the trees. _____
- 7.** dock **A.** noun: a place to tie up boats or where ships can be loaded
B. verb: to cut off or to deduct part of a person's wages
 Because he was late, his boss said he would **dock** his salary. _____
- 8.** excise **A.** noun or adjective: a tax or duty on something
B. verb: to remove by cutting out
 The town voted for an **excise** tax on long-distance phone calls. _____

Continued on next page

7 Multiple-Meaning Words to Know

Connect More Words and Meanings

angle	bluff	dock	junk	relay
axes	compound	excise	league	strand
baste	cricket	grave	pitcher	vault

Directions Continue the activity. Read the definitions for each word below. Then read the sentence that follows the pair of definitions. In the blank, write the letter of the definition that fits the context.

9. grave A. adjective: very serious
 B. noun: a place where a dead person is buried
 On Memorial Day, they visited the **grave** of their great-grandmother. _____
10. junk A. noun: worthless or useless things
 B. noun: a Chinese sailing ship
 C. noun: in baseball, slow fastballs or other trick pitches
 Jeff's father told him to throw away all of the **junk** in his bedroom. _____
11. league A. noun: a measure of distance of about three miles
 B. noun: a group of people with a common interest or activity
 To get back to camp, they had to hike two **leagues**. _____
12. pitcher A. noun: a container with an open top and a handle for holding liquids
 B. noun: a baseball player who throws the ball to the batter.
 Mai made a **pitcher** of lemonade for the party. _____
13. relay A. noun: a team race in which members of the team take turns
 running and passing a baton
 B. verb: to pass on information to someone else
 Please **relay** the message to your parents. _____
14. strand A. noun: a ropelike or threadlike length of something
 B. verb: to leave in a difficult situation or an unpleasant place
 The portrait showed a woman wearing a **strand** of pearls. _____
15. vault A. noun: a room or compartment for keeping money safe
 B. verb: to leap over something without using your hands
 Uncle Basil kept the combination to the bank **vault** in a safe place. _____



Write a Paragraph Choose any two of the vocabulary words you wish. Think about their meanings. Write a paragraph in which you use two or more meanings of both of these words.

Use Words in Context

angle	bluff	dock	junk	relay
axes	compound	excise	league	strand
baste	cricket	grave	pitcher	vault

Directions Each lettered clue in the right-hand column combines (sometimes humorously) more than one meaning of a vocabulary word. Write the letter of the clue next to the correct word to make these “Funny Matches.”

- | | | |
|-------|--------------------|---|
| _____ | 1. cricket | A. cut taxes |
| _____ | 2. compound | B. leaping over a bank safe |
| _____ | 3. excise | C. a chemical mixture in a group of laboratory buildings |
| _____ | 4. angle | D. a way of looking at the point where two lines meet |
| _____ | 5. vault | E. bugs at bat |

Directions On the line provided, write the word that answers the question “What Word Am I?”

- 6.** I’m something you can do to a roast, and I’m something else you can do to a piece of cloth. What word am I? _____
- 7.** I am a container for water, and an athlete who throws a ball. What word am I? _____
- 8.** I can send a message, or run a race. What word am I? _____
- 9.** I may be sailing beautifully through the China Sea, or sitting sadly on a garbage heap. What word am I? _____
- 10.** People are always very serious when they come to visit me. What word am I? _____



Create Clues Make up playful clues of your own for two or three vocabulary words. You can imitate either the “Funny Matches” or “What Word Am I?” format, or both. The important thing is to create clues that combine both meanings of the word.

7 Multiple-Meaning Words to Know

Put Words Into Action

angle

bluff

dock

junk

relay

axes

compound

excise

league

strand

baste

cricket

grave

pitcher

vault

Directions Fill in the blanks in the “two-faced” graphic below. For each word, write its definition, part of speech, and a sentence which illustrates its meaning.

Word: junk

1. Meaning _____ 4. Meaning _____

2. Part of speech _____ 5. Part of speech _____

3. Sentence _____ 6. Sentence _____

Word: grave

7. Meaning _____ 10. Meaning _____

8. Part of speech _____ 11. Part of speech _____

9. Sentence _____ 12. Sentence _____



Profile More Words Choose two more vocabulary words from the list, and make a similar profile for each of them. Remember that words with different meanings may or may not have the same part of speech. Be sure your sentence illustrates the meaning of the words as you have defined them.

Review and Extend

angle	bluff	dock	junk	relay
axes	compound	excise	league	strand
baste	cricket	grave	pitcher	vault

Learn

More!

The same word can have different meanings and the same part of speech, like this one:

league: 1. (noun) a group pursuing a common goal; **2.** (noun) a distance of about three miles

The same word can have different meanings and different parts of speech, like this one:

strand: 1. (verb) to leave someone in a difficult situation; **2.** (noun) one of many threads

Directions Write the part of speech of the boldface word in each sentence.

1. If you are late, the boss will **dock** your pay. _____

Go slowly when you paddle up to the **dock**. _____

2. A part of sewing I like is when I first **baste** the stitches. _____

“Do you have to **baste** a roast chicken or not?” he asked. _____

3. An **excise** tax is levied indirectly on goods or services. _____

“I will **excise** that growth from your neck,” the surgeon said. _____

4. Draw the two **axes** in the right place on your graph. _____

Keep your **axes** sharp for good chopping. _____

5. This **compound** is a secret combination of herbs, spices, and oils. _____

The secret **compound** consisted of five buildings hidden on a forested hillside. _____



Write and Sort Write pairs of sentences like the ones above for four other vocabulary words.

Then sort each pair of sentences into two columns, with one column labeled “Same” and the other “Different,” depending on whether the two vocabulary words are used as the same or different parts of speech.

7 Multiple-Meaning Words to Know

Check Your Mastery

Directions Circle the letter of the best answer.

- What word can mean either a kind of tax and an act of cutting?
A. baste B. dock C. compound D. excise
- What word means both a cliff and a kind of pretending?
A. compound B. angle C. relay D. bluff
- What word refers to either a where someone is buried or a very serious mood?
A. vault B. excise C. grave D. baste
- What word can be either a chemical mixture or a dwelling place?
A. bluff B. compound C. grave D. dock
- What word means leaving someone alone or in a bad spot, and also means a ropelike or threadlike length of something?
A. pitcher B. relay C. strand D. league

Directions Decide which word fits in both blanks in the sentences. Circle the letter of the best choice.

- Keisha kept the medal she won for her record-breaking _____ in the _____.
A. grave B. vault C. pitcher D. relay
- Tina looked at the _____ formed by the two lines from every _____ before solving the problem.
A. junk B. axes C. bluff D. angle
- The T-shirt for the _____ team had a picture on it of a _____ swinging a bat.
A. league B. pitcher C. cricket D. strand
- The hiking _____ walked a _____ across rough terrain.
A. league B. compound C. relay D. junk
- A fine old _____ is not a piece of _____ but something very valuable.
A. junk B. dock C. grave D. strand

Read Words in Context



The Haunted Genius: Edgar Allan Poe

Edgar Allan Poe is the inventor of the detective story and a master of mysteries, horror stories, and thrillers. Many of his stories are absolutely terrifying! His character's words can be **tart**, even **sour** and bitter. His houses are filled with scary characters moving from room to room trying to heal their **wounded** and **bruised** spirits. His horror stories, such as "The Fall of the House of Usher" and "The Tell-Tale Heart," can create nervousness and **frenzy** in a reader's mind. This excitement can create quite a **stir** or fright. People have even checked under their beds after reading a story by Poe! He was truly an **authority** on these kinds of writing. His **influence** on other writers is significant.

Literary people have studied the most **elementary** or simple parts of Poe's life, but it has been difficult to capture this man's complicated personality. Every common or **basic** bit of information has been looked at many times. Nothing has been too small for people to **investigate** or **inquire** into. Poe fans give or **donate** money to Poe societies and they share or **contribute** their thoughts about his life to the many Poe Web sites.

Yet few facts about Poe can be proven. While he said that he was born in Boston, Massachusetts, in 1807, biographers have long said that Poe was born in Baltimore, Maryland, in 1811. It's known that his parents died when he was very young, and he never got over that loss. As a result, perhaps, he retreated into a private world of fantasy, which gave him protection and **refuge** from everyday life. This **haven** probably gave him the freedom to create **imaginative** stories, whose make-believe and **fanciful** characters interest readers greatly.

No one knows the exact day that Poe died. His wife, Virginia, died two years before him. He was overcome with sadness. He was to **mourn** or **grieve** for her until he died at the age of forty-two (or thirty-eight), in 1849. He left behind amazing tales that continue to fascinate readers everywhere. His life was so filled with many mysteries, too!

Vocabulary Words

authority	imaginative
basic	influence
bruise	inquire
contribute	investigate
donate	mourn
elementary	refuge
fanciful	sour
frenzy	stir
grieve	tart
haven	wound

Word Learning Tip!

Synonyms are words that have the same or similar meanings. Synonyms are always the same part of speech. For example, when you think of the word *cold*, you might also think of *chilly*, *icy*, and *frigid*. These synonyms are all adjectives and have similar meanings.

Vocabulary Building Strategy

Use Context Clues You can use your knowledge of context words and phrases to determine the meaning of most synonyms. Knowledge of synonyms comes in handy, because most of the time a synonym is defined by the words that come after the *and* or *or* in a sentence.

8 Synonyms to Know

Connect Words and Meanings

authority	donate	grieve	inquire	sour
basic	elementary	haven	investigate	stir
bruise	fanciful	imaginative	mourn	tart
contribute	frenzy	influence	refuge	wound

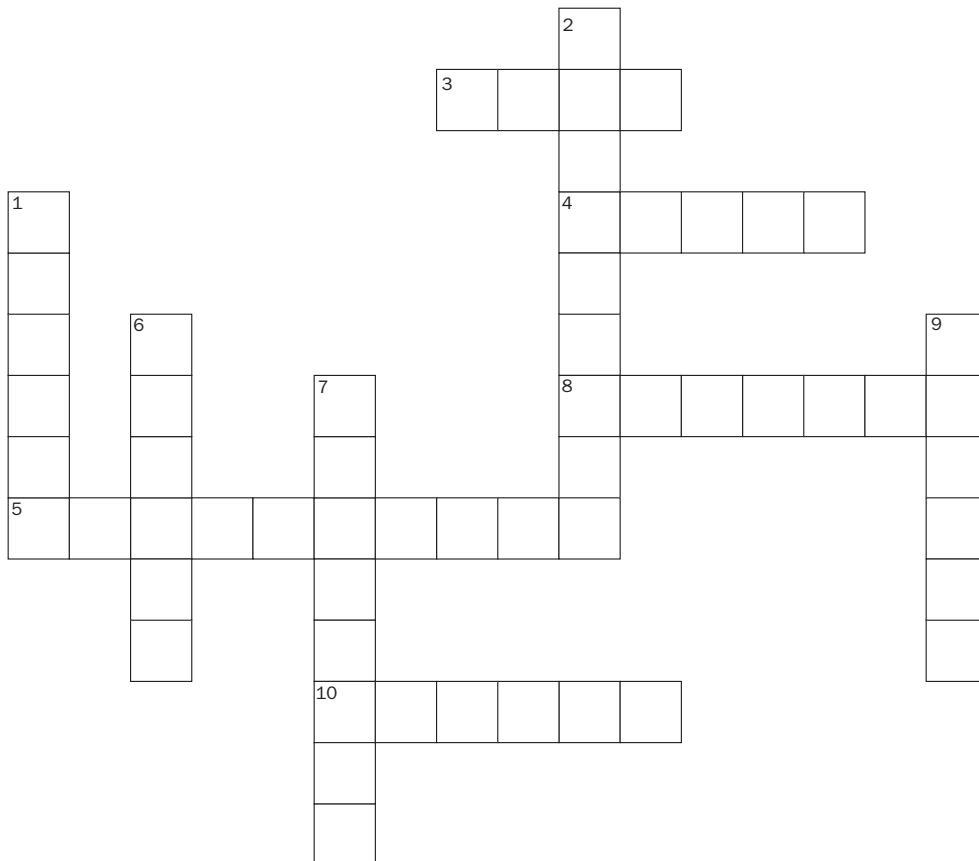
Directions Use the clues to complete the crossword puzzle. You may use the glossary to help you.

Across

3. mean, sharp, bitter; a synonym for *tart*
4. a place of shelter and safety; a synonym for *refuge*
5. simple, introductory, fundamental; a synonym for *basic*
8. to find out about something; a synonym for *investigate*
10. a state of excitement; a synonym for *stir*

Down

1. to give something; a synonym for *contribute*
2. someone who knows a lot about a subject or who has a strong effect on someone; a synonym for *influence*
6. to feel or express sorrow for a misfortune or death; a synonym for *mourn*
7. unreal; a synonym for *imaginative*
9. an injury; to injure; a synonym for *wound*



Connect More Words and Meanings

authority	donate	grieve	inquire	sour
basic	elementary	haven	investigate	stir
bruise	fanciful	imaginative	mourn	tart
contribute	frenzy	influence	refuge	wound

Directions Match each vocabulary word with its meaning.

- | | |
|----------------------|--|
| 1. _____ wound | A. a sheltered or protected place |
| 2. _____ contribute | B. an injury |
| 3. _____ basic | C. excitement; to mix or cause to move slightly |
| 4. _____ imaginative | D. to give money to something, such as a fund or charity, for a specific purpose |
| 5. _____ stir | E. the effect of something on a person, thing, or event |
| 6. _____ mourn | F. with a sharp and sour but usually pleasant flavor |
| 7. _____ influence | G. creative; good at thinking of new ideas |
| 8. _____ investigate | H. simple or essential |
| 9. _____ refuge | I. to feel and show sadness because something or someone has been lost or no longer exists |
| 10. _____ tart | J. to look into a problem or mystery to find out the facts |



Create a Character Describe a main character for a detective or horror story using six vocabulary words describing traits or qualities the character has. Write about strange behaviors the character has to create a word picture.

8 Synonyms to Know

Use Words in Context

authority	donate	grieve	inquire	sour
basic	elementary	haven	investigate	stir
bruise	fanciful	imaginative	mourn	tart
contribute	frenzy	influence	refuge	wound

Directions Answer each question below. Use the boldface word in your answer. Write the answer in the blank.

- In which kind of story do you think authors are more **imaginative**—detective stories or horror stories? Explain why.

- Why do you think people enjoy the **frenzy** of scary stories?

- Do you think a detective would be more interested in **investigating** the disappearance of a rare painting or the disappearance of a bicycle? Explain.

- What do you think is the **basic** rule for writing a good detective story?

- Why do you think readers sometimes feel sad or **mourn** when they finish reading a book?

- Is there a place where a writer might go to take **refuge** or get away from everyone? Explain.

- Is there an author you have read who has had an **influence** on you? Explain.

- If you had books that you weren't going to read anymore, to whom would you **donate** them?



What's the Setting? Work with a partner. Think about a setting for a spy thriller. Where will the story take place? Will your story take place today, in the past, or in the future? Will your setting affect the mission of the spy? If so, how? Write your ideas in your personal word journal. Try to use at least three vocabulary words and four new synonyms.

Put Words Into Action

authority	donate	grieve	inquire	sour
basic	elementary	haven	investigate	stir
bruise	fanciful	imaginative	mourn	tart
contribute	frenzy	influence	refuge	wound

Directions Read the clues below. Then answer the questions by filling in the correct words.

- We like to ask questions and search out facts.
What words are we? _____

- We're pretty simple. There's nothing complicated about us!
What words are we? _____

- We get very excited, even about little things.
What words are we? _____

- We're bossy. We affect what the others do.
What words are we? _____

- No one likes us. We show that someone has been hurt.
What words are we? _____

- Everyone like us. We are very generous and giving.
What words are we? _____

- We are a very creative pair. Writers, artists, and scientists like us.
What words are we? _____

- No one likes to be sad, so we are not very popular.
We are sad when we feel a loss. What words are we? _____

- We are a place of safety and peace. Boats look for us in a storm.
What words are we? _____

- If you like lemon pie, you like us. We can make you
pucker your lips. What words are we? _____



What's the Problem?

Every story has to have a problem. That's what makes a story interesting! Think about a problem for a horror story. What would make readers lock their doors and look under their beds? Write your description in your personal word journal. Use at least four new synonyms for *scary* in your description. Share your idea with a partner.

8 Synonyms to Know

Review and Extend

authority	donate	grieve	inquire	sour
basic	elementary	haven	investigate	stir
bruise	fanciful	imaginative	mourn	tart
contribute	frenzy	influence	refuge	wound

Learn

More!

Shades of Meaning

Synonyms are words with the same meaning. However, sometimes there are shades of differences between synonyms that make one word better to use in a certain situation.

For example, some words are more serious than others. *Investigate* sounds more serious and formal than *inquire*, which suggests a more casual activity. A detective might *investigate* a crime, while a cook might *inquire* about the secret ingredient in a recipe.

Some words are more exact. The word *wound* can refer to any injury to the skin and even an injury to the heart. Bruise, though, refers specifically to the dark mark you get on your skin when you fall or are hurt.

Directions Find the pair of synonyms that matches the boldface phrase in each sentence. Write the words in the blanks. Then circle the synonym that best fits—the word you would pick if you were the writer. Be prepared to tell your reason for choosing the word.

1. Brittany is taking a **simple, introductory** mystery-writing course from Professor Jenkins.
_____ or _____
2. Professor Jenkins is a well-known **person who affects or has power over others** on modern detective-story authors. _____ or _____
3. “Make sure your description of the weird purple **injury** on the character’s face creates a clear picture in the reader’s mind,” Professor Jenkins said. _____ or _____
4. Andy created a criminal character that spoke **mean, sharp** words in his detective story.
_____ or _____
5. Professor Jenkins asked the class to **give** a few ideas for a spy thriller plot.
_____ or _____



Create a Synonym List Work in small groups and brainstorm words that are the same or similar to *imaginative* and *secretive*. Compare your lists with other groups to see how many different words you thought of for these two words. You may use a dictionary or thesaurus.

Check Your Mastery

Directions Read each sentence. Write the word that correctly completes each sentence in the blank.

1. Edgar Allan Poe had a great _____ (*haven, contribute, influence*) on modern mystery writers.
2. Many people like to _____ (*inquire, grieve, stir*) about “The Raven,” a poem that made Poe famous when it was published in 1845.
3. Poe was a _____ (*sour, fanciful, basic*) person, often lost in his own thoughts and daydreams.
4. It is very interesting to _____ (*mourn, investigate, donate*) what is known about Poe’s life.
5. When Poe was sad, many people believe that he took _____ (*wound, frenzy, refuge*) from his troubles by writing stories.

Directions Answer each of the items below on the line provided.

6. Name an idea that you consider **elementary**.

7. Name two words that might be considered **tart**.

8. What makes a person an **authority** on a subject?

9. Name a person you know who is **imaginative**.

10. Describe what a **bruise** looks like.

9 Antonyms to Know

Read Words in Context

Vocabulary Words

barbaric	limber
civilized	maximum
contentment	minimum
dissatisfaction	private
encourage	public
falsify	significant
frustrate	specific
inflexible	tyranny
insignificant	vague
liberty	verify

Word Learning Tip!

An **antonym** is a word that means the opposite of another word. For a pair of words to be true antonyms, they must share the same part of speech. If an unknown word is the same part of speech as a word you know, but seems to mean the opposite, it could be an antonym of that word.

Vocabulary Building Strategy

Use Context Clues You can often determine unfamiliar words by studying their context—the words and sentences that surround them. An antonym is one kind of context clue. Sentences that compare and contrast often contain antonyms. Look for antonyms, as well as other clues, when you come across an unfamiliar word.



Vote for Marcus Wellborn!

Ladies and gentlemen, my name is Marcus Wellborn. I have put aside my **private**, purely personal goals to work for the **public** good so that all of us may have a better life. I am running for Congress, and I ask for your support. This will be one of the most **significant** elections in recent times, not a single vote can be considered **insignificant** in an election whose results will have such important effects on our nation. We face a threat to our **liberty**, our treasured freedom, from those who would replace it with **tyranny** and fear. We in the **civilized** community—who love peace, order, and the arts—face a threat from **barbaric** forces who would tear down everything that humanity has achieved. My opponent is doing everything to **encourage** disorder and panic so that people will feel **frustrated**, fearful, and defeated. If I am not elected, you can expect the **maximum** amount of crime, poverty, and anger, and the **minimum** amount of security, prosperity, and peace. On the other hand, if you vote for me, I promise you a lifetime of **contentment** and satisfaction with no problems or **dissatisfaction** whatsoever. My opponent, has lied and tried to **falsify** all of my views to fool you into voting for him. Yet all his accusations against me have been **vague** and general. He has not made any **specific** statements that can be **verified** with facts. His idea of truth is so **limber** that he bends and stretches reality anyway he wants. I warn you, my opponent will destroy everything you hold dear. In place of freedom, you will have to live by a set of unbending, **inflexible** rules governing every moment of your lives. Folks, this danger to our nation is so great that you must vote for me or face the end of freedom as you have known it. A vote for Marcus Wellborn is a vote for democracy!



Connect Words and Meanings

barbaric	encourage	insignificant	minimum	specific
civilized	falsify	liberty	private	tyranny
contentment	frustrate	limber	public	vague
dissatisfaction	inflexible	maximum	significant	verify

Directions Read each pair of definitions below. Then fill in the blanks in the sentences with the antonyms that match the definitions and fit the context. You may use the glossary to help you to choose the correct pair.

Definition 1: freedom; the right and power to act and express yourself in a manner of your choosing

Definition 2: a government in which a single ruler has absolute power

1. If you have _____, you are free.
2. If you live under _____, you must follow the orders of those in authority.

Definition 1: exact; definite; particular

Definition 2: not clear or definite

3. If you give someone a(n) _____ reason, you offer a precise, clear explanation.
4. If you are _____, you give a general, unclear reason.

Definition 1: a feeling or state of happiness and satisfaction

Definition 2: a feeling or state of unhappiness and lack of contentment

5. If you are happy with most things, you feel _____.
6. If you are unhappy about the way things are and have many problems, you feel _____.

Definition 1: important or meaning a lot

Definition 2: not important or without any real meaning

7. Staying healthy is a far more _____ goal than wearing the latest fashions.
8. Wearing the latest fashions is a(n) _____ action.

Definition 1: the greatest possible amount; the upper limit

Definition 2: the least possible amount; the lowest limit

9. Read the directions to find the _____, or highest, temperature at which the machine will operate.
10. Then read them to find the _____, or lowest, temperature at which the machine will operate.

Continued on next page

9 Antonyms to Know

Connect More Words and Meanings

barbaric	encourage	insignificant	minimum	specific
civilized	falsify	liberty	private	tyranny
contentment	frustrate	limber	public	vague
dissatisfaction	inflexible	maximum	significant	verify

Directions Continue this activity. Read each pair of definitions below. Then fill in the blanks in the sentences with the antonyms that match the definitions and fit the context. You may use the glossary to help you to choose the correct pair.

Definition 1: of or concerning the community or people; open to everyone

Definition 2: not meant to be shared; concerning only one person or group and no one else

11. All of us have a(n) _____ side, which we show to people at large.
 12. We also have a(n) _____ side, which we show only to ourselves and those close to us.

Definition 1: to give someone confidence by praising him or her or showing support

Definition 2: to make someone feel helpless or unable to do something

13. If we _____ a child, we give the child help in achieving goals.
 14. If we _____ a child, we keep the child from fulfilling his or her dreams.

Definition 1: having a highly developed society; showing respect for law and order

Definition 2: very cruel; having little respect for law and order

15. Marks of a(n) _____ society include respect for science and the arts.
 16. Marks of a(n) _____ society include widespread ignorance and violence.

Definition 1: able to bend or move easily

Definition 2: not able to bend or change; rigid

17. If your muscles are loose and _____, you can move easily.
 18. If they are rigid and _____, however, you will not be able to bend easily.

Definition 1: to prove that something is true

Definition 2: to give an untrue or false account; to declare or prove to be untrue

19. Don't believe rumors unless you can _____ them with facts.
 20. Some people may _____ documents and misrepresent the truth.



Act Out Antonyms Work with a partner. Choose any one of the pairs of antonyms and act out, or demonstrate, the meaning of each word in turn. Ask your partner to guess what words you are portraying.

Use Words in Context

barbaric	encourage	insignificant	minimum	specific
civilized	falsify	liberty	private	tyranny
contentment	frustrate	limber	public	vague
dissatisfaction	inflexible	maximum	significant	verify

Directions Answer each question in the blanks provided. Be sure to use the boldface words in your answer.

1. What gives you a feeling of **contentment**? _____

2. What causes you **dissatisfaction**? _____

3. Why is the reason someone gives you a gift **significant**? _____

4. Why is the price of the gift **insignificant**? _____

5. What is a current issue about which you have a **vague** understanding? _____

6. What is something **specific** you would like to know about that issue? _____

7. How is our society **civilized**? _____

8. Why wouldn't you want to live in a **barbaric** society? _____



Analyze the News Choose a current political issue. Write a one-paragraph analysis of the issue, stating its main points and your own opinion. Use all of the antonyms that you did not use in the above activity.

9 Antonyms to Know

Put Words Into Action

barbaric	encourage	insignificant	minimum	specific
civilized	falsify	liberty	private	tyranny
contentment	frustrate	limber	public	vague
dissatisfaction	inflexible	maximum	significant	verify

Directions Antonyms can have positive, negative, or neutral (neither strongly negative nor strongly positive) shades of meaning, or connotations. Sort the vocabulary words into three categories by listing them under one of the headings below. Make sure you can defend your thinking.



Positive

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Negative

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____



Neutral

17. _____
18. _____
19. _____
20. _____



Find Positive-Negative Antonym Pairs Imagine you are writing a story with two characters who are in conflict. One represents all that is good, and the other represents all that is bad. In your personal word journal, write at least five antonym pairs to describe your characters. Then use them in a paragraph for your story.

Review and Extend

barbaric	encourage	insignificant	minimum	specific
civilized	falsify	liberty	private	tyranny
contentment	frustrate	limber	public	vague
dissatisfaction	inflexible	maximum	significant	verify

Learn

More!

The prefixes *dis-*, *un-*, *in-*, *im-*, and *ir* can mean “not” or “the opposite of.” Therefore, they frequently create antonyms when added to the beginning of a base word.

satisfaction	+ dis-	= dissatisfaction
happy	+ un-	= unhappy
significant	+ in-	= insignificant
mature	+ im-	= immature
responsible	+ ir-	= irresponsible

Directions Form an antonym for the boldface word by adding a prefix to it. Write the prefix and the antonym in the blanks. Then answer the question by writing a sentence using the new antonym. You may use a dictionary to help you.

1. **reasonable** Prefix _____ Antonym _____

When would someone not be reasonable?

Sentence _____

2. **justice** Prefix _____ Antonym _____

What is a situation where a ballplayer might feel he did not receive justice?

Sentence _____

3. **conscious** Prefix _____ Antonym _____

What could make a person not conscious?

Sentence _____

4. **tolerant** Prefix _____ Antonym _____

Why is it important to be tolerant instead of not tolerant?

Sentence _____

5. **agree** Prefix _____ Antonym _____

Why might two friends not agree?

Sentence _____



Find More Antonyms Form teams. List as many antonyms as you can that are made by adding the prefixes *dis-*, *un-*, *in-*, *im-*, or *ir-* to a base word. Be careful, because not all words beginning with these letters are true antonyms.

9 Antonyms to Know

Check Your Mastery

Directions Circle the letter of the vocabulary word that best completes each item. Use clues in the context to help you choose the correct word.

1. If you want to help someone achieve a goal, _____ them. Don't put obstacles in their way.
A. encourage B. frustrate C. private
2. You can't expect to win first prize with the least amount of effort. Getting top honors demands the _____ dedication.
A. minimum B. public C. maximum
3. We are a _____ society. We don't support cruel and harsh acts.
A. civilized B. liberty C. barbaric
4. Unlike her opponent, who changes his views when new information is presented, this candidate is _____.
A. inflexible B. limber C. tyranny
5. I don't know why my feeling of happiness is always followed by a period of _____, when nothing pleases me.
A. contentment B. frustrate C. dissatisfaction
6. The detective knew the clue was _____, although every one else overlooked its importance.
A. falsify B. significant C. insignificant
7. If you want to _____ a suspect's alibi, you have to find someone who will swear that he or she was with the accused at the time of the crime.
A. private B. falsify C. verify
8. The government official said she was going to resign her office and pay more attention to her _____ life.
A. public B. dissatisfaction C. private
9. American patriots like Patrick Henry declared that they preferred death to a life of _____ under British rule.
A. tyranny B. liberty C. barbaric
10. If workers truly want to improve their conditions, they need to make their complaints _____ and stop their general complaints.
A. specific B. vague C. inflexible

Read Words in Context



A Royal Battle

It was the day of the great **tournament** at the court of King Fritzl—a day of banners and bugles, of riders charging across the field on mighty horses, of beautiful ladies watching the contests from behind silken veils. This year, 1404, the festival was going to be more **extravagant**, more magnificent, than ever. It would be bigger and noisier and more colorful, with knights arriving on horseback every hour.

The tournament would not be simple. To **complicate** matters, Sir Boris would stand trial. He was accused of running away from a fiery dragon. His guilt or **innocence** would be determined by whether he had the courage to fight the dreaded Sir Drake, the fiercest knight of all.

Sir Boris knew he was in trouble. Usually, he would start to shake whenever he encountered Sir Drake at the dinner table. But he had a plan. Sir Boris had an **identical** twin brother, Sir Floris, who was much braver than he. Even those who knew the brothers well were **incapable** of telling them apart, except for one small fact. One brother was always running toward a battle and the other was always running away from it.

The brothers changed places, **deliberately** trying to fool the king. Sir Floris, pretending to be Sir Boris, charged from the east end of the field. Sir Drake charged from the west end. They collided in the middle. Their lances shattered, since they were made of wood and not some **flexible** material that would bend.

Lying on the ground, Sir Floris gasped, “What’s the **verdict**, Your Majesty? Am I guilty or innocent?”

“You are a mighty warrior, Sir Floris,” the king proclaimed, “but your brother Sir Boris is not. I banish him from my kingdom; I **cancel** all his privileges at my court.”

“How did you know that I am not Boris?” Sir Floris asked.

“I wasn’t certain before,” the king said. “But the fact that he would not fight has just proved that my hunch was right.”

Vocabulary Words

cancel	identical
complicate	incapable
deliberately	innocence
extravagant	tournament
flexible	verdict

Word Learning Tip!

In this chapter you have learned to use nouns, verbs, adjectives, adverbs, synonyms, and antonyms to determine what a word means. In this lesson, you will have a chance to use all this information together to find the meaning of unknown words.

Vocabulary Building Strategy

Use Context Clues As always, look at the surrounding words, phrases, and sentences to help you understand an unknown word. Remember that context clues help you determine meaning.



10 Putting It Together

Connect Words and Meanings

cancel

deliberately

flexible

incapable

tournament

complicate

extravagant

identical

innocence

verdict

Directions Read each definition below. Then choose the vocabulary word that matches the definition and fits in the sentence. You may use the glossary to help you.

- 1. adjective** exactly alike
Armando couldn't decide which model of bike to buy since they both seemed to be _____.
- 2. noun** absence of guilt or wrongdoing
Her _____ was proved beyond a shadow of a doubt.
- 3. adjective** not able to do something
Everyone believed the man's words. They thought he was _____ of telling a lie.
- 4. noun** a series of games in which people or teams try to win the championship
The club members chose Rita to represent them in the chess _____.
- 5. noun** a decision in a trial about whether a person is guilty or not guilty; any decision or opinion
The defendant was released after the jury announced its _____.
- 6. verb** to make difficult or complex
Let's try to keep things simple. Don't _____ things by offering too many choices.
- 7. adjective** able to bend or to change
The gymnast did stretching exercises so that she would be more _____.
- 8. adjective** exceeding the bounds of moderation; very showy or ornate
You should not have bought something so expensive. This gift is too _____.
- 9. verb** to cross out; to do away with; to stop
Because of rain, they had to _____ the ballgame.
- 10. adverb** in a way that is planned or intended; on purpose
It was an accident. He didn't break the window _____.

Connect More Words and Meanings

- | | | | | |
|-------------------|---------------------|------------------|------------------|-------------------|
| cancel | deliberately | flexible | incapable | tournament |
| complicate | extravagant | identical | innocence | verdict |

Directions Complete the crossword puzzle. Read each clue below. Then choose the vocabulary word that fits. Write it in the boxes. You may use the glossary to help you.

Across

- 2. a series of games in which people or teams try to win the championship
- 6. not able to do something
- 8. exactly alike
- 9. exceeding the bounds of moderation; very showy or ornate
- 10. to make difficult or complex

Down

- 1. in a way that is planned or intended; on purpose
- 3. a decision in a trial about whether a person is guilty or not guilty; any decision or opinion
- 4. to cross out; to do away with; to stop
- 5. absence of guilt or wrongdoing
- 7. able to bend or to change



Create A Setting Work with a partner. Brainstorm a list of historical settings. Then choose the one that interests you the most and use it as a setting for a story. Write the first paragraph of an original story set in that time and place. Use at least three vocabulary words and at least three new verbs from Lesson 2.

10 Putting It Together

Use Words in Context

cancel

deliberately

flexible

incapable

tournament

complicate

extravagant

identical

innocence

verdict

Directions Answer each question with a sentence that uses *both* of the boldface words.

1. If you were writing a crossword puzzle, why would you **deliberately** try to **complicate** it?

2. Under what circumstances would someone want to **cancel** a **tournament**?

3. If two items are **identical**, what are you **incapable** of doing with them?

4. If you were on trial, how would you react to a **verdict** of **innocence**?

5. What event can you think of that could be both **flexible** and **extravagant**? Explain how it deserves both those labels.

Directions Replace the boldface words with a vocabulary word. Write it in the blank.

6. The queen came to dinner dressed in her most **showy and ornate** robe. _____
7. “Why do you want to **make difficult or complex** a simple matter?”
King Fritzl asked Sir Laker. _____
8. Sir Laker waited nervously for the king’s **decision in the trial**,
hoping to be set free. _____
9. “Your Majesty,” said Sir Floris, “I wish to declare my **absence**
of wrongdoing.” _____
10. The king was so disgusted when his knights lost the event
that he decided to **do away with** the feast. _____

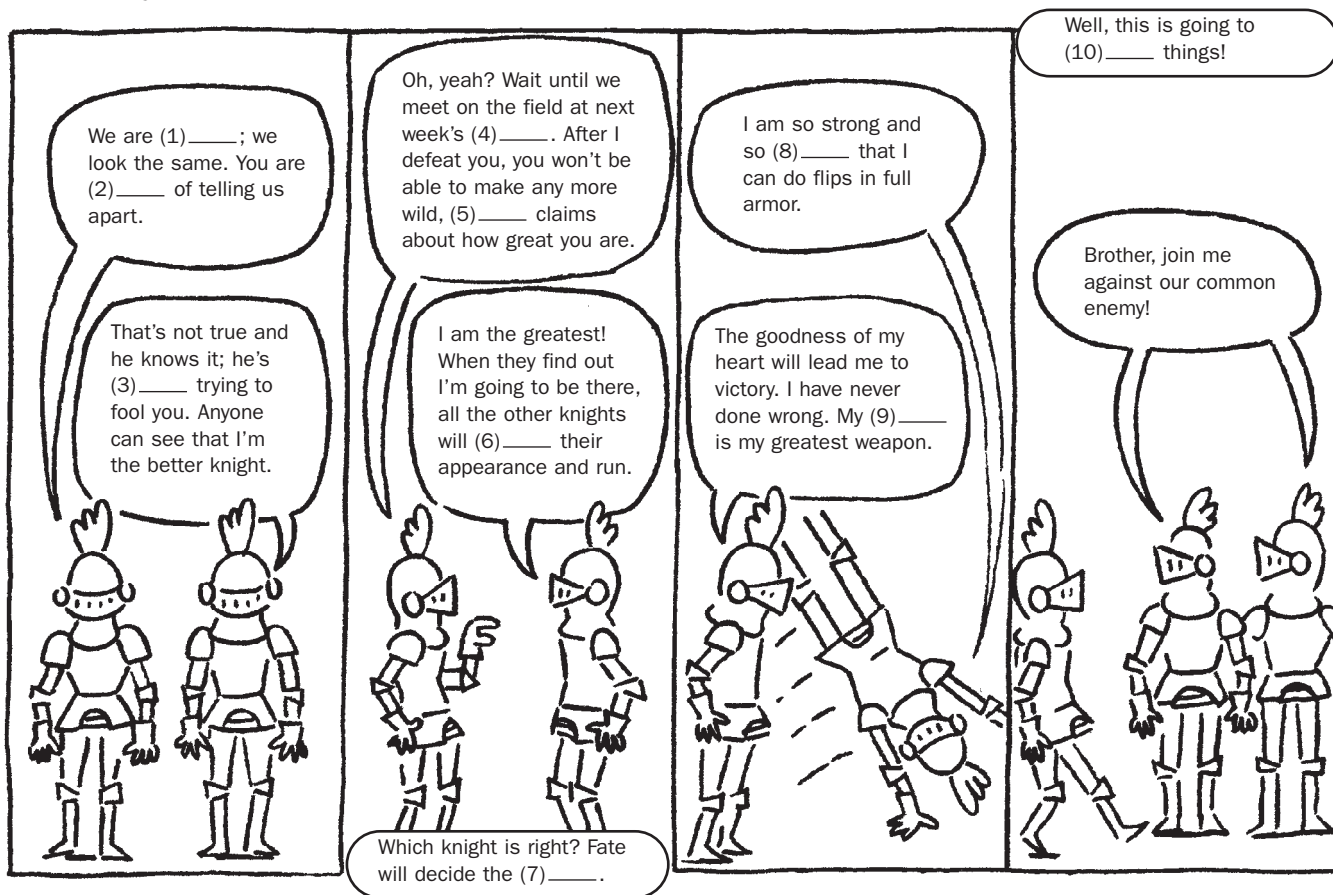


Play the Word Grab Game Write the vocabulary words on index cards. Shuffle the cards and place the deck on the table with the words facing down. Pick two cards. Write a sentence using both words. Continue doing this until you have used all your words.

Put Words Into Action

cancel **deliberately** **flexible** **incapable** **tournament**
complicate **extravagant** **identical** **innocence** **verdict**

Directions Choose the vocabulary word that fits in each speech balloon. Write the correct vocabulary word in each blank under the comic strip.



- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | |
| 4. _____ | 8. _____ | |

★ Draw a New Cartoon Frame Work in pairs. On a separate sheet of paper, draw a cartoon showing what might happen next to these knights. Use at least three of the vocabulary words in the speech balloons you write. Also try to use some interesting nouns, adjectives, and adverbs from lessons 1, 4, 5, and 6.

10 Putting It Together

Review and Extend

cancel

deliberately

flexible

incapable

tournament

complicate

extravagant

identical

innocence

verdict

Learn

More!

Parts of Speech

Noun: the name of something (a person, place, thing, quality, or idea)**Verb:** an action or state of being**Adjective:** modifies a noun or pronoun**Adverb:** modifies a verb, adjective, or another adverb

Directions Read each sentence. Write the correct vocabulary word in the blank. Then identify how the word is used in the sentence, and write which part of speech it is in the blank.

1. Please _____ my membership at the end of the year.
2. **Part of speech** _____
3. Did you do that _____ or by accident?
4. **Part of speech** _____
5. What's your _____? Did you like the chili that I made?
6. **Part of speech** _____
7. I'd like to help, but I am _____ of doing what you ask.
8. **Part of speech** _____
9. My schedule for next week is not very _____. I have soccer practice, piano lessons, glee club, and tumbling class.
10. **Part of speech** _____



Write an Antonym List Write a list of antonyms with a partner. Try to think of an antonym for at least six vocabulary words. Write the word pairs in your personal word journal. For more difficult words, use a dictionary or a thesaurus to help you.

Check Your Mastery

Directions Complete each analogy. Circle the letter of the word that best fits in the blank.

- Simplify** is to _____ as **hurry** is to **dawdle**.
A. cancel B. complicate C. innocence
- _____ is to **decision** as **spoon** is to **utensil**.
A. Verdict B. Tournament C. Extravagant
- Cow** is to **herd** as **game** is to _____.
A. tournament B. incapable C. cancel
- Good** is to **bad** as _____ is to **guilt**.
A. identical B. verdict C. innocence
- Unable** is to _____ as **eager** is to **willing**.
A. flexible B. incapable C. extravagant
- _____ is to **stop** as **begin** is to **start**.
A. Complicate B. Identical C. Cancel
- Plain** is to _____ as **soft** is to **loud**.
A. extravagant B. flexible C. innocence
- Knowingly** is to **unknowingly** as _____ is to **accidentally**.
A. incapable B. verdict C. deliberately
- Strange** is to **familiar** as **different** is to _____.
A. complicate B. extravagant C. identical
- Stiff** is to **rigid** as _____ is to **limber**.
A. flexible B. innocence C. cancel



11 Words With Prefixes (*co-*, *col-*, *com-*, *con-*, *cor-*)

Be a Word Architect

Vocabulary Words

collaborate	conform
collate	conspire
colleague	cooperative
commission	co-pilot
committee	correlate
compassionate	correspondence
comply	co-worker
compose	

Word Learning Tip!

When you come to a long word, it is helpful to see if you know the meaning of any of the parts. A prefix is a word part that can be added to the beginning of a word or word root. A prefix carries the same meaning no matter what other word part it is added to.

Vocabulary Building Strategy

Use Prefixes When you combine the meaning of the prefix with the meaning of the word or root it was added to, you will often be able to determine the meaning of the whole word. Add these two meanings together. Then see if the combined meaning you discovered makes sense in the sentence.

Learn

More!

The prefixes *co-*, *col-*, *com-*, *con-*, and *cor-* all mean the same thing: “with” or “together.” They are different spellings for the same prefix. When you read an unfamiliar word with one of these prefixes, you know something right away: It contains the meaning “with” or “together.”

Prefix	Meaning
<i>co-</i> , <i>col-</i> , <i>com-</i> , <i>con-</i> , <i>cor-</i>	with, together

You can add a prefix to a word:

$\text{con} + \text{form} = \text{conform}$

You can add a prefix to a word root (a word part that carries the word’s basic meaning but cannot stand alone):

$\text{con} + \text{spire} = \text{conspire}$

Spir(e) is a Latin root that means “breath.”

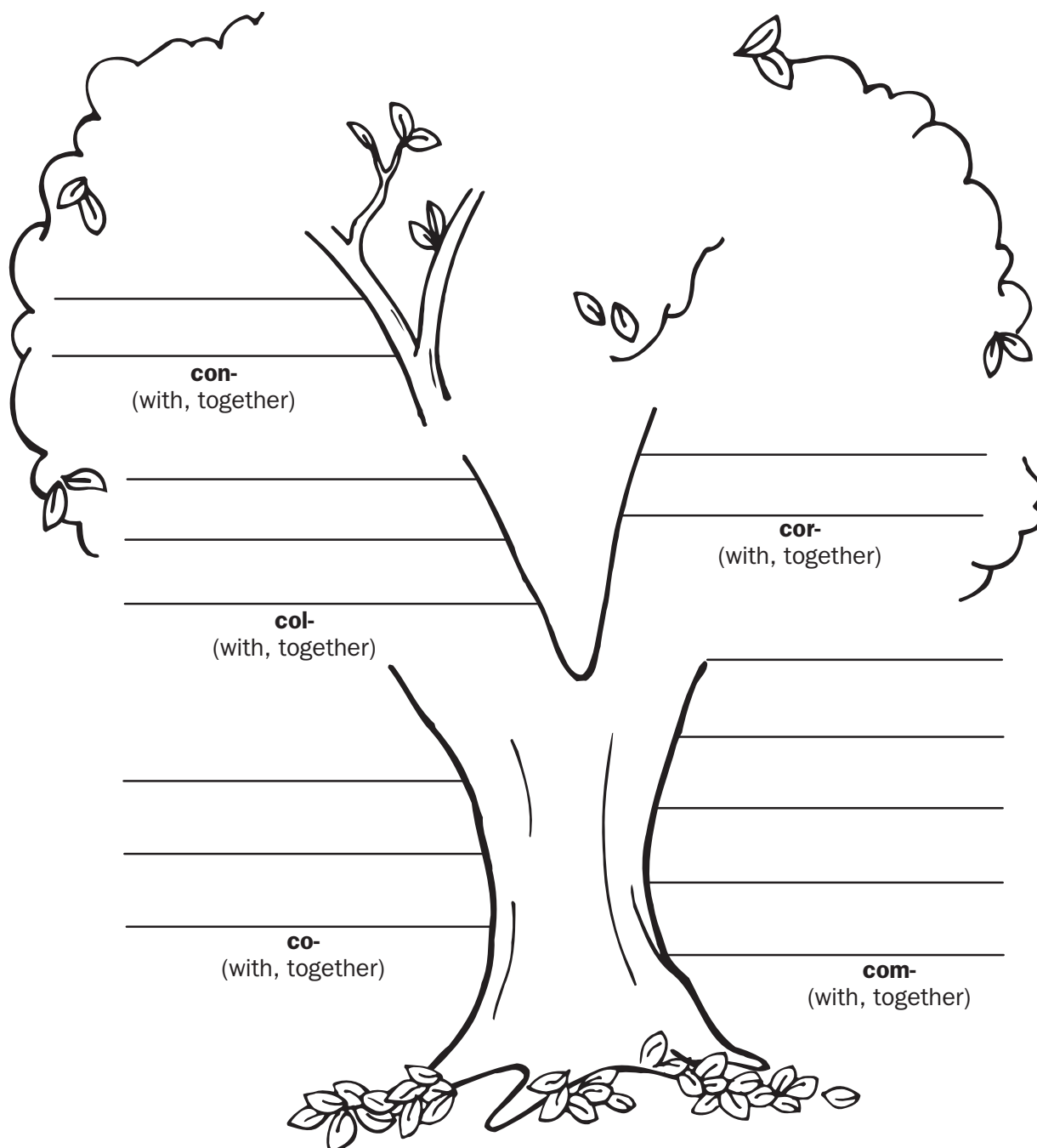


Hunt for Words For each of the five prefixes, find at least one other word in the dictionary that begins with it. First, place the new words on the prefix tree. Then write each word and the meaning you think that word has in your personal word journal, along with a definition. Finally, write a sentence using each word.

Be a Word Architect

collaborate	commission	comply	conspire	correlate
collate	committee	compose	cooperative	correspondence
colleague	compassionate	conform	co-pilot	co-worker

Directions Look at each branch of the prefix tree below. Place each vocabulary word on the correct branch. Circle the prefix in each word.



11 Words With Prefixes (*co-*, *col-*, *com-*, *con-*, *cor-*)

Connect Words and Meanings

collaborate	commission	comply	conspire	correlate
collate	committee	compose	cooperative	correspondence
colleague	compassionate	conform	co-pilot	co-worker

Directions Study each definition. Then write a sentence to answer the question that follows the definition. Use the vocabulary word in your response.

- 1. compassionate** showing sympathy for the sufferings of others
Why would you want a doctor or a nurse to be compassionate?

- 2. correspondence** letters written between two people; communication between people
How can e-mail help you keep up your correspondence with a friend who has moved away?

- 3. colleague** someone who works with you; a fellow member of a staff
If you worked as a teacher, who would be some of your colleagues?

- 4. conspire** to plan together to do something in secret
What might two spies conspire to do?

- 5. correlate** to show the relationship between two or more things
Correlate the relationship between exercise and health. Do you think that the people who exercise are more healthy or less healthy than those who do not exercise?

- 6. committee** a group of people chosen to do something
If your class were planning a party, what committee would you like to serve on?

- 7. co-pilot** the second pilot or relief pilot on an airplane
Why are there usually both a pilot and a co-pilot on a plane that travels a long distance?

- 8. compose** to put together; to write or create something
What is something that you would like to compose?

Continued on next page

Connect More Words and Meanings

collaborate	commission	comply	conspire	correlate
collate	committee	compose	cooperative	correspondence
colleague	compassionate	conform	co-pilot	co-worker

Directions Continue the activity. Study each definition. Then write a sentence to answer the question that follows the definition. Use the vocabulary word in your response.

9. **comply** to act according to someone's wish or command
When you are sick, why is it important to comply with your doctor's orders?

10. **cooperative** able to work well with other people; agreeable
Why would you want to work in a group where everyone is cooperative?

11. **collaborate** to work together for a common goal
Why might two authors collaborate to write a book?

12. **conform** to follow what everyone else does
Why do you think teenagers conform to popular dress styles?

13. **co-worker** someone who works with you at a job
Why do you think that co-workers often become friends?

14. **commission** a group of people chosen for a task, such as to study a problem
If you were mayor, what problem would you form a commission to look into?

15. **collate** to put together in the correct order
Why should you staple pages of a report together after you collate them?



Interview a Famous Person Work with a partner. Think about a person you would like to interview. What would you like to know? Write questions using vocabulary words that you would like to ask this person.

11 Words With Prefixes (*co-*, *col-*, *com-*, *con-*, *cor-*)

Learn Words in Context

collaborate	commission	comply	conspire	correlate
collate	committee	compose	cooperative	correspondence
colleague	compassionate	conform	co-pilot	co-worker

Press Conference

Ladies and gentlemen, may I present Captain Ernie Fitzgerald, head of the **commission** to study building a new airport in our county. “Fitz,” as everyone calls him, has been involved in air travel as a **co-pilot**, pilot, and head of an airline. He is also known to be one of the most caring, **compassionate** people in the airline field. He will now take your questions.

Q: Fitz, could you describe your work on one of the **committees**? What did it do?

A: Well, first we had to gather and **collate** all the information on the pro and con reasons for building a new airport. My **colleagues** and I have worked hard, and everyone has been very **cooperative** in sharing information and staying friendly. As you know, sometimes, workers who **collaborate** on a project have very different views, so they **conspire** against each other to get their own way. That hasn’t happened here. My **co-workers** deserve all the compliments in the world.

Q: Has the commission’s work been completed?

A: No, we still have important work to do. We have to **compose** our final report in order to **comply** fully with the terms of our assignment. We think this will take about a month. We have to **correlate** all of the many different pieces of information, including a lot of **correspondence** we have received from airline experts around the world. If we build an airport, it will have to **conform** to all the latest safety standards. It will also be a group of beautiful twenty-first century buildings. This place will be one of the great airports of the world.

Thank you, Fitz. We congratulate you on a job well done.



Use Words in Context

collaborate	commission	comply	conspire	correlate
collate	committee	compose	cooperative	correspondence
colleague	compassionate	conform	co-pilot	co-worker

Directions Complete each sentence. Write the vocabulary word that best fits in the blank.

- After the press conference, Alana Eliot, a news reporter, will go back to her office to _____ (*conspire, correspondence, compose*) a story on the plan to build a new airport.
- Alana's notes for the story are quite disorganized, so she will have to _____ (*colleague, conform, collate*) them to put them in order.
- Alana hopes to get an interview with Captain Ernie Fitzgerald. She hopes he will be _____ (*cooperative, collaborate, correlate*) by answering questions fully during the interview.
- Another reporter, a _____ (*committee, commission, colleague*) of Alana's named Max, wants to work on the news story with her.
- Alana has not decided yet whether she wants to _____ (*correlate, collaborate, compassionate*) with Max or write a story on her own.
- At Alana's newspaper, reporters are encouraged to work together. Alana thinks she will probably _____ (*conspire, compose, conform*) to this office policy and work with Max.
- Alana likes the fact that Max seems to really care about the people he interviews. Max is warm and (*compassionate, co-worker, collaborate*) _____.
- Max likes his fellow reporters and wants to help them get ahead. He would never _____ (*conspire, collate, cooperative*) to hurt another reporter's chances of getting a story.



Write a Lead Story Work with a partner. Brainstorm several recent news events in your community or the world. Then choose one and write the first paragraph for a story in your personal word journal. Use at least four vocabulary words.

11 Words With Prefixes (*co-*, *col-*, *com-*, *con-*, *cor-*)

Review and Extend

collaborate	commission	comply	conspire	correlate
collate	committee	compose	cooperative	correspondence
colleague	compassionate	conform	co-pilot	co-worker

Directions Answer each question below. Use the vocabulary word in your response.

New Words

collide

compromise

congregate

- When people **collaborate**, they work and plan *together*. How should people act toward one another when they collaborate?

- When two cars **collide**, they hit each other or come *together* violently. What should you do if you see two cars collide?

- When you **comply**, you say you will act in agreement *with* the rules. Why is it important to comply with the rules during a fire drill?

- When you **compromise**, you work *with* others to agree to accept something that is not exactly what you wanted. Why do you think it is important to be willing to compromise when you work in a group?

- When two people **conspire**, they plan *together* in secret. Why might people whisper or speak quietly when they conspire?

- When people **congregate**, they come *together* in a group. In what places do people usually congregate?



Compose a Headline Work with a partner. Think about how many words with *co-* prefixes you can fit into a news headline. Compose a headline that includes at least three vocabulary words, along with other words using the same prefixes. The headline may be on any topic. It may be serious or funny, but make sure it makes sense.

Check Your Mastery

Directions Circle the letter of the correct answer.

- Which two words are synonyms, or words that mean the same?
A. **conform** and **conspire** C. **comply** and **correlate**
B. **cooperative** and **compassionate** D. **colleague** and **co-worker**
- Which two words describe groups that work together to solve a problem?
A. **commission** and **committee** C. **collaborate** and **collate**
B. **correspondence** and **compose** D. **co-pilot** and **correlate**
- What happens when you press a button labeled **collate** on a photocopy machine?
A. It prints on both sides of the page. C. It prints color copies.
B. It puts the pages in the correct order. D. It reduces or enlarges the size of the copies.
- In which situation is it most important to be **compassionate**?
A. shopping for clothes C. taking a test
B. caring for a sick person D. traveling on a vacation
- A friend is building a tree house and asks you to **collaborate**. What is he asking?
A. help build the tree house C. build your own tree house
B. invite a group of friends to play D. wait until the tree house is finished
- Which of the following illustrates the meaning of **conspire**?
A. Two friends play in a tree house. C. You feed breadcrumbs to a flock of pigeons.
B. A thief robs a bank. D. A group of evil people plot to take over a country.
- All of the following are something you might **compose**, except:
A. an apology B. an answer to a question C. a song D. a flower
- You decide to **conform** to a school's discipline rules. In other words, you decide to:
A. do whatever you want C. do what the school asks you to do
B. do the opposite of what teachers ask D. not do anything at all
- A teacher says that you are **cooperative**. What is the teacher saying about you?
A. You know most of the answers. C. You work well with others.
B. You are difficult to manage. D. You have a lot of friends; you are popular.
- Which of the following people needs to **comply**?
A. a parent whose child asks for candy
B. a child whose playmate says, "Give me that toy"
C. a pet owner whose dog wants to play "fetch"
D. a soldier whose captain gives an order

12 Words With Suffixes (-al, -ive, -ous)

Be a Word Architect

Learn

More!

Vocabulary Words

ambitious	marginal
competitive	objective
consecutive	occupational
constructive	perpetual
cultural	seasonal
defensive	spacious
destructive	tenuous
expressive	

Word Learning Tip!

A suffix is a word part that is added to the end of a complete word or word root. A suffix adds to the meaning of the word or root and may change its part of speech. The suffixes *-al*, *-ive*, and *-ous* all form adjectives.

Vocabulary Building Strategy

Use Suffixes When you add the meaning of the suffix to the meaning of the word or root, you will often be able to determine the meaning of the new word. A root needs a prefix and suffix added to it to make a word. To learn a new word, add the meaning of the word parts, and think of a meaning that makes sense in the sentence where the word appears.

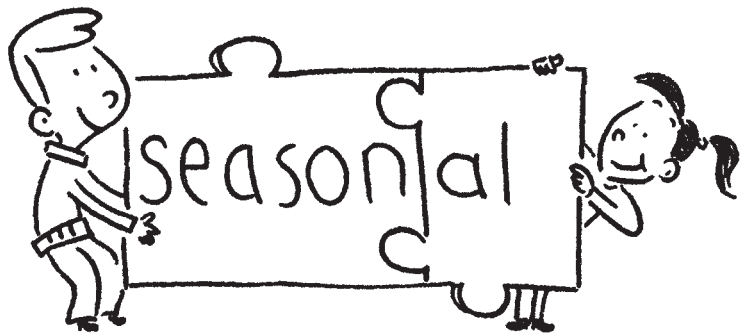
When you read an unfamiliar word with the suffixes *-al*, *-ive*, or *-ous*, you know one thing right away: The word is an adjective. You can use the meaning of the suffix to help you determine the meaning of the unfamiliar word. For example, *competitive* is an adjective that means “tending to compete.” In other words, someone who is *competitive* likes to compete or to try to win.

Suffix	Meaning
-al	of, like, relating to, characterized by
-ive	tending to, having the quality of, causing or making
-ous	full of, having the quality of

You can add the suffix *-al* to the word *season* to form the word *seasonal*. season + al = seasonal

You can add the suffix *-ous* to the root *tenu* to form the word *tenuous*. tenu + ous = tenuous

Sometimes, the spelling of the end of the word changes slightly to add the suffix.

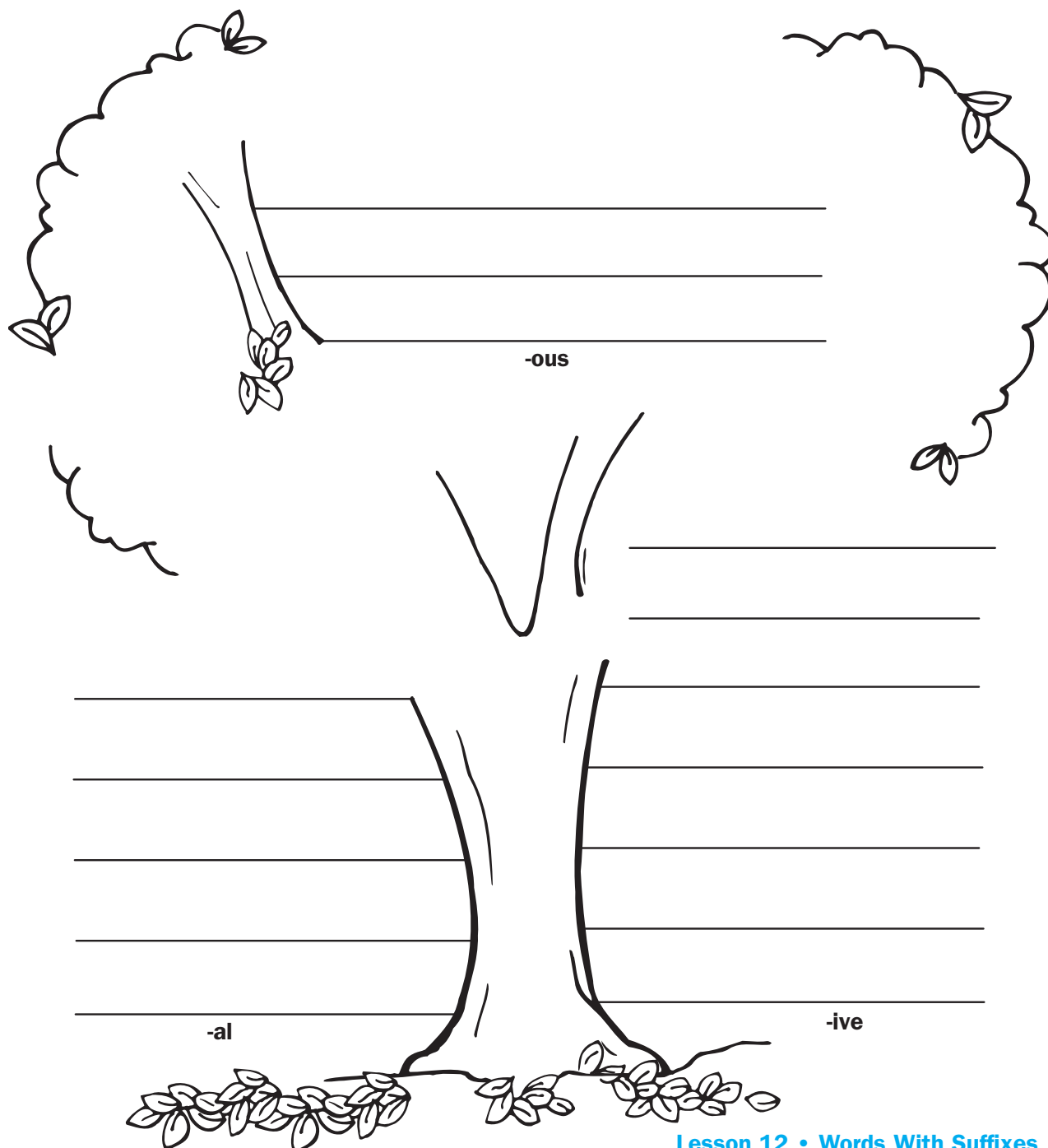


Hunt for Words Find other words that use these three suffixes. Look in books, newspapers, and magazines. Write the words along with definitions in your personal word journal. Also write the sentence in which you find each word. Then add the new words to the suffix tree.

Be a Word Architect

ambitious	constructive	destructive	objective	seasonal
competitive	cultural	expressive	occupational	spacious
consecutive	defensive	marginal	perpetual	tenuous

Directions Look at each branch of the suffix tree below. Place each vocabulary word in a blank on the correct branch. Circle the suffix in the word.



12 Words With Suffixes (-al, -ive, -ous)

Connect Words and Meanings

ambitious	constructive	destructive	objective	seasonal
competitive	cultural	expressive	occupational	spacious
consecutive	defensive	marginal	perpetual	tenuous

Directions Read each definition below. Then show that you understand the definition by answering the question that follows it.

- 1. spacious** having a lot of space; roomy
Which would you describe as spacious—a crowded city or an open field in the country? Why?

- 2. objective** unbiased; not having a personal interest; based on the facts or having the quality of an object or goal
Why does a judge have to be objective and fair?

- 3. occupational** having to do with an occupation or job
What are two occupational hazards that a gymnast faces?

- 4. ambitious** having ambition; striving for a goal
Do you think that you need to be ambitious and willing to work hard to make your dreams come true? Why?

- 5. destructive** tending to destroy and cause a lot of damage and unhappiness
Why do people who live near the water worry about the destructive force of a hurricane?

- 6. cultural** relating to culture, especially the arts, sciences; or relating to customs
What types of cultural events do you enjoy?

- 7. competitive** relating to competition; being eager to win
If you were on a football team, would you want your other team members to be competitive or not?

- 8. constructive** helpful and useful; helping to build, improve, and advance
How can your teacher's constructive comments help you improve your writing?

Continued on next page

Connect More Words and Meanings

ambitious	constructive	destructive	objective	seasonal
competitive	cultural	expressive	occupational	spacious
consecutive	defensive	marginal	perpetual	tenuous

Directions Continue the activity. Read each definition below. Then show that you understand the definition by answering the question that follows it.

9. **consecutive** proceeding from one to the next in order or sequence

How do you feel when it rains for three consecutive days?

10. **expressive** showing or expressing feelings or meanings

Why is it important for an actor to have an expressive face?

11. **seasonal** relating to a season; occurring during a season

If a store sells seasonal clothing in the summer, what types of items could you buy?

12. **defensive** serving to defend yourself or others; protective

Why should a good driver be alert and on the defensive?

13. **marginal** relating to the border or margin of something; borderline; not important

When there is a drought, why do some farmers have only a marginal or borderline existence?

14. **perpetual** lasting forever, permanent; constant

Why do people sometimes place a perpetual light on a grave or memorial?

15. **tenuous** long and thin; not very strong or substantial; flimsy

Why does a lawyer need to present a solid case, not a tenuous one, to convince a jury of her client's innocence?



Talk about Cultural Events Work in small groups. Talk about some of your favorite cultural events that take place in your community. Which event is your favorite? Why? If you could choose any cultural event to visit your community, which kind of an event would it be? Use as many vocabulary words as you can to explain your answer.

12 Words With Suffixes (-al, -ive, -ous)

Learn Words in Context

ambitious	constructive	destructive	objective	seasonal
competitive	cultural	expressive	occupational	spacious
consecutive	defensive	marginal	perpetual	tenuous

News Flash—New State Park to Begin Construction

The new park will be the most **ambitious** project the Department of Natural Resources has undertaken in the past four years. The more than 500 square miles planned for the park will be **spacious** enough to protect some endangered wildlife. At the same time, it will provide **cultural** events, such as art and music concerts, as well as **competitive** activities, such as cross-country ski races and ice-skating. The park will have many **seasonal** uses. These will range from skiing in the winter to swimming in the summer.

In a specially zoned area of the park, efforts will be made to bring back timber wolves. Wolves have not been seen in this state for decades. People have made strong arguments, not **tenuous** or flimsy ones, to bring them back. Now these arguments are being listened to. Of course, there is danger, but the park will take **defensive** measures to protect people from the wolves. For example, in **marginal** areas they will build fences to ensure that wolves do not cross into nearby farmland. Many people hope that this park will be a **perpetual** haven for wolves and other endangered wildlife. Its existence may ensure that some of the **destructive** policies toward wolves will end.

By preserving our state’s natural beauty, the park will be a **constructive** and useful force in the lives of our citizens. The reasons for preserving nature are both subjective—because we love its beauty—and **objective**—because good parks help our economy. This park will be truly **expressive** of our state motto, “Doing Better.”

Construction of park trails and facilities should begin this month and continue for the next two **consecutive** years.

Occupational needs will include park rangers, maintenance crews, and a resident supervisor, as well as seasonal employees, such as lifeguards. See future reports for more details.



Plan a Park Make a plan for a park that you would like to see where you live. Sketch a map on a sheet of paper showing the areas in and uses of the park. Add labels and brief word descriptions. Use as many vocabulary words as you can, along with other *-al*, *-ive*, and *-ous* words you know!

Use Words in Context

ambitious	constructive	destructive	objective	seasonal
competitive	cultural	expressive	occupational	spacious
consecutive	defensive	marginal	perpetual	tenuous

Directions Write the vocabulary word that best fits in the blank to complete each sentence of this political debate.

Senator Goode: The people of our state need a new park for **(1)**_____ events, such as band concerts and poetry readings. A new park would be a(n) **(2)**_____ undertaking, yes. It would take a lot of time and money. But it would also be a wonderful addition to our community, and reflect most people's love for nature.

Senator Meany: The senator is just being silly and emotional. He is not dealing with hard, cold facts. There is no **(3)**_____ reason to build more parks in this state. It would not be useful or improve our community. Nature is an unimportant, **(4)**_____ or borderline issue. We have stronger, more important issues to discuss.

Senator Goode: Once again my friend and colleague, Senator Meany, is showing that she is a **(5)**_____ force, not a force for positive change. She is not **(6)**_____ since she only wants to tear down. She is so eager to be elected governor that she no longer cares about nature, since animals don't vote.

Senator Meany: I see that my honorable opponent is eager to win the governorship and is being very **(7)**_____. But I like strong competition. It only makes me stronger.


Senator Goode: Senator Meany is attacking me so that I might become very **(8)**_____ about my position. I don't need to defend myself. For eight **(9)**_____ years she has been blocking every decent new law that has come into this senate.

Senator Meany: Once again my dear friend, Senator Goode, is not telling the truth. I have sponsored the Meany Bill to give **(10)**_____ training to people looking for jobs.

Senator Goode: Well, you'll be out of a job this fall if there's anything I can do about it.

Senator Meany: Oh really?

Senator Goode: Yes!

 **Give a Speech!** Work with a partner. Plan, practice, and deliver a brief speech either for or against creating more nature preserves in your area. Write the speech in your personal word journal. Use at least three vocabulary words and other words using the same suffixes.

12 Words With Suffixes (-al, -ive, -ous)

Review and Extend

ambitious	constructive	destructive	objective	seasonal
competitive	cultural	expressive	occupational	spacious
consecutive	defensive	marginal	perpetual	tenuous

Directions Read each sentence. In the blank, write the suffix that completes each vocabulary word. Then follow the directions to form a new word with the same suffix.

New Words

aggressive **cautious** **recreational** **subjective** **successive**

- At the national park last summer, Marta and her friends camped out for five consecut_____ days by a beautiful waterfall. Another word that means the same is _____ (success + ive).
- Everyone has his or her own tastes and opinions about vacations. It's impossible to be completely object_____ about vacations. The opposite of objective is _____ (subject + ive).
- Some people like country vacations, such as staying at a cottage next to a quiet lake. Other people like more ambiti_____ vacations, such as climbing mountains. If you don't like risks, you might want to be more _____ (cauti + ous) and stay at home.
- While some people like the woods or the sea, others prefer cultur_____ tours of art museums and old buildings in great cities. Do you prefer _____ (recreation + al) activities that allow you to be more active?
- Competit_____ activities such as kayak races and swimming competitions can be part of a vacation. You don't have to be too _____ (aggress + ive) to take part in these activities.

Directions Use each new word in a sentence.

- _____
- _____
- _____
- _____
- _____



Describe an Ideal Summer Vacation Write a paragraph of four to six sentences describing an ideal summer. Explain why it's ideal for you. Use as many *-al*, *-ive*, and *-ous* words as you can!

Check Your Mastery

Directions Choose the correct vocabulary word to complete each sentence. Write it in the blank.

Are you all set for the mountain bike rally? This event, which occurs every May, is one of our community's favorite **1.**_____ (*occupational, objective, seasonal*) activities. One hundred eager and **2.**_____ (*consecutive, constructive, ambitious*) bicyclists gather together at the starting line, ready and waiting for the signal. These hard-pedaling, **3.**_____ (*competitive, cultural, defensive*) folks all believe that they are going to be the winners.

When you look at it from a(n) **4.**_____ (*objective, destructive, marginal*) standpoint, winning isn't as important as having fun when doing healthy exercise. Bicycling up and down the red dirt hills, surrounded by green trees and a(n) **5.**_____ (*spacious, perpetual, competitive*) open sky is a total pleasure, whether you're in a race or just going for a ride.

The benefits of riding have been proven. The evidence is not **6.**_____ (*defensive, tenuous, cultural*) or flimsy. People agree that riding in the fresh air is one of the most **7.**_____ (*destructive, constructive, cultural*) steps you can take to stay in shape.

Seventy-year-old Cyrus Polk has been bicycling in these hills all his life. He has raced in the past six **8.**_____ (*consecutive, marginal, objective*) rallies. Retired from work, he says, "My job was selling cars. A(n) **9.**_____ (*occupational, perpetual, tenuous*) hazard was not getting enough exercise. But now I much prefer to ride bikes." Mr. Polk's happy, **10.**_____ (*defensive, constructive, expressive*) face lights up at the thought of a day riding in the countryside.

13 Words With Common Roots (*chron, dic/dict, gen, vid/vis, vit*)

Be a Word Architect

Learn

More!

Vocabulary Words

chronicle	genesis
chronological	supervise
contradict	synchronize
dictate	televise
dictator	visualize
genealogy	vital
generate	vitality
generation	

Word Learning Tip!

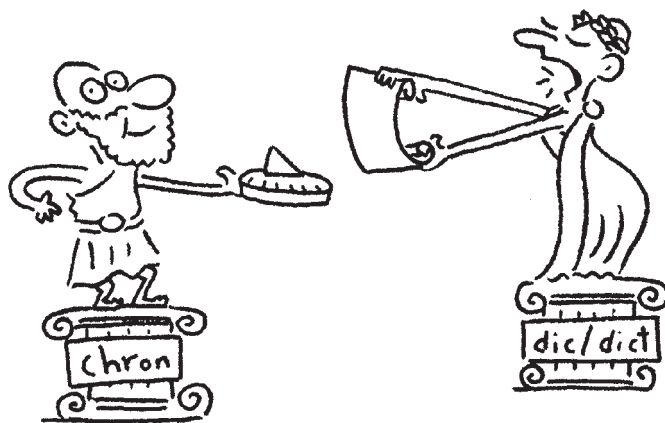
A root is a word part that is the main part of a word. A root needs a prefix, a suffix, or another word part added to it to form a complete word. Many roots come from Latin or Greek words and carry the meaning given to them by the ancient Romans or Greeks. A root's meaning can be used as a clue to the meaning of the longer word in which it appears.

Vocabulary Building Strategy

To understand an unfamiliar long word, see if it has a root in it that you know. If it does, use the meaning of the root to help you determine the meaning of the unfamiliar word. Add the meaning of all the word parts together to come up with the meaning of the whole, longer word.

Words with the same root are all related. All words that have the same root will have a similar meaning, no matter what word parts are added to them. When you see a familiar word with the root *chron*, you immediately know that this word will have “time” as part of its meaning. Words with the root *vid*, which is also spelled *vis*, will have something to do with seeing, and words with the root *dic* or *dict* will have something to do with saying or speaking. If you see the root *vit* in a word, you know that it is going to tell you about life, and if you see *gen*, you know it is going to tell you about birth.

Root	Language	Meaning
chron	Greek	time
vid/vis	Latin	see
dic/dict	Latin	say, speak
vit	Latin	life
gen	Latin	birth

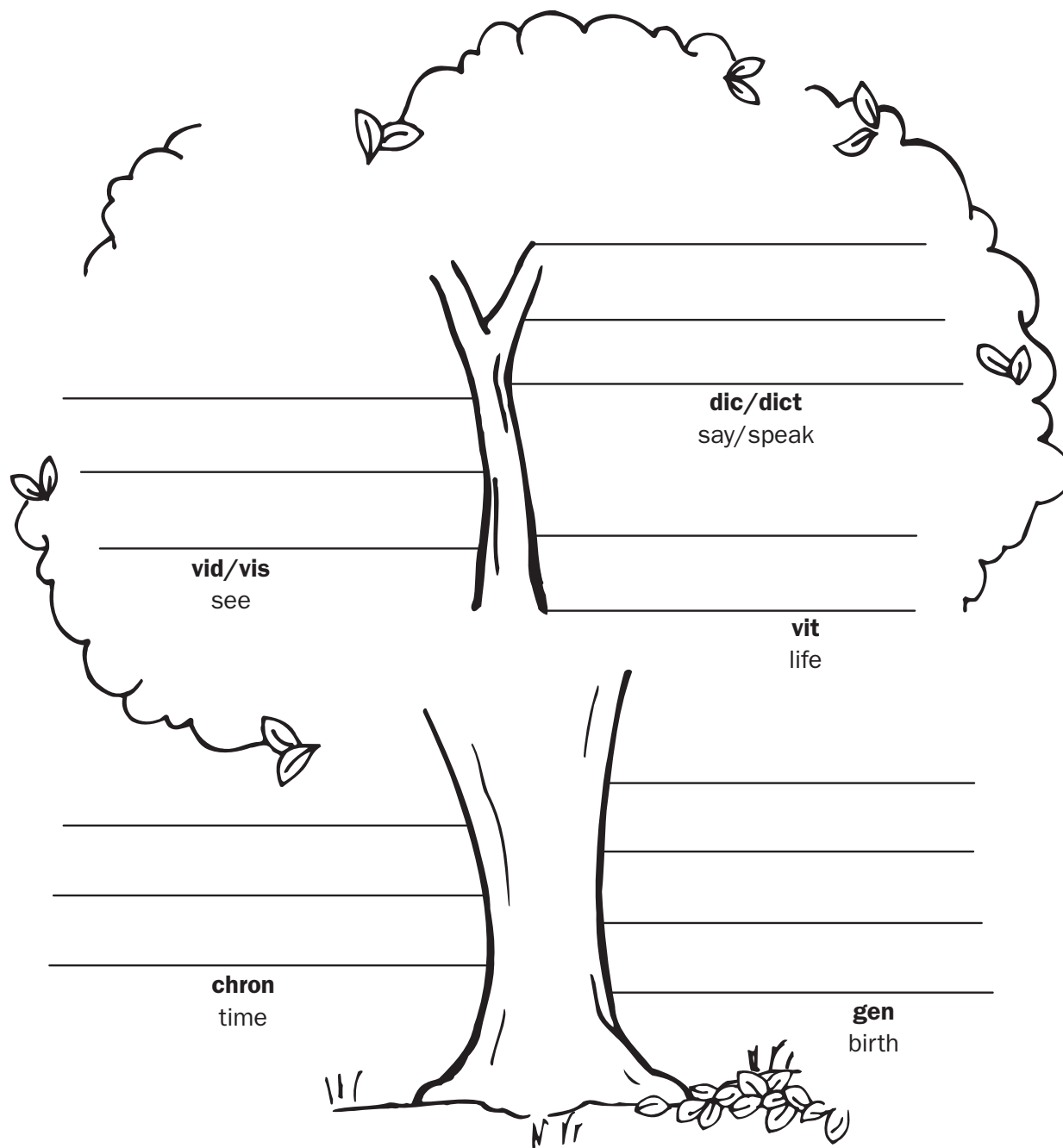


Generate Excitement with an Advertisement Create an advertisement for a television show. Use at least two of your vocabulary words in the advertisement. Find two other words with these roots and use them, too. Illustrate your ad by making a sketch, finding a photograph in a magazine, or using clip art.

Be a Word Architect

chronicle	dictate	generate	supervise	visualize
chronological	dictator	generation	synchronize	vital
contradict	genealogy	genesis	televis	vitality

Directions Look at each branch of the root tree below. Place each vocabulary word in the blank on the correct branch. Circle the root in each word.



13 Words With Common Roots (*chron, dic/dict, gen, vid/vis, vit*)

Connect Words and Meanings

chronicle	dictate	generate	supervise	visualize
chronological	dictator	generation	synchronize	vital
contradict	genealogy	genesis	televise	vitality

Directions Read each definition below. Then answer the question that follows each definition. Write your answers on the lines.

- synchronize** to cause to happen or operate at the same time
Why would two people want to **synchronize** their watches?

- visualize** to picture something or to see something in your mind
How could you help someone **visualize** where you live?

- televise** to broadcast by television
At what time would you **televise** a cartoon program for little children?

- genealogy** the history of a family; the study of family history
What might you find out if you studied a family's **genealogy**?

- dictate** to talk aloud so that someone can write down what you say
Why might you **dictate** a story instead of writing it down?

- chronicle** to record historical events in a careful and detailed way;
an account of historical events
In what subject would you be likely to read a **chronicle**?

- generate** to produce something; to bring something into being
How could you **generate** interest in an idea for a class project?

- contradict** to say the opposite of what has been said
If you were in a debate, what could you do to **contradict** an untrue story?

Continued on next page

Connect More Words and Meanings

chronicle	dictate	generate	supervise	visualize
chronological	dictator	generation	synchronize	vital
contradict	genealogy	genesis	televise	vitality

Directions Continue this activity. Read each definition below. Then answer the question.

- 9. vitality** energy and liveliness

Would you be more likely to show **vitality** playing soccer or watching television?

- 10. vital** very important; necessary for life

What are two things you consider **vital** to your well-being?

- 11. supervise** to watch over or direct a group of people; to be in charge of

If you **supervise** a group of children, what is one thing you watch out for?

- 12. chronological** arranged in the order in which events happened; in time order

If you write about your life in **chronological** order, which event would you start with?

- 13. genesis** the birth or origin of something; the coming into being of something

If you were assigned to write about the **genesis** of a scientific theory, what are two things you might tell about?

- 14. generation** all of the people born around the same time; the average amount of time between the birth of parents and of their children

What is one thing that makes your **generation** different from your parents' generation?

- 15. dictator** someone who has complete control or say over ruling a country

Why is it better to have a president elected by the people instead of a **dictator**?



Find Words from Myths The root *chron* comes from the name of the Greek god of time—Cronos. Many names of Greek and Roman gods and goddesses have become part of our language. Use a dictionary or a book of myths to find at least one word based on these myths.

13 Words With Common Roots (*chron, dic/dict, gen, vid/vis, vit*)

Learn Words in Context

chronicle	dictate	generate	supervise	visualize
chronological	dictator	generation	synchronize	vital
contradict	genealogy	genesis	televis	vitality

This Old House

My great-grandmother loves to tell stories about our old house. She hopes that one day people will read her **chronicle** about it. She wants it to be read by later **generations** of our family.

Because she can no longer see well, sometimes Great-Grand will **dictate** her stories and I write them down. I help her put the stories together in a book. We arrange them in **chronological** order. Great-Grand wants to start with the first family member who bought the house and discuss events from then until today. We still have a long way to go.

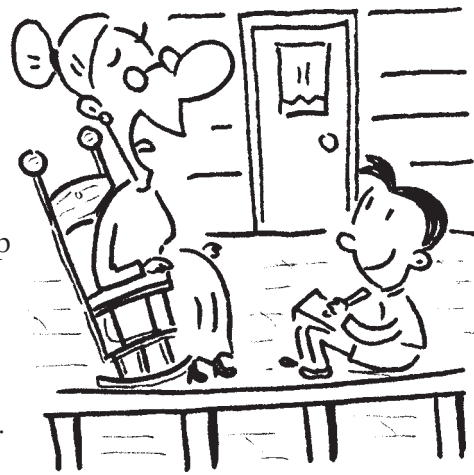
A lot of the book tells about **genealogy** and shows our family tree. Great-Grand has such a lively style. Her words have a lot of **vitality**. As I listen to her, I can **visualize** what my relatives from long ago looked like and what they were doing.

Her stories show how the house has been **vital** to our family. The first members of our family to live in the house were Jacob and Sara Parkinson. They received the house as a wedding present in 1897. At that time, the house was pretty small, but as the family grew, so did the house. Jacob was a carpenter. He started to make the house bigger himself, and then he began to **supervise** other carpenters who worked under him.

This was the **genesis** of the family business—Parkinson Wood Working and House Building. The company started in 1903 and is still in business today.

In 1923, their son Robert married Isabella Cisneros. Her family had come to the United States to escape war and a **dictator** back in Mexico who ruled with a strong hand. You could not **contradict** his words or say anything against him. He wasn't aware that his actions would **generate** an uprising that would lead to his overthrow. Great-Grand is their daughter.

A local TV station has heard about our project. They want to **televis** Great-Grand's accounts. They want to **synchronize** events in the story of our house with events in the story of our town.



Use Words in Context

chronicle	dictate	generate	supervise	visualize
chronological	dictator	generation	synchronize	vital
contradict	genealogy	genesis	televis	vitality

Directions Help the producers plan a television show. Use your knowledge of roots and word meanings to choose the correct vocabulary word to write in each blank.

- Find someone to oversee the people working on the show. Hire that person to _____ other people.
- The person must listen to others and get their opinions. Make sure the person does not act like a _____ whose every word is a command.
- Set a time for the program to be seen. When will you _____ it?
- Choose a name for the show that suggests history or the story of our town. Call it the Town _____.
- Present the events in the life of the town in the order in which they happened. Show the events in _____ order.
- Show events in the lives of great-great-grandparents, great-grandparents, grand-parents, and parents, too. Make sure you show several _____ of the families.
- Before the show goes on the air, review it to make sure it is interesting and lively. Make sure it has a lot of _____.
- Check the facts. Make sure the program doesn't present one fact in the beginning and the opposite information later on. Make sure that one piece of information doesn't _____ another.
- Include photographs of ancestors and show a family tree. Explain the _____ of the family.
- Advertise the show in the local papers to create excitement. _____ or stir up a lot of interest in people watching the show.



Write Guidelines In your personal word journal, continue writing guidelines for the producers. Use at least five vocabulary words.

13 Words With Common Roots (*chron, dic/dict, gen, vid/vis, vit*)

Review and Extend

chronicle	dictate	generate	supervise	visualize
chronological	dictator	generation	synchronize	vital
contradict	genealogy	genesis	televis	vitality

Directions Choose the correct vocabulary word to fit in each sentence. Write it in the blank.

- The program is about the _____ or beginnings of our town.
- The program helps viewers _____ or see how the town has changed over the last 100 years.
- Because the town is on a river, trade played an important or _____ part in its life.
- I particularly liked the way still photographs were _____ (d) with recordings of people talking. They worked together like clockwork.
- The events were told entirely in sequence. The use of _____ order will help viewers follow the history of the town.

Directions Product names often suggest what a product will do. Read each product title in the left-hand column. Use your knowledge of roots to match each title to a slogan in the right-hand column. Write the letter of the slogan in the blank next to the title.

Product Titles

- _____ **6.** Dr. Sprout's Regenerating Lawn Spray
- _____ **7.** Miss Vita's Revitalizing Hair Cream
- _____ **8.** Dahlia's Dictation and Dictaphone Services
- _____ **9.** Dr. Strange's Invisibility Cream
- _____ **10.** Chronos Vitamin Treatment

Product Slogans

- A.** Your hair will shine with new life.
- B.** Your lawn will look reborn.
- C.** Get energy and rid yourself of signs of aging.
- D.** Free your mind while someone else records what you say.
- E.** For shy folks who don't want to be seen.



Write About Your Town In your personal word journal, write five sentences about the life of your family or your town. Use at least five vocabulary words.

Check Your Mastery

Directions Circle the letter of the correct answer to each item below.

1. If a historical document goes back many **generations**, it describes _____.
A. a long period of time C. the life of two families
B. a short period of time
2. If something is told in **chronological** order, it _____.
A. begins with the future C. starts with the earliest event
B. jumps back and forth in time
3. If a country is ruled by a **dictator** _____.
A. everyone in the country has an equal voice
B. the ruler has absolute power
C. only the rich can take part in the government
4. If you **supervise** people, you _____.
A. give them guidance C. work for them
B. do the same things that they do
5. If you want to find the **genesis** of an idea, you _____.
A. look for how it started C. look at its effects
B. look at how people reacted to it

Directions Choose the best word to fill in the blank in each item below. Write it in the blank.

6. Advertising can help you _____ (*dictate, generate, genealogy*) a lot of interest and excitement.
7. The program was _____ (*synchronized, contradicted, televised*) or shown on July 19, 2003.
8. The young reporter was eager to write the story and showed a lot of energy and _____ (*vitality, vital, chronicle*)
9. Someone who checks facts for a newspaper has to make sure that one story does not _____ (*contradict, visualize, chronicle*) another story.
10. Great-grandmother _____ (*dictated, televised, visualized*) the stories for an hour each day, while her great-grandson wrote them down.

14 Words That End in *-et* and *-ette*

Be a Word Architect

Vocabulary Words

bassin	pirouette
cadet	quartet
dinette	silhouette
duet	sonnet
etiquette	statuette
gadget	superette
kitchenette	wallet
minuet	

Word Learning Tip!

Two special word endings, *-et* and *-ette*, come from the French language. We use these word parts in our language as suffixes: kitchen + *ette* = *kitchenette*. Words that end in *-et* and *-ette* mean petite in French, and in English they can also have “little” or “small” as their meaning.

Vocabulary Building Strategy

Use Word Endings The endings *-et* and *-ette* add the meaning “little or small” to the root to which they are attached. They may also suggest “young” or “a lesser version of something.” When you see a word with one of these endings, add the meaning of this suffix to the meaning of the root to determine what the new word means.

Directions Use the clues below to identify the correct *-et* or *-ette* word.

- This word comes from a French word that means “small cradle or basin.” The French word for *basin* is *bassin*. It is a type of baby crib. _____
- Duo* means “two.” Which word means “a group of two singers or two people playing instruments? It names a musical group that is smaller than a full orchestra. _____
- Some kitchens are large spaces where you can cook and eat. Others, particularly those in apartment buildings, are small. Which word names a small kitchen? _____
- A supermarket is a very large store that sells groceries and other household supplies. Which word puts two opposite ideas together and names a small version of a supermarket? _____
- This word comes from an Old French word, *walet*, that means “knapsack.” The modern version is a small flat billfold or case for carrying money and credit cards. What is this word? _____
- When you see *quart* in a word, you know it refers to “four.” Which word means “a group of four singers or people playing instruments”? _____
- Which word names a small area in or near the kitchen used for dining or eating? It also names the table and chairs used in this area. _____
- This word names a student who is training to become a military officer. It comes from the Latin word *caput*, meaning “head,” which became the French word for captain, *capdet*. What word names a “little captain,” or “an officer in training”? _____

Continued on next page

Be a Word Architect

bassinet	duet	kitchenette	quartet	statuette
cadet	etiquette	minuet	silhouette	superette
dinette	gadget	pirouette	sonnet	wallet

Directions Use the clues below to identify the correct *-et* or *-ette* word.

9. This word comes from the French word for *ticket*. It describes the rules for polite behavior, such as the proper way to introduce people to each other or to eat? It can be your ticket to success. _____
10. Which word describes a small carved or molded figure, called a statue? It is usually made of marble, bronze, plaster, or clay. _____
11. The Latin word *sonus* means “sound.” Some poems were originally sung. Which word names a little poem that has fourteen lines? _____
12. No one is really sure where this word comes from, but it may be based on the French word for the bolt of a lock, *gache*. Which word describes a small mechanical device, such as a can opener? _____
13. The French word *menuet* means “small or tiny.” It’s similar to the English word *minute*. This word names a graceful dance with small steps that began in France in the seventeenth century. Which word names this dance? _____
14. Speaking of dancers, you sometimes see them do this. This word is based on the French word *pirouet*, which means “spinning top.” Which word describes a full turn that a dancer does? _____
15. Etienne de Silhouette was the finance minister in France in the eighteenth century. His name was connected with spending as little money as possible or being cheap. Eventually, his name was used to describe drawings that consisted of only outlines of a person’s profile, since these drawings could be bought very cheaply. What word names these pictures? _____



Create an Etiquette Guide Work with a partner. Create a list of ten rules of etiquette. For example: Don’t interrupt someone who is speaking. Illustrate each of these rules.

14 Words That End in *-et* and *-ette*

Connect Words and Meanings

bassinet	duet	kitchenette	quartet	statuette
cadet	etiquette	minuet	silhouette	superette
dinette	gadget	pirouette	sonnet	wallet

Directions Circle the vocabulary word that fits each meaning. You may use a dictionary or the glossary to help you.

- a small statue or model
etiquette statuette silhouette
- a full turn on one foot while dancing
gadget minuet pirouette
- an outline drawing filled in with one color, usually black
silhouette quartet bassinet
- a graceful dance from the seventeenth and eighteenth centuries
wallet cadet minuet
- a baby's crib or cradle
etiquette bassinet duet
- a fourteen-line poem
sonnet kitchenette cadet
- a group of four, or a musical composition for four
duet quartet superette
- an officer in training
wallet cadet dinette
- a small mechanical device, such as a can opener
gadget kitchenette bassinet
- two singers or two musicians
duet quartet statuette



Bonus a group of five, or a musical composition for five

q _____

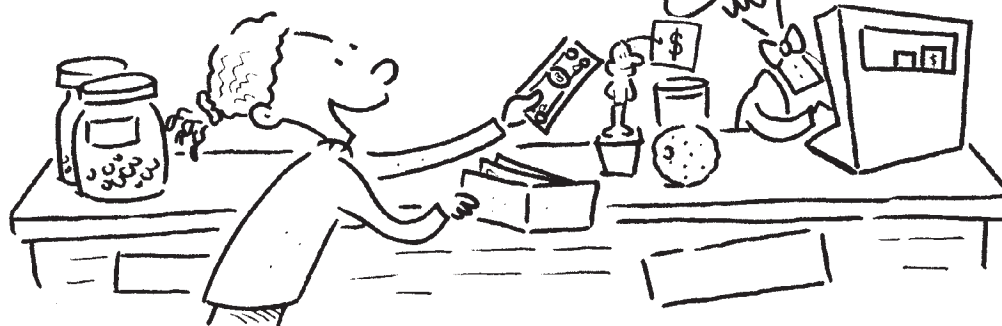
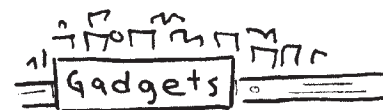
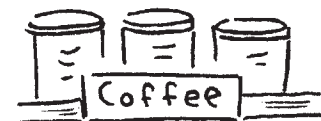
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Connect More Words and Meanings

bassinet	duet	kitchenette	quartet	statuette
cadet	etiquette	minuet	silhouette	superette
dinette	gadget	pirouette	sonnet	wallet

Directions Write the letter of the correct definition next to each word. You may use a dictionary or the glossary to help you.

- _____ 11. cadet A. a small supermarket
- _____ 12. superette B. a group of two singers or musicians,
or a musical composition for two
- _____ 13. statuette C. an officer in training
- _____ 14. wallet D. a usually small device or machine
- _____ 15. dinette E. a small kitchen
- _____ 16. duet F. rules of polite behavior
- _____ 17. gadget G. a small dining room; the tables and
chairs used for dining
- _____ 18. kitchenette H. a billfold or small pocketbook
- _____ 19. etiquette I. a poem with fourteen lines
- _____ 20. sonnet J. a small statue or model



Duet, Quartet, and So On What words are used for groups, or musical compositions, with some number of participants other than two or four? Which ones have *-et/-ette* endings and which do not? Try to find them up to the number nine! An encyclopedia or the Internet might be helpful.

14 Words That End in *-et* and *-ette*

Learn Words in Context

bassinet	duet	kitchenette	quartet	statuette
cadet	etiquette	minuet	silhouette	superette
dinette	gadget	pirouette	sonnet	wallet

A Day in the Unreal Life of King Louis XIV

Scene: The palace of King Louis XIV of France in the year 1700

Characters: King Louis XIV, “The Sun King;” Cami, an American girl from the year 2074

LOUIS: Why has the music stopped? Please tell the **quartet** to start playing again. They do nothing but take breaks. Sometimes only two of them feel like playing, so it’s a **duet** instead of a quartet. Tell them to play a **minuet**; that’s a nice easy piece people can dance to. (*A twelve-year old American girl from the twenty-first century suddenly appears.*) What? Who are you? Where did you come from?

CAMI: (Pulls out a **wallet**.) Here’s my ID. I’m a student at James Madison Middle School. I came in my time machine to see how people lived—

LOUIS: What is this girl talking about? Lock her up! The guards are outside the door protecting the palace, so call for the **cadets**, who are our younger men in training. Why aren’t they here? Where is my small statue—my **statuette**? I will give it as a reward for the person who takes her away.

CAMI (to the audience): This is turning out to be harder than I thought. I wish I was back at school. I’d go home instead, stop at the **superette** for a snack—maybe some popcorn—heat it up in the microwave in the **kitchenette** and then sit in the **dinette** to eat it.... That’s the life!

LOUIS: What are these strange babblings? A visitor from nowhere appears and begins raving about **gadgets** no one has ever heard of. Cadets! Those cadets will never become officers if they don’t hurry. While we wait, let’s have some good old royal entertainment where we can show our good **etiquette** as we watch it. Somebody, recite a **sonnet**—anyone, it’s just a short poem of only fourteen lines! Dancers, do your leaps and petite turns—your **pirouettes**.

CAMI: I’ve read that people in your court also draw **silhouettes**. I have several of these outline drawings on the walls of my bedroom. Doesn’t the name *silhouette* come from the name of your minister of finance—Etienne de Silhouette?

LOUIS: Silhouette? Never heard of him!

CAMI: Oh, that’s right. He won’t be born for nine more years.

LOUIS: This conversation is getting on my nerves. Stop that baby from crying in his **bassinet**. If he doesn’t stop, take him out of this little bed and move him to the big bed.

CAMI: Boy, when I get back to school tomorrow, this is going to make a great oral report.

Use Words in Context

bassinet	duet	kitchenette	quartet	statuette
cadet	etiquette	minuet	silhouette	superette
dinette	gadget	pirouette	sonnet	wallet

Directions Cami is presenting a report to her class on her experience at the court of King Louis XIV. She is so excited that she forgets some of the exact words she wants to use, and substitutes other words or phrases that mean the same thing. These other words and phrases are in boldface. On the lines provided, replace each boldface entry with a vocabulary word.

I'm back! A minute ago I was in this strange royal court watching people dance a **graceful dance from the seventeenth and eighteenth centuries 1.** (_____), and there was somebody reciting a little **fourteen-line poem 2.** (_____) in the background, and there was a bunch of dancers jumping around and twirling and all doing a **full turn on one foot 3.** (_____) at the same time. There was this **small statue 4.** (_____) of a bird—I think it was supposed to be a dove—that was really beautiful. Then a young soldier came up to me in the uniform of an **officer-in-training 5.** (_____). The whole time, there was a **group of four musicians 6.** (_____) playing in the background. Later, two ladies in long dresses sang a **musical composition for two 7.** (_____), and it was so beautiful I never wanted to leave. But the **manners or behavior 8.** (_____) of the royal court was not very courteous. But now I'm back. I'm supposed to stop at the **small supermarket 9.** (_____) on my way home for some milk. But all I really want to do is get back into my **little time machine 10.** (_____) and return to the past!



The Scene's the Thing Write a new scene for Cami and King Louis XIV. In your scene, Cami brings the King forward in time for a visit to her school. Use lots of *-et* and *-ette* words!

14 Words That End in *-et* and *-ette*

Review and Extend

bassin	duet	kitchenette	quartet	statuette
cadet	etiquette	minuet	silhouette	superette
dinette	gadget	pirouette	sonnet	wallet

Directions Read the definition of each new word. Then answer the questions that follow it. Use both boldface words in your response.

New Words

banquette**baronet****signet****cygnet**

Definition: **signet** a small seal of power

Definition: **cygnet** a baby swan

Definition: **banquette** an upholstered bench that is placed against or built into the wall

Definition: **baronet** a lowest ranking member of the British aristocracy; this person is below a baron but above a knight

1. Who would use a **signet**: an officer or a **cadet**? Explain why.

2. What might a **baronet** use for a **signet**?

3. Where would you see a **banquette** in a **dinette**?

4. Why wouldn't you expect to see a **cygnet** sitting on a **banquette**?

5. Where might a **baronet** dance a **minuet**?

6. Where might a **baronet** see someone do a **pirouette**?



List Homophones A *cygnet* is a baby swan. The words *cygnet* and *signet* are homophones—words that sound the same but have different spellings and meanings. Work with a small group to list at least ten different homophones.

Check Your Mastery

Directions Circle the word choice that correctly answers each question.

1. If you were cooking in a small room, where would you be?
dINETTE kitchenette superette
2. An artist draws your profile on black paper and cuts it out. What is it called?
sonnet silhouette pirouette
3. Three of your friends are standing on the corner, singing your favorite song. You join them. What kind of group are you now?
duet quartet sonnet
4. If you were in a class to learn proper behavior, what would you be learning?
etiquette sonnet silhouette
5. You are studying to become an army officer. What is your rank?
superette bassinet cadet
6. In a dream, you think of a poem. As soon as you wake up, you write it down. You discover that it has fourteen lines. What kind of poem have you written?
quartet sonnet minuet
7. A store repairs can openers, blenders, and toasters. What type of things does it fix?
wallets kitchenettes gadgets
8. On the classical music radio station, you hear a rather slow, graceful tune. The announcer says it was written as dance music in 1786. What kind of dance is it?
duet pirouette minuet
9. What might your mother take from her purse to give you your allowance?
superette cadet wallet
10. There's a new baby in house. In what is he or she sleeping?
dINETTE kitchenette bassinet

Be a Word Architect

Vocabulary Words

brotherhood	motherhood
brotherly	motherly
fatherhood	paternal
fatherly	patriarch
fraternal	patriot
maternal	sisterhood
maternity	sisterly
matriarch	

Word Learning Tip!

Many words have very similar meanings because they contain the same main word part. They can be grouped together and called a word family since all of their meanings are related. In this lesson, you will study the word family that contains word parts describing relationships between people.

Vocabulary Building Strategy

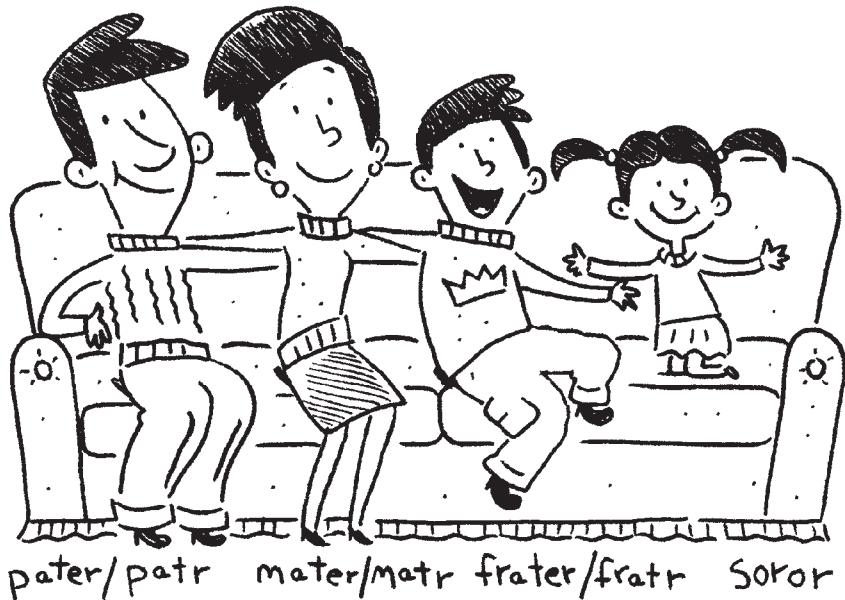
Use Word Families When you know the meaning of the main word part in a word family, you can learn what an unfamiliar word in that family means. Think about what the main word means. Then look for other word parts, such as prefixes and suffixes, in the same word. Add the meanings of word parts together with the meaning of the main word to determine the meaning of new words.

Learn

More!

You can form new words that tell about relationships by adding prefixes or suffixes to the words *mother*, *father*, *sister*, and *brother*. You can also form new words by adding prefixes and suffixes to the following Latin word roots that name these family members.

Latin Word Root	Meaning
frater/fratr	brother
mater/matr	mother
pater/patr	father
soror	sister

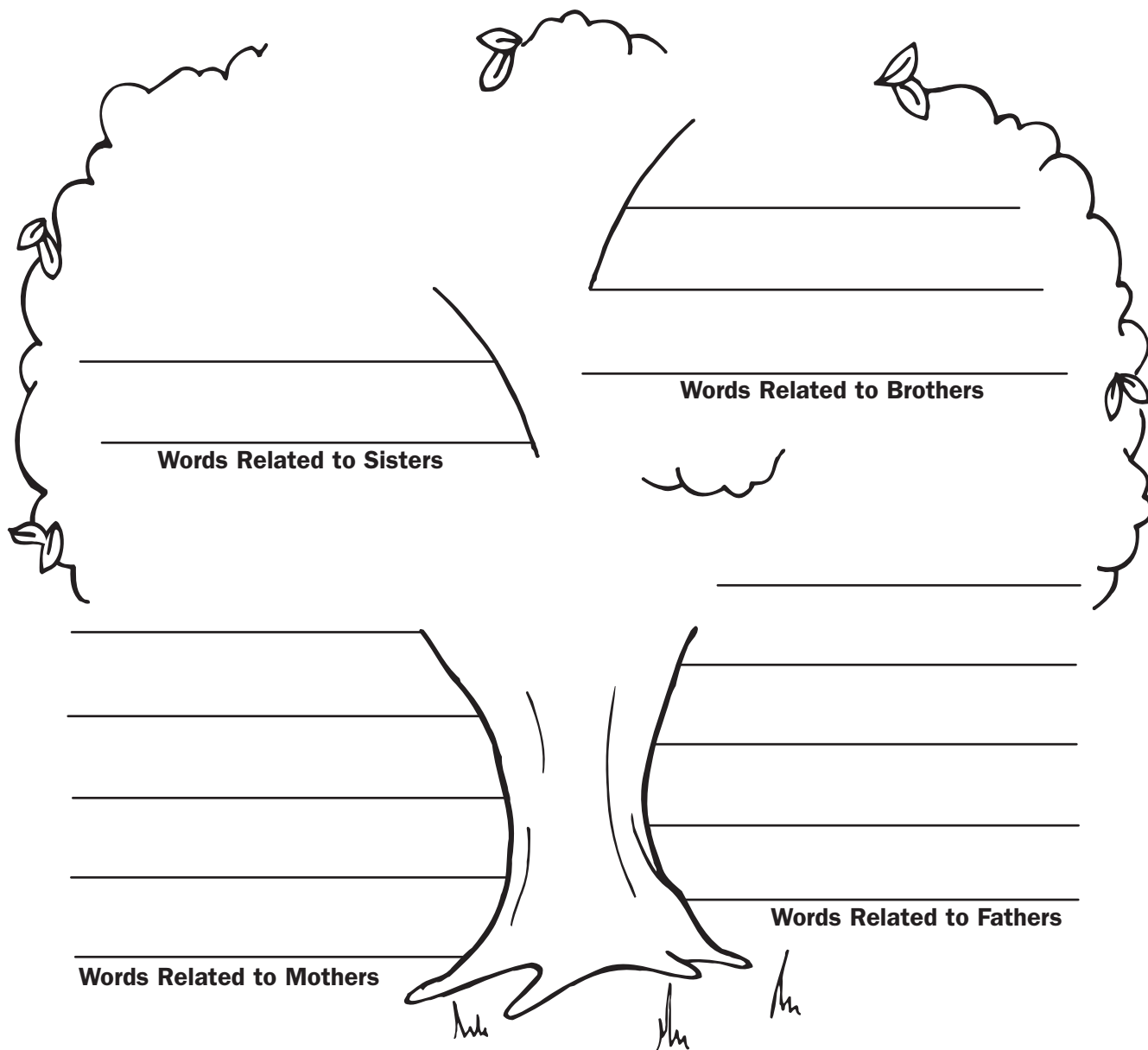


Play a Word Game Work with a partner. Create a deck of fifteen cards with one vocabulary word on each card. Choose a card from the deck. Give your partner clues to help him or her guess the word on the card. After your partner guesses the word, change roles. Continue playing until you have used up all of the cards.

Be a Word Architect

brotherhood	fatherly	maternity	motherly	patriot
brotherly	fraternal	matriarch	paternal	sisterhood
fatherhood	maternal	motherhood	patriarch	sisterly

Directions Look at the family tree below. Place each vocabulary word on the correct branch of the tree.



Connect Words and Meanings

brotherhood	fatherly	maternity	motherly	patriot
brotherly	fraternal	matriarch	paternal	sisterhood
fatherhood	maternal	motherhood	patriarch	sisterly

Directions Read each definition below. Then complete the sentence that follows it.

- 1. motherhood** the condition of being a mother; mothers thought of as a group
On Mother's Day, some people celebrate mothers and **motherhood** by

- 2. fatherhood** the condition of being a father; fathers thought of as a group
On Father's Day at the baseball game, the teams may salute **fatherhood** by

- 3. fatherly** showing the affection and warm feelings that a father does; like a father
The coach gave some **fatherly** advice to the team when he told them to

- 4. sisterhood** the condition of being sisters or a group of women who share many interests
Members of a club at school called the Sixth-Grade **Sisterhood** would all be

- 5. matriarch** a female head of family or group of people
At a Thanksgiving dinner, the **matriarch** of a large family might

- 6. brotherhood** the condition of being brothers or a group of men who share a common interest, aim or cause; fellowship or good will
One goal of a club that promotes **brotherhood** might be

- 7. patriot** person who feels or shows great love or loyalty to his or her country
In wartime, a **patriot** might

- 8. maternity** condition or qualities of becoming a mother, or a section of a hospital having to do with mothers and their newborn children
Someone would be granted **maternity** leave from a job because

Continued on next page

Connect More Words and Meanings

brotherhood	fatherly	maternity	motherly	patriot
brotherly	fraternal	matriarch	paternal	sisterhood
fatherhood	maternal	motherhood	patriarch	sisterly

Directions Continue this activity. Read each definition below. Then complete the sentence that follows it.

9. **maternal** having to do with being a mother or related on the mother's side; motherly
The cat demonstrated her **maternal** instincts when she

10. **paternal** having to do with being a father or related on the father's side
One relative on the **paternal** side of my family is my father's

11. **patriarch** male head of family or group of people
At a family reunion, the **patriarch** might

12. **brotherly** like a brother or in a manner that is friendly, kind, helpful, or loyal
A millionaire could show **brotherly** love for others by

13. **sisterly** like a sister or in a manner that is friendly, kind, helpful, or loving
Juanita gave me a **sisterly** hug when

14. **motherly** like a mother or in a manner that is appropriate to a mother
If an adult treats you in a **motherly** way, that person acts

15. **fraternal** relating to brothers or people who act like brothers
If two people have a **fraternal** tie, they must be



Identify Synonyms One of the reasons English is so rich in synonyms is that we have allowed foreign words to enter our language. For example, the words *mother*, *father*, *brother*, and *sister* are from Old English words, while the roots *frater* and *mater* are based on Latin words. Review the vocabulary list again and identify at least three pairs of synonyms. Write them in your personal word journal along with a sentence using each pair of words.

Learn Words in Context

brotherhood	fatherly	maternity	motherly	patriot
brotherly	fraternal	matriarch	paternal	sisterhood
fatherhood	maternal	motherhood	patriarch	sisterly

A Family Gathering



When my grandfather Joshua—the wise, kindly **patriarch** and head of our family—was eighty-two years old, his wife, children, grandchildren, and great-grandchildren threw a surprise party for him. He sat at the head of the table, a smiling picture of **fatherhood**. Beside him sat his wife Anna, my grandmother and the **matriarch** of the clan. She had a warm, **motherly** smile as she looked at us—her four children, ten grandchildren, and seventeen great-grandchildren. Her look was filled with the purest **maternal** love.

“Thanks so much for always being yourselves,” my grandfather said, in a very **paternal** voice. He liked using his kindest, most **fatherly** voice at gatherings like this!

Then my Aunt Darcy stood up. “And thank you, father, for teaching us so much. We learned from you the value of family. Anita and I cherish our **sisterhood**, while Jake and Elliot remain close to this day. They know that the bonds of **brotherhood** can remain strong, even when two brothers live miles apart. The **fraternal** affection between them is wonderful to see.”

“In addition to love of family,” said Uncle Jake, “you taught us love of country. During World War II, you showed that you are a **patriot** when you fought as bravely in Europe as the founders of our nation did many years ago.”

My mother said, “During the Vietnam War, I had my first child. My husband Keith was overseas. Dad, I vividly remember how you stayed with me in the **maternity** ward of the hospital all day. It was there that I became a mother for the first time. I was afraid, and you made that difficult time easier for me to get through.”

“And two years later you surprised us all by having the twins—Hal and Sara!” Grandfather Joshua said, laughing loudly.

“I’ve always been glad about that,” Hal said, giving me a friendly, **brotherly** smile.

“Me, too,” I said, giving him a **sisterly** hug.

“Well,” said Grandmother Anna, “I’m certainly lucky to have all of you around. **Motherhood** has its happy and sad moments, but all in all, it’s been a wonderful experience!”

“And what a great day this has been,” said Grandfather Joshua, smiling broadly. “Now, who’s going to help me blow out all these candles?”

Use Words in Context

brotherhood	fatherly	maternity	motherly	patriot
brotherly	fraternal	matriarch	paternal	sisterhood
fatherhood	maternal	motherhood	patriarch	sisterly

Directions Write the vocabulary word that best fits in each blank.

- The _____ of the Nuygen family gave her children and grandchildren courage when they left Vietnam and settled in San Antonio.
- The coach told the boy's basketball team to think of themselves as a band of brothers and demonstrate _____ love toward one another.
- The new father beamed with pride when his new baby clutched his finger. _____ was turning out to be even better than he expected.
- When Xavier researched his family tree, he discovered that his _____ grandparents, or the grandparents on his father's side, came from Mexico City.
- His mother's side of the family, or his _____ relations, came from Ireland.
- "Be a pal and help me with my algebra homework," said Felicia to her sister. "After all, it's the _____ thing to do!"
- "_____ suits you," said Dr. Halprin, as she looked at the new mother cradling her baby in her arms.
- Five girls in the class all had the same name—Jennifer. They banded together and called themselves "The Jennifer _____."
- Nathan Hale, a famous _____, said that he regretted that he had but one life to give for his country.
- The _____ of the family led all his children, grandchildren, and great-grandchildren out West.



Create a Patriotism Award Work in pairs. Think of an historical person, such as Sojourner Truth, Crispus Attucks, or Harriet Tubman, who you think should receive a patriotism award.

Design a plaque on separate paper. Write the person's name along with a brief description explaining why he or she is receiving the award.

Review and Extend

brotherhood	fatherly	maternity	motherly	patriot
brotherly	fraternal	matriarch	paternal	sisterhood
fatherhood	maternal	motherhood	patriarch	sisterly

Directions Use your knowledge of the Latin roots *frater*, *mater*, and *pater* to fill in the blank in each sentence below. Choose either a vocabulary word or a new related word. Write this word in the blank. You may use the dictionary to help you.

New Words

fraternity

matron

patriotic

patron

- If you value your country highly and show it the affection you would normally show a father, you can be called a _____.
- If you have strong feelings of affection for your country, your feelings can be described as _____.
- If someone gives you fatherly advice, that advice could be described as _____.
- If you act like a father to an artist and support and champion this artist's work, you are a _____ of this artist.
- If you show brotherly affection toward others, your actions can be described as _____.
- If your brother is a member of a college club in which all the young men treat each other as brothers, he belongs to a _____.
- If your cat is about to give birth to kittens, the period of time the cat is experiencing is _____.
- If you are an older woman who is married or widowed, you are a _____.
- If you are a woman and the head of your family, you are the _____.
- If you belong to a group of girls who share a common interest your group could be called a _____.



Create a Family Tree Research a family tree. It can be a family from a novel you have read or a famous person. After you make your tree, write a paragraph describing the family's relationships. Use at least three vocabulary words in your description.

Check Your Mastery

Directions Circle the letter of the word that best completes each sentence below.

- After her father's death, Uncle Evan acted like a father to Samantha and showed her _____ affection.
A. paternal B. patriot C. fraternal
- Leela was related to Grant on her mother's or the _____ side of her family.
A. maternity B. matriarch C. maternal
- "Let me give you a little _____ advice," Carla said. "Violet is not your best color."
A. brotherly B. sisterly C. fatherly
- In old tales, the _____ of a family was usually a wise man whom others consulted or asked for advice.
A. patriarch B. fatherhood C. brotherhood
- Juan and Miguel were very close. They displayed a lot of _____ affection.
A. brotherly B. brotherhood C. patriarch

Directions Circle the letter of the correct answer.

- Which two vocabulary words are synonyms?
A. motherhood and matriarch C. paternal and maternal
B. patriot and patriarch D. motherly and maternal
- Which of the following could describe a group of women who started a book club?
A. fatherhood B. sisterhood C. motherhood D. fraternal
- Who of the following is *most* likely to win a medal in battle?
A. a matriarch B. a patriarch C. a patriot D. a brotherhood
- In a **maternity** ward, which of the following would you not expect to see?
A. a bicycle B. a crib C. a nurse D. a baby bottle
- Paternal** is to **maternal** as
A. **motherhood** is to **brotherhood** C. **patriarch** is to **paternal**
B. **fatherly** is to **motherly** D. **sisterhood** is to **sisterly**

16 Word Families (*equal, equi-*)

Be a Word Architect

Learn
More!

Vocabulary Words

equality	equilibrium
equalize	equinox
equanimity	equitable
equate	equivalence
equator	inequality
equatorial	inequitable
equidistant	unequaled
equilateral	

Word Learning Tip!

Many words have a similar meaning because they contain the same main word part. They can be grouped together and called a word family.

Vocabulary Building Strategy

Use Word Families When you read an unfamiliar word containing *equa-*, *equal*, or *equi-*, you can know that its meaning has something to do with things being equal. Add the meaning of *equal* to the meaning of the other word parts to learn the meaning of the unfamiliar word.



Equal is a main word for the equal word family. It means “the same.” You can add other word parts to *equal* to form a new word. For example, equal + ity = equality. Sometimes equal appears without the *l* as *equa-*.

Equi- is a Latin root that means “equal.” You can add other word parts to *equi-* to form a new word, too! For example, equi + nox = equinox.

The vocabulary words contain one or more of the prefixes, suffixes, and roots in the charts. When you add the meaning of *equal* to the meaning of other word parts, you can learn the meaning of new words that are in the word family.

Prefix	Meaning
in-	not or into
un-	not

Suffix	Meaning
-able	able to, can
-ate	cause or make
-ed	past tense or characterized by
-ence	condition of being or state of being
-ial	relating to
-ity	state of being or quality of
-ium	condition of
-ize	make
-or	one or something that is

Root	Meaning
anim/animus	mind
lat/later	side
libr	balance
nox/noct	night
val/valen	force, strength



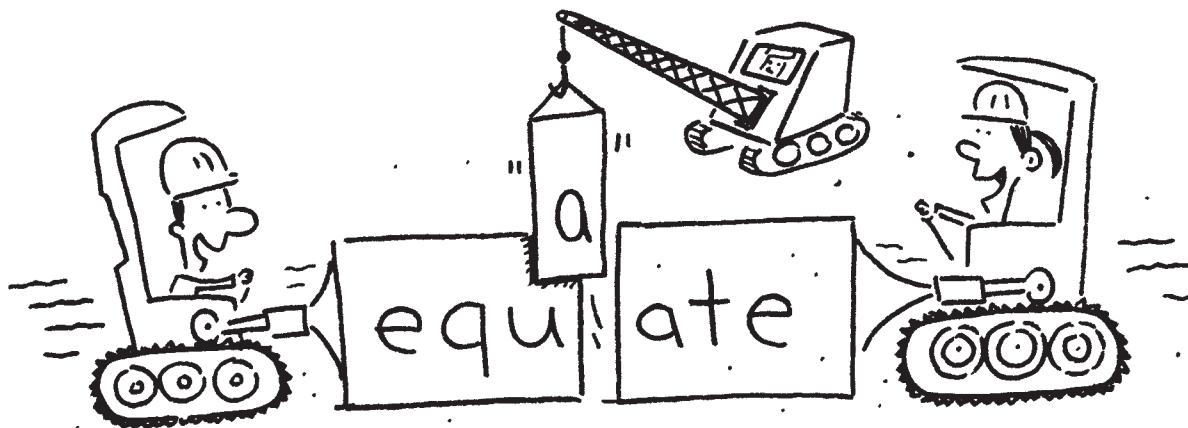
Write About Word Meaning Choose four of the vocabulary words. In your personal word journal, explain the thinking you do to determine the meaning of each word. Then write a sentence using each word.

Be a Word Architect

- | | | | | |
|------------|------------|-------------|-------------|-------------|
| equality | equate | equidistant | equinox | inequality |
| equalize | equator | equilateral | equitable | inequitable |
| equanimity | equatorial | equilibrium | equivalence | unequaled |

Directions Look at each vocabulary word. Try to determine how it was formed. Then write it in the correct place on the chart below. Circle *equa*, *equal*, or *equi* in each word. Sometimes the spelling changes slightly when you form the new word to make a word easier to say. For example, equa + ate = equate. One *a* is dropped.

<p>equi + word</p> <p>1. _____</p>	<p>equa + suffix + suffix</p> <p>8. _____</p>
<p>equi + another root</p> <p>2. _____</p>	<p>equa or equi + root + suffix</p> <p>9. _____</p> <p>10. _____</p> <p>11. _____</p> <p>12. _____</p>
<p>equa/equal or equi + suffix</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>prefix + equal or equi + suffix</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p>



16 Word Families (*equal, equi-*)

Connect Words and Meanings

equality	equate	equidistant	equinox	inequality
equalize	equator	equilateral	equitable	inequitable
equanimity	equatorial	equilibrium	equivalence	unequaled

Directions Each item below defines a vocabulary word. Then, it asks a question. Use the vocabulary word in boldface to answer each question.

- 1. equality** the state of being equal
If we have **equality**, is one person treated better under the law than another person?

- 2. equalize** to make equal
If your teacher **equalized** the number of tasks each group had to do, would each group have the same number of tasks or a different number?

- 3. equanimity** evenness of mind; the state of being calm and even-tempered; composure
When you are about to lose your cool or **equanimity**, what is one thing you can do?

- 4. equate** to make equal or to treat as equal
Do you think it is fair to **equate** how much money someone has with how valuable that person is? Why?

- 5. equator** an imaginary line that divides the earth equally into northern and southern hemispheres
Since temperatures near the **equator** tend to be hot, what type of clothing would you wear if you traveled south of the equator?

- 6. equatorial** of, like, or having to do with the areas of the earth near the equator
Where in Africa do you think the country **Equatorial** Guinea is located?

- 7. inequality** the condition of not being equal; lack of equality; difference in size, rank, etc.
Martin Luther King fought against **inequality** between people of different races.
Do you think that speaking out against inequality is important? Why?

- 8. unequaled** unmatched; better than any of the competition; the best of its kind
What is something or someone that you think is **unequaled**? Why?

Continued on next page

Connect More Words and Meanings

equality	equate	equidistant	equinox	inequality
equalize	equator	equilateral	equitable	inequitable
equanimity	equatorial	equilibrium	equivalence	unequaled

Directions Continue this activity. Use the word in boldface type to answer each question.

9. **equidistant** equally distant or far apart

A runner has just run half a mile. She is **equidistant** from the starting line and the finish line. How far does she still have to run?

10. **equilateral** having all sides equal

An **equilateral** triangle has three sides, all the same length. Is a square or a rectangle an equilateral figure?

11. **equilibrium** balance; poise

Is it easy or hard to keep your **equilibrium** on a balance beam? Explain.

12. **equinox** one of the two days in the year when night and day are the same length

The spring **equinox** is on or about March 21, and the fall equinox is on or about September 21. Does the shortest day of the year fall during one of the equinoxes? Explain.

13. **equitable** fair; just

If you were in a contest, why would you want the coach to be **equitable**?

14. **equivalence** equal or same in meaning, value, force, or importance

Is a contest more interesting to watch when there is an **equivalence** between the talents of the contestants or not?

15. **inequitable** unfair; unjust

If one person receives \$5.00 an hour for packing groceries and another receives \$3.00 an hour for doing the same job, is the situation **inequitable** or fair?



Write About a Quotation John F. Kennedy once said, "All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent." Explain what you think Kennedy's words mean. Then tell whether or not you agree with them. Use at least five vocabulary words.

16 Word Families (*equal, equi-*)

Learn Words in Context

equality	equate	equidistant	equinox	inequality
equalize	equator	equilateral	equitable	inequitable
equanimity	equatorial	equilibrium	equivalence	unequaled

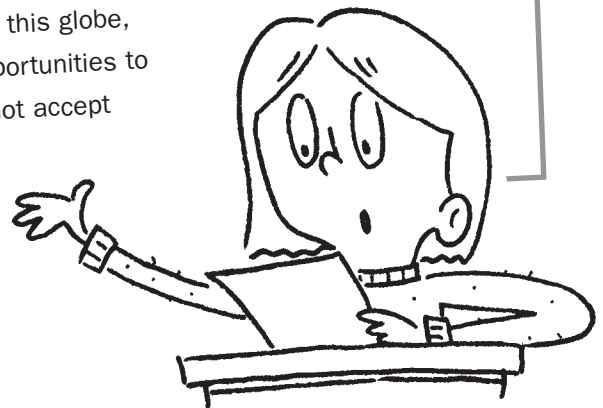
A Campaign Speech

Ladies and Gentlemen,

I have been asked to talk to you today about **equality**. In the United States, our goal is that all people be treated as equals. It is to **equalize** the way people are treated under the law. This is important to me, for I **equate** equality with justice. They aren't exactly the same thing, but they are so closely related that one leads naturally to the other. There is a rough **equivalence** between equality and justice. If either one is missing, the other is missing, too.

I sometimes think of society as an **equilateral** triangle in which the three sides are of equal length with freedom, equality, and justice having the same importance. All three need to be present for society to work. But remember, there needs to be an **equilibrium**, or balance, between goals and responsibilities. If the desire for freedom outweighs respect for the law, for example, we create an **inequitable** situation. Our system works best when there is an **equitable** balance.

I'm proud to say, ladies and gentlemen, that in my opinion our society is **unequaled** among the nations of the world for the amount of freedom, equality, and justice we provide our people. When other nations criticize us unfairly, I get mad. I lose my **equanimity**, or calm. But of course, there is always room our country to improve. We must keep working to make things even better. We must not rest in our pursuit of this goal of equality, from one end of the year to the next, from the spring **equinox** to the fall equinox. We must work to make equality a worldwide value, from the Arctic to the **equator**, from the frozen tundra to the steaming **equatorial** forests. Everywhere on this globe, **equidistant** from us in all directions, there are opportunities to work for equality, freedom, and justice. We must not accept **inequality** as a way of life!



Use Words in Context

equality	equate	equidistant	equinox	inequality
equalize	equator	equilateral	equitable	inequitable
equanimity	equatorial	equilibrium	equivalence	unequaled

Directions Choose the word in parentheses that best completes each sentence. Write it in the blank.

- One town has a large budget for supporting its libraries, while another one has only a tiny budget. "This is not an _____ (*equilateral, equitable, inequitable*) situation!" the candidate said.
- Milwaukee and Detroit are not _____ (*equatorial, equidistant, unequaled*) from Chicago. It will take us longer to drive from Chicago to Milwaukee.
- Meet me in March, at the time of the _____ (*equator, equinox, equanimity*).
- If you lose your _____ (*equilibrium, equivalence, equality*), you may fall down.
- Ms. Garcia's class spends a lot of time in the computer lab, while Mr. Straus's spends very little time. The principal wants to _____ (*equalize, equate, equidistant*) the amount of time students spend on the computer.
- Please draw an _____ (*equitable, equatorial, equilateral*) triangle on your paper.
- Three candidates spoke, but the newspapers reported that the mayor's speech was _____ (*inequitable, equivalence, unequaled*) by the other candidates.
- The boys' basketball team received a lot of support, while the girls' basketball team was largely ignored. "This _____ (*inequality, equidistant, equanimity*) is wrong," the coach said.
- The crew sailed around the world, staying as close as they could to the _____ (*equinox, equilateral, equator*).
- During the heat of a debate, it is sometimes difficult for a candidate to keep his or her _____ (*equality, equivalence, equanimity*).



Write a Speech Imagine you are running for mayor. Write a campaign speech telling how you will make one part of your city more just, free, or equal for all. Use at least five vocabulary words in your speech.

16 Word Families (*equal, equi-*)

Review and Extend

equality	equate	equidistant	equinox	inequality
equalize	equator	equilateral	equitable	inequitable
equanimity	equatorial	equilibrium	equivalence	unequaled

Directions Read the description of equality below. Then follow the example. For each vocabulary word below, describe a situation that would help others understand what the word means.

Equality is “Giving others the same rights and chances as myself.” —Walt Whitman

1. Inequality is _____

2. Unequaled is _____

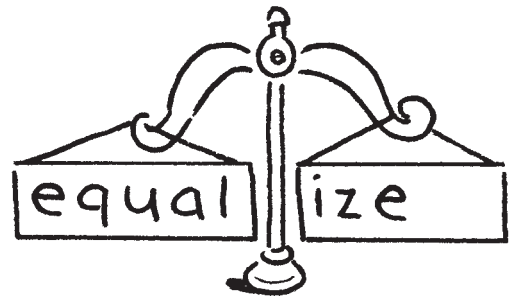
3. Equilibrium is _____


4. Inequitable is _____

5. Equitable is _____

Directions Imagine you were looking up each boldface word in a thesaurus, or book of synonyms. For each word, cross out the item that would not be part of the entry. You may use a dictionary to help you.

6. **equanimity**: calmness, even-temperedness, anger
7. **equalize**: unequaled, even-up, regularize
8. **equivalence**: sameness, difference, balance
9. **equate**: liken, change, make equal
10. **equality**: sameness, fairness, inequitable



 **Write in Response to a Proverb** A Chinese proverb says, “He who rides the chair is a man like those who carry it.” In your personal word journal, tell how this proverb relates to the idea of equality and inequality. Use at least five vocabulary words in your response.

Check Your Mastery

Directions Circle the letter of the best answer to each question below.

- Which of the following is **unequaled**?
 - a baseball player whose record has never been broken
 - a runner-up in a tennis tournament
 - a photocopy of an original painting by a great artist
- Which of the following happens during an **equinox**?
 - the moon covers the face of the sun
 - you get an equal amount of sunlight and darkness
 - the longest night of the year occurs
- Which of the following is **inequitable**?
 - two school teams receive the same amount of funding for sports
 - all students in a class are given the opportunity to try out for a team
 - students on only one team are given uniforms free
- In which situation does the person not demonstrate **equanimity**?
 - Mrs. Chin gets angry when reporters ask her difficult questions.
 - Mr. James gets red in the face and shouts when his opponent attacks him.
 - Dr. Hernandez is unruffled and cool while he performs the dangerous operation.
- Which of the following might you find near the **equator**?
 - polar ice caps
 - freezing rain
 - 100 degree temperatures

Directions Choose the word that best fits each sentence below. Write it in the blank.

- The nurse tried to _____ (*equalize, equivalence, inequality*) the portions so that the patient had the same amount of food for breakfast, lunch, and dinner.
- The train station and the bus stop were _____ (*equidistant, equate, equilateral*) from the office building where he worked.
- Rain forests often flourish in _____ (*equilibrium, equitable, equatorial*) climates.
- They did not want a king or queen to rule over them, but instead demanded _____ (*equality, inequality, inequitable*) for all people.
- The skier slipped on the patch of ice but them quickly regained his _____ (*equinox, equilibrium, equilateral*).

Learn Words About a New Subject

Vocabulary Words

cubed **square root**
exponent **squared**
power

Word Learning Tip!

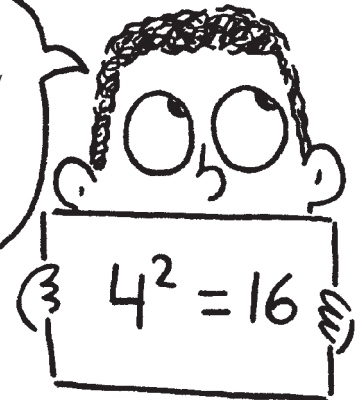
When you read about a new subject, you will see new content words. They are not the words that you read in most other books. Content words may be the longest and most difficult in the text. A clue to their meaning is that they will give information about the subject you are studying. In this lesson, all the words relate to algebra. To understand them, think about how they are connected to each other and to algebra.

Vocabulary Building Strategy

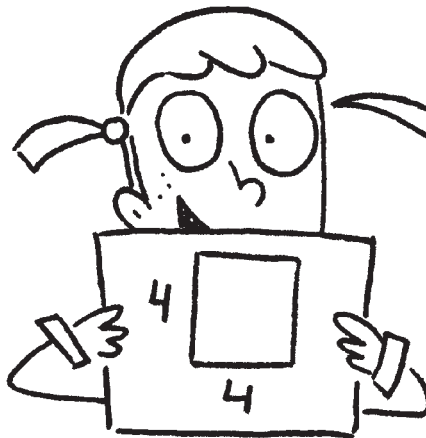
To learn the meaning of content words that tell about a new subject, make connections between the unknown word and the big idea or subject. The new word will tell something specific about the big idea or subject. Tie together the big idea and the meanings of other content words that you know to determine the exact meaning of an unknown content word.

Directions The students below are studying algebra. As you read the text and look at the equations, think about everything you know about algebra. Then try to determine how the boldface words are related and what they mean. All of these words tell about a special way of multiplying numbers.

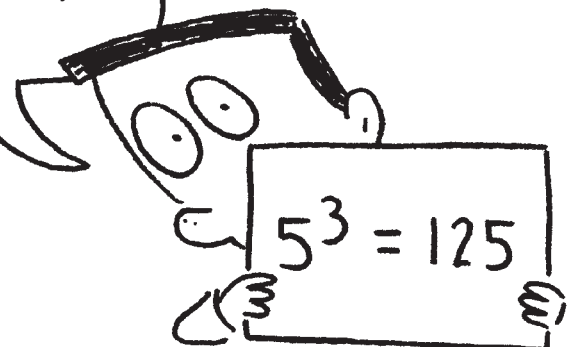
This is a special way of showing multiplication. The little raised 2 means **squared**. This tells to multiply the number by itself. The equation means, "Four **squared** is four times four, which equals sixteen." Another way of writing this is $4 \times 4 = 16$.



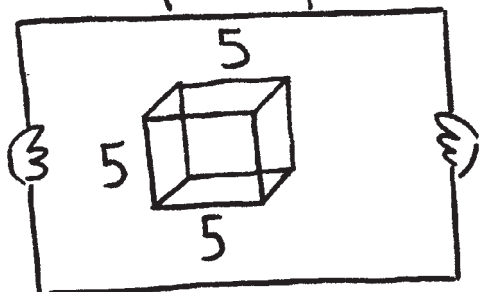
Think of a square when you see the word **squared**. 4^2 is what you get when you multiply the height by the width: 4×4 . This is how you find the area of the square.



The little raised 3 means **cubed**. This means multiply that number by itself and by itself again. Five **cubed** is five times five times five, or $5 \times 5 \times 5$. Five **cubed** equals one hundred twenty five. Notice that 5 appears as a number that is multiplied three times. That's what the raised 3 or the word cubed tells you: The number appears three times.



Think of a cube when you see the word **cubed**. 5^3 is what you get when you multiply the height by the width by the depth. This is how you find the area of the cube.



Seven **squared** is seven times seven, or 7×7 . This equals 49. Let's reverse this. We can say that the **square root** of 49 is 7. **Square root** simply means "the number that you started with, or the number that was **squared**."

$$7^2 = 49$$

The little raised 4 is called an **exponent**. It tells how many times 8 is to be multiplied by itself. 8^4 means $8 \times 8 \times 8 \times 8$. The number 8 appears 4 times in this multiplication equation.

$$8^4 = 4,096$$

An **exponent** is very powerful. Numbers with **exponents** quickly become very large. Look at 9^8 . The raised number means that 9 is raised to the 8th **power**. This is just another way of saying 9^8 means $9 \times 9 \times 9 \times 9 \times 9 \times 9 \times 9 \times 9$, or that 9 appears 8 times. But look how large this little **exponent** makes the number 9. Don't you wish that your allowance would increase exponentially?

$$9^8 = 43,046,721$$

Connect Words and Meanings

cubed

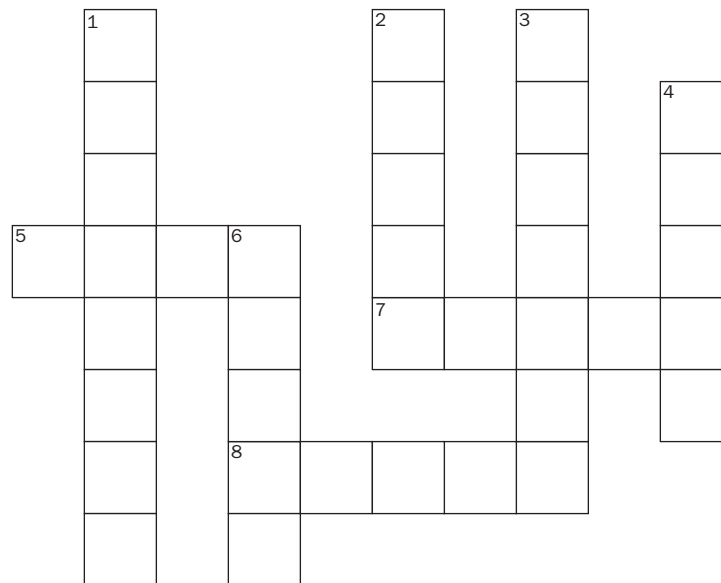
exponent

power

square root

squared

Directions Use the clues to complete the crossword puzzle below. You may use the glossary to help you.



Across

- In $7^2 = 49$, 7 is the square _____ of 49.
- If a number is cubed, you know that it appears _____ times.
- Another way of saying $7 \times 7 \times 7$ is 7 _____.

Down

- a number or letter that is written above another number to show how many times it appears as a factor in multiplication
- An exponent is placed to the _____ and above another number or letter.
- a word that shows that a number appears as a factor twice in multiplication, as in x^2
- 6^5 means that 6 is raised to the fifth _____, or appears five times as a factor
- In y^2 , you know that y appears as a factor how many times?



Add to the Crossword Write a new sentence explaining one of the vocabulary words. Leave one word in your sentence blank. Add new boxes to the crossword puzzle wherever this word would fit. Label this word either "9 Across" or "9 Down" depending on where you have placed it.

Use Content Words

cubed

exponent

power

square root

squared

Directions Write the word that best fits in the blank.

- $7^3 = 343$ In this equation, the raised 3 means that the 7 is _____
or appears as a factor three times, for example, $7 \times 7 \times 7$.
A. squared B. exponent C. cubed
- $10^2 + 2 = 102$ In this expression, the raised 2 means that the 10 is _____
or appears as a factor two times, for example, 10×10 .
A. power B. squared C. cubed
- $y^4 = 4,096$ In this expression, the raised 4 is a(n) _____.
A. exponent B. cubed C. squared
- In the expression x^4 , the raised 4 tells the _____ to which a number
(or x , which means an unknown number) is raised.
A. power B. square root C. squared
- $9^4 = 6,561$ In this expression, the _____ of 6,561 is 9.
This is the number that appears as a factor four times.
A. square root B. exponent C. power

Directions Circle the letter of the item that shows what the expression means.

- 6^2 A. 6×6 B. $6 \times 6 \times 6$ C. 6×2
- 8^3 A. $8 + 8 + 8$ B. 8×3 C. $8 \times 8 \times 8$
- $7^5 = 16,807$ A. $7 \times 7 \times 7 \times 7 \times 7 = 16,807$
B. $7 \times 5 = 16,807$
C. $7 \times 7 \times 7 = 16,807$



Be a Mathematician! Write an equation on one piece of paper. Then on a separate piece of paper, explain the equation in your own words. For example, " $2^3 + 5^2 = 33$." "That means two times two times two plus five times five equals thirty-three." Give your equation to your partner. Write what your partner's equation means, and ask your partner to write what your equation means. Compare what you both wrote about the two equations.

Put Words Into Action

cubed

exponent

power

square root

squared

Directions Choose the best word to fit in each sentence. Write it in the blank.

Imagine you have just released a genie from a bottle, and the genie grants you a wish. Now you have four goldfish, and you like them a lot, so you say, “I want my goldfish to multiply!”

“OK,” says the genie, “for ten days, one for each year I have been in this bottle, your goldfish will multiply. But how do you want them to multiply? Do you want 4×10 goldfish or 4^{10} goldfish at the end?”

“I know the power of that little raised number called an **(1)** _____,” you think. “I know that when a number is **(2)** _____, or raised to the second **(3)** _____, it is larger than that number times 2. So 4^2 is larger than 4×2 . I know that when a number is **(4)** _____, or raised to the third **(5)** _____, it is larger than that number times three. So 4^3 is larger than 4×3 .”

But you don't stop to do the math. “I'll take 4^{10} goldfish. And be quick about it!” you say.

The genie snaps his fingers. The four goldfish in the tank turn into 16. Four is the **(6)** _____ of 16. Then they turn into 64, then into 256, until you have $4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4$ goldfish. There is water everywhere from the broken tank. And more goldfish than you know what to do with. In fact, there are 1,048,576 goldfish!

But the genie takes pity on you. “Answer this question and I'll undo the damage. What is the **(7)** _____ of 91?” he asks.

“Nine,” you respond, “because $9 \times 9 = 81$.”

“Right! Let's start at the beginning,” he says. “You have four fish. Do you want this number **(8)** _____, as in 4^3 , or do you want it multiplied by 3, as in 4×3 ? I'll even give you a third choice. Do you want it **(9)** _____, as in 4^2 ?”

“I've learned the power of the tiny number called the **(10)** _____,” you say. “I'll be very happy with 12 goldfish”

Circle the number he took: 4^3 4×3 42



Explain a Word Problem

You are twelve years old. Imagine you travel to the planet Xeres, while your twin brother travels to the planet Monox. People on these planets grow old much more quickly than they do on Earth. On Xeres, a person's age is squared every year. And on Monox, a person's age is cubed every year. Tell who will be older after three years—you or your brother. Explain how you know. Use as many vocabulary words as you can.

Review and Extend

cubed

exponent

power

square root

squared

Bonus Words Here are two new words about algebra. These words both deal with the same big idea as your vocabulary words. Therefore, even if you have never seen these words before, you know one important fact—they have to do with algebra.

calculator an electronic machine used for solving math problems

function key the button that tells what mathematical operation is being performed

Directions Read each item below. Choose the vocabulary word or bonus word that best fits the context. Write it in the blank.

1. People can solve equations in their heads or on paper. They can also use a special machine called a _____.
2. A(n) _____, the small raised number to the right of another number, tells you that you are going to multiply.
3. On a calculator, you would use the _____ labeled x to multiply.
4. Some calculators have a function key labeled $\sqrt{\quad}$. Suppose you wanted to find the number that was multiplied by itself to get the number 81. You would press this button on the calculator to find out that the _____ of 81 is 9.
5. If you wanted to find out what 9^2 , or 9 _____, equals, you would press 9×9 and then the function key labeled =.
6. To show 7^3 , or 7 _____, you would press $7 \times 7 \times 7$, and the number 343 would appear on the display screen.

Bonus Tell how you would solve this equation using a calculator: $6^8 + 4^2 =$



Understand New Content Words About Numbers Use your dictionary to find the meaning of each of these very large numbers: one million, one billion, one trillion, one quadrillion, one quintillion. In your personal word journal, first write these numbers as numerals. Then show how they can be written with exponents. Finally, show how they can be written as factors in a multiplication equation. For example, one thousand, or 1,000, or 10^3 , can be written as $10 \times 10 \times 10$.

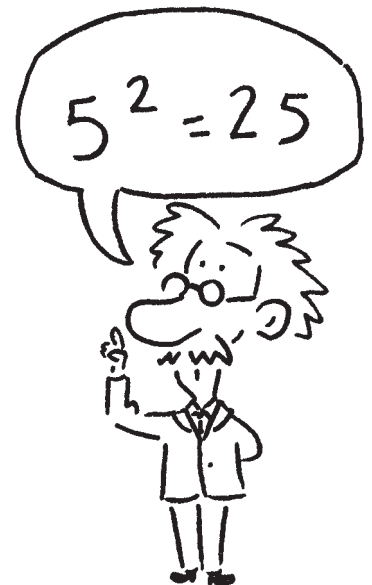
Check Your Mastery

Directions Choose the word in parentheses that best completes each sentence. Write it in the blank.

- The mathematical word for “raised to the second power” is _____
(*squared, square root, exponent*).
- A number raised to a power always has a(n) _____
(*cubed, squared, exponent*).
- A raised number 5 written to the right of another number shows that the base number is raised to the fifth _____ (*squared, power, square root*).
- Camilla wants to find out what number was multiplied by itself to get 36. In other words, she wants to find out the _____ (*square root, power, squared*) of 36.
- $18 \times 18 \times 18$ means 18 _____ (*cubed, squared, power*).

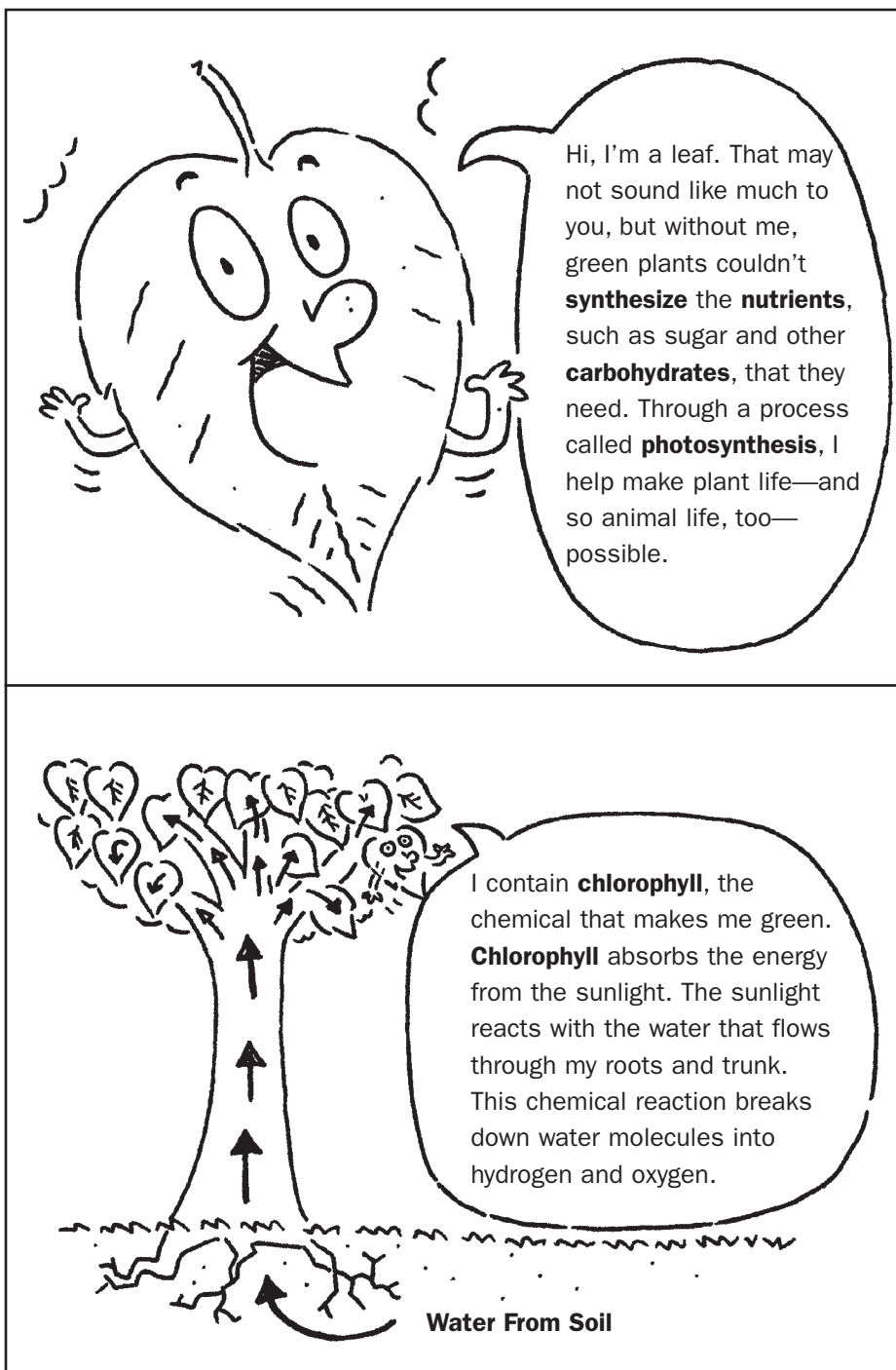
Directions Circle the correct vocabulary word to fit in each blank. Use each word only once.

- The expression x^5 has a(n) _____. (the number 5).
square root cubed exponent
- When a 2 is raised and put to the right of a number, it means that the number is _____.
squared cubed power
- _____ means raised to the third power.
Squared Exponent Cubed
- A raised 6 after a number means raised to the sixth _____.
power exponent square root
- Here’s an equation: $5^2 = 25$. To find the number you started with to get 25, you can ask, “What is the _____ of 25?”
power square root exponent



Learn Words About a New Subject

Directions Read the storyboard below. Think about how the boldface vocabulary words are connected to the big idea of the story—how plants make food.



Vocabulary Words

carbohydrates **photosynthesis**
chlorophyll **synthesize**
nutrient

Word Learning Tip!

When you read about a new subject, you may see many new words that you have not seen before in your everyday reading. These words are often the longest and most difficult words in the text. They tell something specific about the subject you are reading. To learn these new words, think about the big idea or subject you are reading about. In this lesson, all content words tell about how plants make food.

Vocabulary Building Strategy

To learn the meaning of content words that tell about a new subject, make connections to other words you know concerning the same big idea or related ideas. The new word will tell something specific about the big idea or subject. Tie together the big idea and the meanings of other content words that you know to determine the exact meaning of an unknown content word.

18 Words About How Plants Make Food

Learn Words About a New Subject

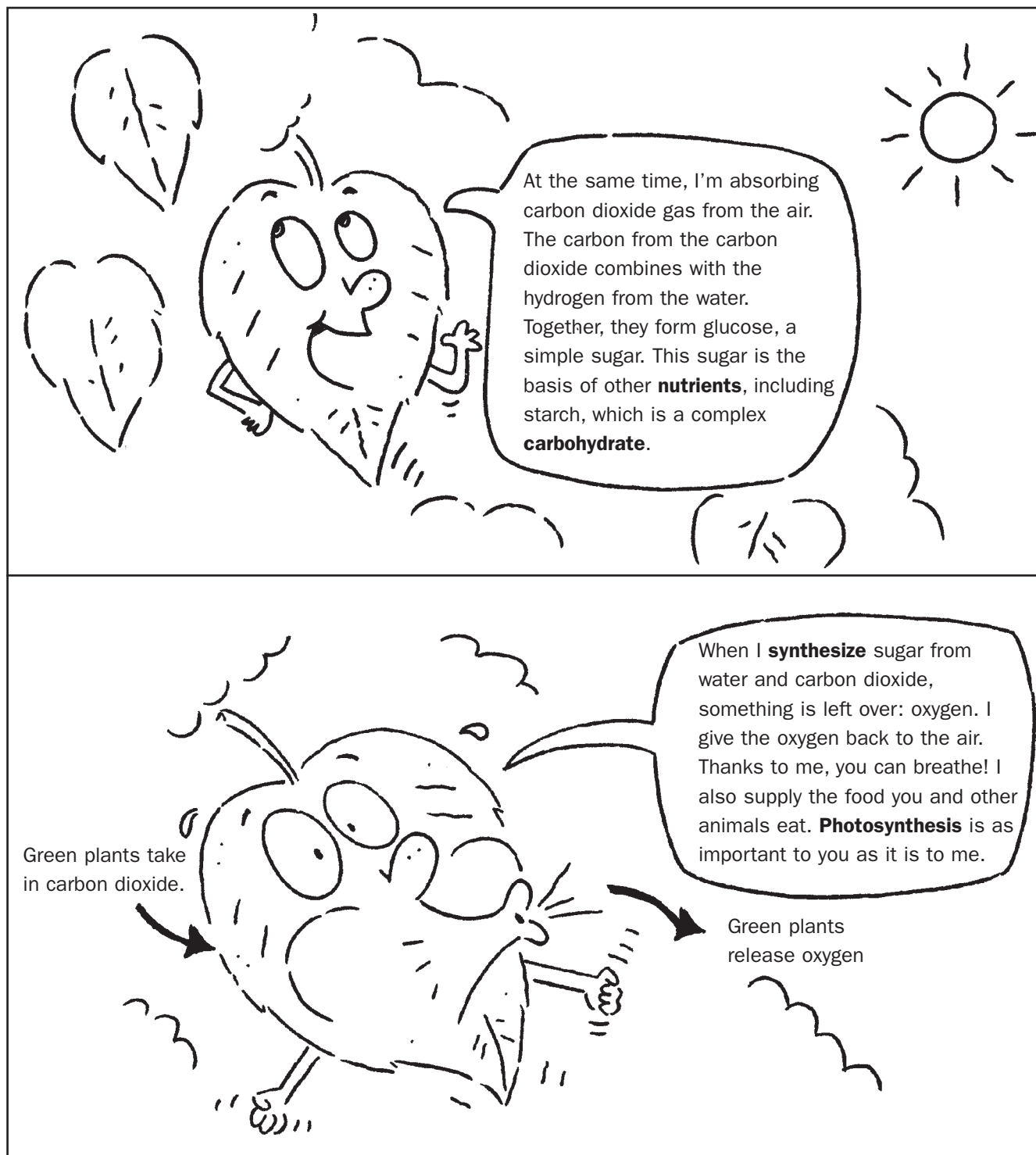
carbohydrates

chlorophyll

nutrient

photosynthesis

synthesize



Connect Words and Meanings

carbohydrates

chlorophyll

nutrient

photosynthesis

synthesize

Directions Read each definition below. Write the word that matches the definition in the blank. Use your dictionary or the glossary to help you.

1. **Definition:** a food substance that is needed for life and growth, such as protein or vitamins

2. **Definition:** a chemical process by which green plants make their own food from the sunlight's energy

3. **Definition:** to make by putting together separate parts; to combine to form a new substance

4. **Definition:** a group of chemical compounds, such as sugars and starches, that consist of carbon, hydrogen, and oxygen and that provide food energy

5. **Definition:** a green substance, found in leaves, that uses light from the sun to manufacture food from carbon dioxide and water

Directions Match the letter of the correct definition to each vocabulary word. Write the letter in the blank.

_____ 6. nutrient

A. substances such as sugar, bread, rice, and potatoes

_____ 7. carbohydrates

B. green pigment found in leaves

_____ 8. synthesize

C. the process by which green plants make their own food

_____ 9. chlorophyll

D. a substance needed for life

_____ 10. photosynthesis

E. put together separate parts



Research Photosynthesis and Respiration What is the connection between *photosynthesis* and *respiration*? Find an answer to this question in a science textbook, encyclopedia, dictionary, or on the Internet. In class, present your explanation as an oral report lasting five minutes or less. Create a diagram to illustrate your talk. Try to include several new content words in your report that you learned by using the Word Learning Tip and Vocabulary Building Strategy.

18 Words About How Plants Make Food

Use Content Words

carbohydrates

chlorophyll

nutrient

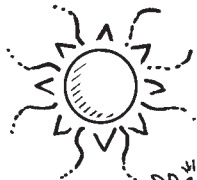
photosynthesis

synthesize

Directions Here is a page from a science textbook that is still being written. The writer has not yet chosen all the words. Write the vocabulary word that best fits in each blank.

Figure 1.

(1) _____ in Green Plants



Sunlight, a necessary part of the chemical reaction.



Special leaf structures called chloroplasts contain (2) _____, the green pigment that absorbs energy from the sun.

Sugar is the basis of complex (3) _____ such as cellulose, which build cell walls.

carbon dioxide + water + oxygen = sugar

Plants absorb water from the soil.

In the process called (4) _____, green plants manufacture their own (5) _____ supplies (see Fig. 1). In leaf cells, the green pigment (6) _____ traps energy from the sun. Sunlight is necessary to break down water into hydrogen and oxygen atoms. The oxygen is released into the air. The hydrogen combines with oxygen obtained from carbon dioxide, a gas absorbed from the air. Carbon, hydrogen, and oxygen form glucose, a simple sugar. A plant can (7) _____ more complex (8) _____ in further chemical reactions. Minerals absorbed from the soil combine with carbon, hydrogen, and oxygen to (9) _____ more complex types of food substances or (10) _____, such as protein.



Interview a Botanist Work with a partner. In your personal word journal, write five questions you'd like to ask a plant scientist, who is called a botanist. Try to include several vocabulary words, along with five new content words that relate to how plants make food. Learn the meanings of these new content words by using the Word Learning Tip and Vocabulary Building Strategy.

Put Words Into Action

carbohydrates

chlorophyll

nutrient

photosynthesis

synthesize

Directions You are a scientist studying how plants make food. You want to make sure that you fully understand the vocabulary connected to your topic. Read each question in the left-hand column below. In the right-hand column, write the content word you would use. Then write a sentence using the word.

Situation: You want to write a heading to name the process you are going to study. What word would be your heading?

1. Word: _____

2. Sentence: _____

Situation: You are specifically interested in the role a certain green chemical plays in this process. What is this substance?

3. Word: _____

4. Sentence: _____

Situation: You want to describe how leaf cells take several different substances and put them together to make food. What word would you use to describe this action?

5. Word: _____

6. Sentence: _____

Situation: You want to emphasize that the sugar formed in leaf cells provides energy to help maintain the life of the plant. What word would you use to describe that kind of substance?

7. Word: _____

8. Sentence: _____

Situation: Aside from sugar, other helpful substances are made in leaf cells. What are some of them?

9. Word: _____

10. Sentence: _____



Think About Science Take what you have learned so far in this lesson and answer the following questions: Are there any plants that do not have chlorophyll? Do plants that live under the sea produce carbohydrates? How do plants that live thousands of feet below the sea look different than plants near the surface of the sea? Use at least two vocabulary words in your answers.

18 Words About How Plants Make Food

Review and Extend

carbohydrates

chlorophyll

nutrient

photosynthesis

synthesize

Bonus Words Here are two new words about how plants make food. Remember that these words both deal with the same big idea as your vocabulary words. Even if you have never seen these words before, you do know one important fact—they tell you something specific about how plants make food.

byproduct something produced in the process of making something else

chloroplasts parts of leaf cells that contain chlorophyll

Directions Read each item below. Choose the vocabulary word or the new bonus word that best fits the context. Write it in the blank.

1. Where is the green substance called _____ found? It is found in the _____, of course.
2. _____ happens in the _____, the chlorophyll-containing parts of leaf cells.
3. When green plants _____ water from the soil and carbon dioxide gas from the air, oxygen is an important _____ of the process.
4. Sugars, complex _____, proteins, fats, vitamins, and minerals all have _____, or food value.
5. When a plant makes its own food, it is not concerned with the effect this process has on animal life. Therefore, in a strange way, you might consider all animal life a _____ of _____.



Explain How Plants Make Food

Imagine that a creature from another planet, where the life forms are very different from those on Earth, has asked you to explain the amazing way plants make their own food. Explain it as clearly and completely as you can so that this creature understands. You can make a diagram if you want. Use all of the vocabulary words and bonus words. Underline the vocabulary words and any new content words you learned by using the Word Learning Tip and the Vocabulary Building Strategy.

Check Your Mastery

Directions Circle the letter of the best answer for each item.

- This is the name of the process by which green plants make their own food.
A. chlorophyll B. synthesize C. photosynthesis
- This is a general term that includes sugars, starches, fat, proteins, vitamins, and minerals.
A. carbohydrates B. nutrient C. synthesize
- Green plants make their own food. Animals eat food, break it down by digestion, and use the products to _____ new tissue.
A. synthesize B. photosynthesis C. nutrient
- Sugars and starches are two forms of _____.
A. photosynthesis B. carbohydrates C. chlorophyll
- Looking at a leaf under a microscope, you find cells that contain a green substance. This substance is called _____.
A. nutrient B. chlorophyll C. photosynthesis
- _____ are important in human nutrition as well as in plants' food-making.
A. carbohydrates B. photosynthesis C. chlorophyll
- Plants _____ their own food, and human beings make many kinds of food products in factories.
A. photosynthesis B. nutrient C. synthesize
- "Watson," cried the scientist, "I have discovered the role played by the chemical _____ in breaking down water into hydrogen and oxygen!"
A. nutrient B. carbohydrates C. chlorophyll
- When you are hungry and need energy, you might eat a power bar that contains essential _____.
A. chlorophyll B. photosynthesis C. nutrients
- _____ means that plants manufacture food in the presence of light.
A. Photosynthesis B. Carbohydrates C. Synthesize

Learn Words About a New Subject

Vocabulary Words

destruction **seismograph**
epicenter **tectonic plates**
fault

Word Learning Tip!

When you read about a new subject, you may see new content words that you have not seen before in your everyday reading. These words are often the longest and most difficult words in the text. They tell something specific about the subject you are reading. To learn these new words, think about the big idea or subject of the paragraph. In this lesson, all content words tell about earthquakes.

Vocabulary Building Strategy

To learn the meaning of content words that tell about a new subject, make connections between the unknown word and the big idea or subject of what you are reading. The new word will tell something specific about the big idea or subject. Tie together the big idea and the meanings of other content words that you know to determine the exact meaning of an unknown content word.

Directions Read the text below and look at the diagram on the next page. They describe an earthquake at sea. Think about how the boldface words connect to the big idea of earthquakes.

Earthquake News

August Issue • Number 16 _____ A Monthly Newsletter of Earthquest

An Earthquake at Sea

Earthquakes can occur under water as well as on land. The outer surface of the earth is called the crust. In an ocean, the crust is the ocean floor and is covered by water.

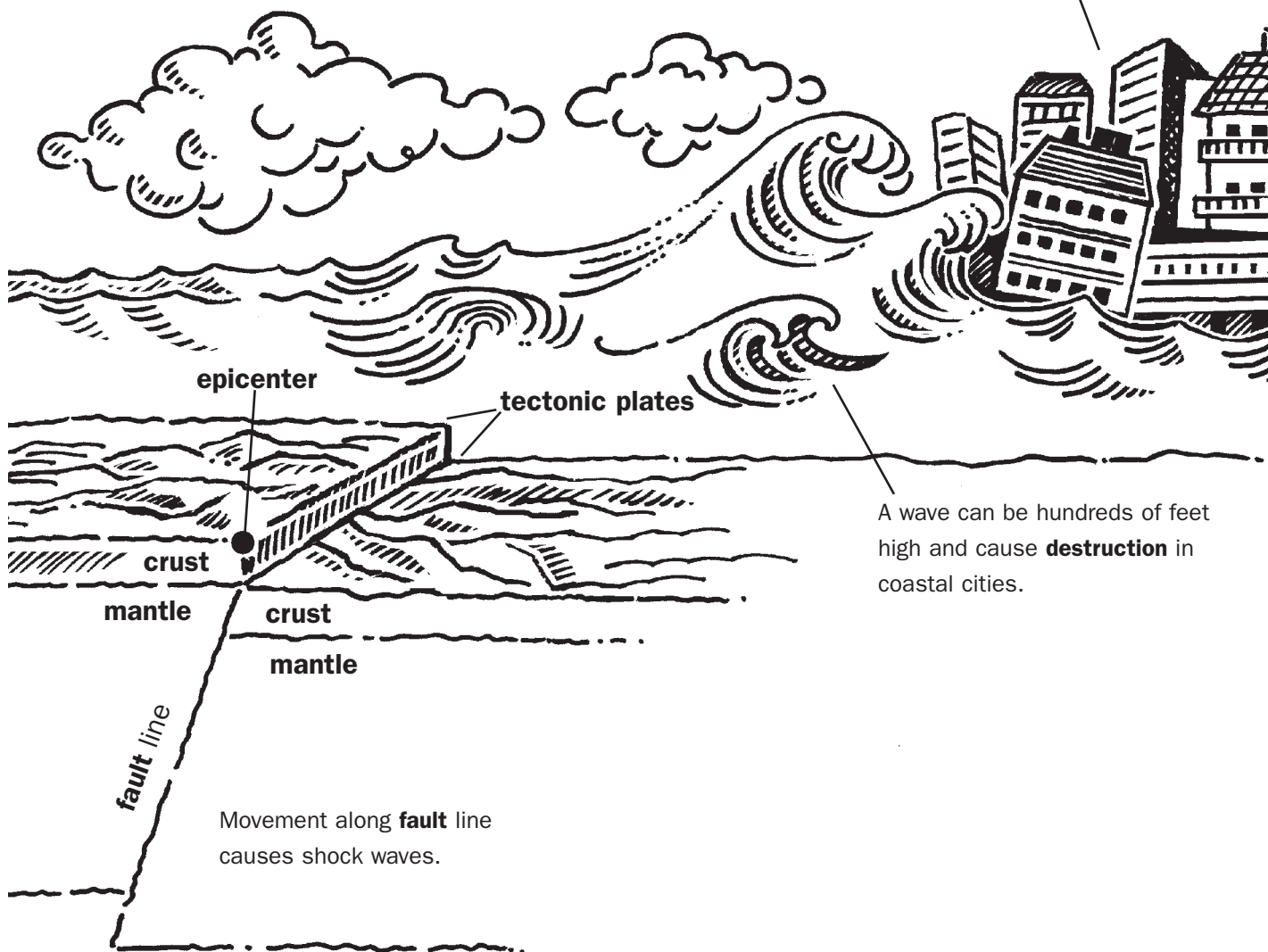
This outer surface is made up of **tectonic plates**, huge blocks of rock that are constantly moving. When the plates on both sides of a **fault** or crack in the crust rub against each other, collide, or slide, the result may be an earthquake—the trembling and shaking of the earth.

These sudden shiftings in the earth's crust release a lot of energy. With the help of instruments such as the **seismograph**, we can not only tell how strong an earthquake is, but pinpoint its precise **epicenter**.

Computer analyses may someday allow accurate prediction of earthquakes. Perhaps this information will help people prepare for some of the aftereffects, such as the mass **destruction** caused by huge waves. These waves, called tsunami, can create even more loss of life and property than the earthquakes caused.

So an earthquake may start far out at sea when **tectonic plates** collide. Ships traveling over its **epicenter** will feel its force and be in danger. The huge wave created by the earthquake may be as high as a tall building. When it reaches land, this tsunami may cause flooding and sweep away things in its path. Many lives may be lost and there may be millions of dollars of damage to buildings and other property. The result of the earthquake at sea is **destruction** on land.

Shock waves from quake overturn buildings, causing great **destruction** or disasters.



A wave can be hundreds of feet high and cause **destruction** in coastal cities.

19 Words About Earthquakes

Connect Words and Meanings

destruction

epicenter

fault

seismograph

tectonic plates

Directions Read each definition below. Choose the vocabulary word that best fits the definition and write it in the blank. Then complete the sentence that follows the definition. You may use your dictionary or the glossary to help you.

- Definition** the spot on the earth's surface that is directly above the place inside the earth where an earthquake begins _____
- An earthquake actually begins deep below the spot that marks its _____
- Definition** a fracture or break in the earth's crust along which two blocks or plates move _____
- The fracture known as the San Andreas _____ runs along the San Francisco Bay area of California.
- Definition** the large blocks or pieces that move on the earth's surface _____
- The outer layer of the earth is divided into large pieces or blocks called _____.
- Definition** an instrument that measures vibrations in the earth and is used to predict earthquakes _____
- The powerful earthquake sent the needle of the _____ rocking.
- Definition** great damage; loss of property and life _____
- For residents of seacoasts in Japan and other earthquake-prone places, a huge wave called a tsunami can cause as much _____ as the quake itself.



Create a Safety Preparedness Guide

People need to take precautions if they live in areas that are likely to have earthquakes. In addition, they need to know what to do during an earthquake. Write ten safety tips. You might use the Internet to help you or find brochures in the library put out by the government or organizations such as the American Red Cross. Use at least two vocabulary words in your guide and three new content words you learned by thinking about the Word Learning Tip and Vocabulary Building Strategy.

Use Content Words

destruction

epicenter

fault

seismograph

tectonic plates

Directions Visit a seismic observatory—a place where earthquakes are studied—with a professor of geology. Write the correct vocabulary words in the blanks below. Each word will be used twice.

“Studying earthquakes is fun, but being in one is terrifying,” said Professor Elena Tucci. “I like to be as far from the **(1)** _____ of a quake as possible, until it’s over. And I recommend not building a house on top of a **(2)** _____ line.

“A **(3)** _____ is a very useful tool. By comparing readings of the same quake from observatories round the world, we can calculate the precise **(4)** _____ of the quake.

“Did you know that the **(5)** _____ was invented by two Italian scientists in 1876? Their machine recorded earth tremors with pen and paper. That method is still used, but today I can get a readout on a computer screen, too.”

“Professor, is it true that a huge wave called a tsunami can cause more **(6)** _____ to a coastal city than the earthquake which caused the wave?” asked a student.

“Absolutely. The tallest wave caused by an earthquake ever recorded occurred in 1958 in Alaska. It was 1,720 feet high. Imagine seeing something like that coming toward shore! Think about the **(7)** _____ it could cause.”

“Where are the major **(8)** _____ lines in the world, Professor?” asked another student.

“They occur at the boundaries between major land masses. The west coasts of North and South America are prime examples. So is the eastern rim of Asia,” responded Professor Tucci.

“How many of those huge shifting land masses called **(9)** _____ are there?”

Professor Tucci answered, “The current data tell us that there are eight major **(10)** _____ and several smaller ones. They keep the earth’s crust constantly moving. Any more questions?”



Ask the Geologist

What questions would you like to ask the professor about earthquakes? Write down two or more. Try to use a vocabulary word in each question and two new content words that you learned from reading about the big idea of this lesson or another subject about Earth.

19 Words About Earthquakes

Put Words Into Action

destruction

epicenter

fault

seismograph

tectonic plates

Directions Read the following article about famous earthquakes. Then write the correct vocabulary word in each blank.

The study of the movement of **(1)** _____ tells us that most earthquakes happen at the boundary between one huge mass of land and another. Most **(2)** _____ lines lie along the boundaries, such as the eastern edge of Asia, the western edge of the Americas, and a Eurasian belt that runs through Turkey, the Himalaya Mountains, and North Africa. For example, Mexico City has been the **(3)** _____ of numerous quakes. In September, 1985, a very strong quake with a terrible aftershock two days later killed 10,000 people.

One of the modern earthquakes that caused the most **(4)** _____ was a series of jolts in Tangshan, China, in July, 1976. It came without warning from deep in the earth, killing 242,000 unprepared people. In contrast, the great Alaska quake of 1964, which showed even more powerful readings on the **(5)** _____, killed only 131 people, because it struck a thinly populated area. Its **(6)** _____ was Prince William Sound. Because the shocks came from offshore, a large wave resulted. This wave, and not the quake itself, was the cause of most of the deaths. A more destructive wave caused by an earthquake killed 27,000 people in southern Japan in 1896.

A wall of moving water can cause **(7)** _____ thousands of miles from its origin. For example, a powerful quake in May, 1960, began in Chile, where it killed 5,000 people. But an additional 61 people were killed in Hawaii by the high water.

A historic earthquake that would have surprised students who study the way **(8)** _____ move was the New Madrid, Missouri quake of 1811. It was an unusual mid-continent quake that greatly changed the landscape. It brought severe aftershocks for more than a year, but caused few human deaths because there were no large cities nearby. Would a **(9)** _____ have detected this quake? How many lives would have been saved if people had been prepared? Scientists can only estimate. And even today, though we know where the **(10)** _____ lines are, we cannot yet predict earthquakes accurately.

**Write a News Article**

Imagine that you are in a city that has survived a major earthquake.

Write a news article about what you see around you. Use all of your vocabulary words and as many other new content words that you have learned as you can.

Review and Extend

destruction

epicenter

fault

seismograph

tectonic plates

Bonus Words Here are two new words relating to earthquakes. You may have never before encountered these words being used to tell about the movements of the earth, but now you know that they both have to do with the big idea of earthquakes. That gives you important information to use in determining their meanings.

fissure a crack, such as in the earth

magnitude the intensity or measured size of the earthquake

Directions Read each item below. Choose the vocabulary word or the new bonus word that best fits the context. Write it in the blank.

1. After the earthquake, a large _____ opened up in the middle of Main Street, separating the two lanes by at least three feet.
2. Where a _____ exists, two masses of rock may move against each other or apart from each other.
3. The earth's crust consists of several large, slow-moving pieces. The movement of these _____ can cause an earthquake.
4. The _____ of a strong earthquake is likely to be a site of heavy damage.
5. The huge wave that comes after an earthquake can cause a lot of _____ and deaths.
6. The Richter scale measures the _____ or force of an earthquake. Most likely, people would not even feel a quake that measures only 1.



Write a Legend Before people understood the actual cause of earthquakes, they created legends to explain them. Write a legend providing an imaginative explanation for an earthquake. For example, your legend might have trolls bowling deep within the earth. Use as many vocabulary words as you can.

19 Words About Earthquakes

Check Your Mastery

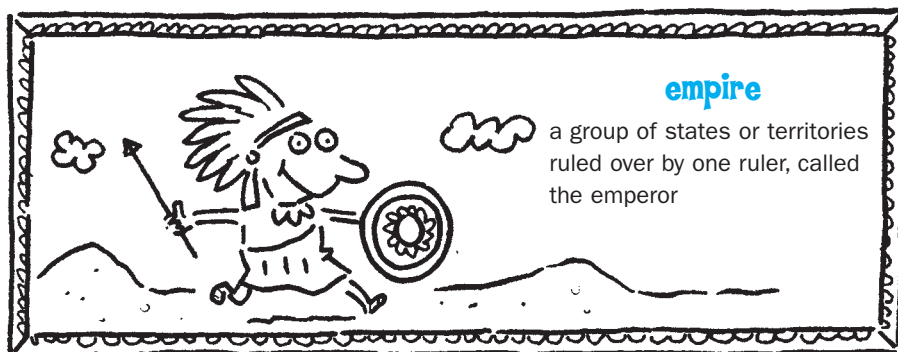
Directions Circle the letter of the best answer.

- If the ground under your right leg is moving away from the ground under your left leg, you are probably standing on top of a _____.
A. fault B. seismograph C. destruction
- An earthquake begins underground, and travels upward to the _____ on the surface.
A. seismograph B. tectonic plates C. epicenter
- During the Han dynasty in ancient China, Chang Heng created a very early form of a _____, the instrument that detects earthquakes.
A. destruction B. seismograph C. fault
- One major _____ or crack occurs at the bottom of the Pacific Ocean near Japan.
A. seismograph B. tectonic plates C. fault
- When you feel the earth tremble and shake, you know that the _____ have collided or rubbed against one another.
A. tectonic plates B. epicenter C. destruction
- A _____ is a pendulum-type instrument that measures the magnitude of earthquakes.
A. destruction B. seismograph C. epicenter
- When it reaches land, the huge wave called a tsunami can be as high as a very tall building and cause more _____ than the actual quake.
A. fault B. seismograph C. destruction
- The further away from the _____ of a quake you are, the less you will feel it.
A. epicenter B. seismograph C. tectonic plates
- There are fewer earthquakes in the Atlantic Ocean than in the Pacific Ocean because in the Pacific the _____ are constantly colliding while in the Atlantic they are moving away from each other.
A. destruction B. tectonic plates C. epicenter
- An earthquake causes a lot of _____, so the cost to rebuild afterward can be very high.
A. destruction B. tectonic plates C. fault

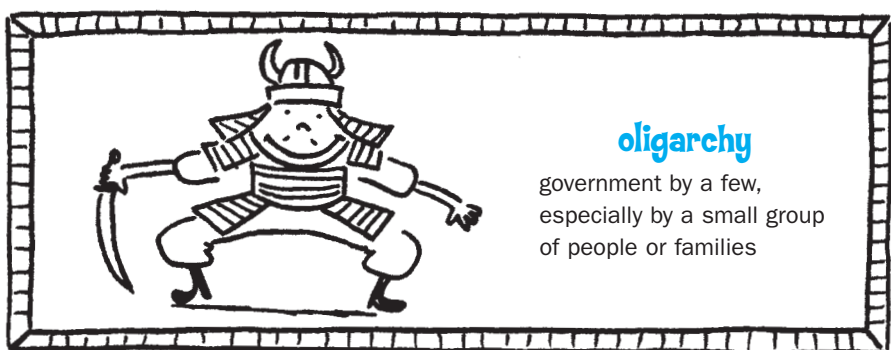
Learn Words About a New Subject

Directions Read the posters below and on page 150 showing the five characters. Use the text and the posters to help you understand the boldface vocabulary words.

A civilization is a highly developed and organized society.



The Aztecs built a great civilization in Mexico. They conquered many other peoples of Mexico, including the Mixtec, the Huastec, and the Zapotec. The Aztecs ruled this **empire** until another **empire**, that of Spain, conquered them in the 1520s.



Some civilizations are **oligarchies**. **Oligarchy**, or rule by a few, is often enforced by military power. During periods of the samurai era, Japan was controlled by an **oligarchy** of ruling families. This oligarchy was protected by the samurai, the warriors who defended the rulers. They were members of the military class.

Another **oligarchy** was the ancient Greek city-state of Sparta. It was ruled by a group of thirty senators elected by a ruling class. Spartans were known for their skill in battle.

Continued on next page

Vocabulary Words

artifact

oligarchy

empire

totalitarian

monarchy

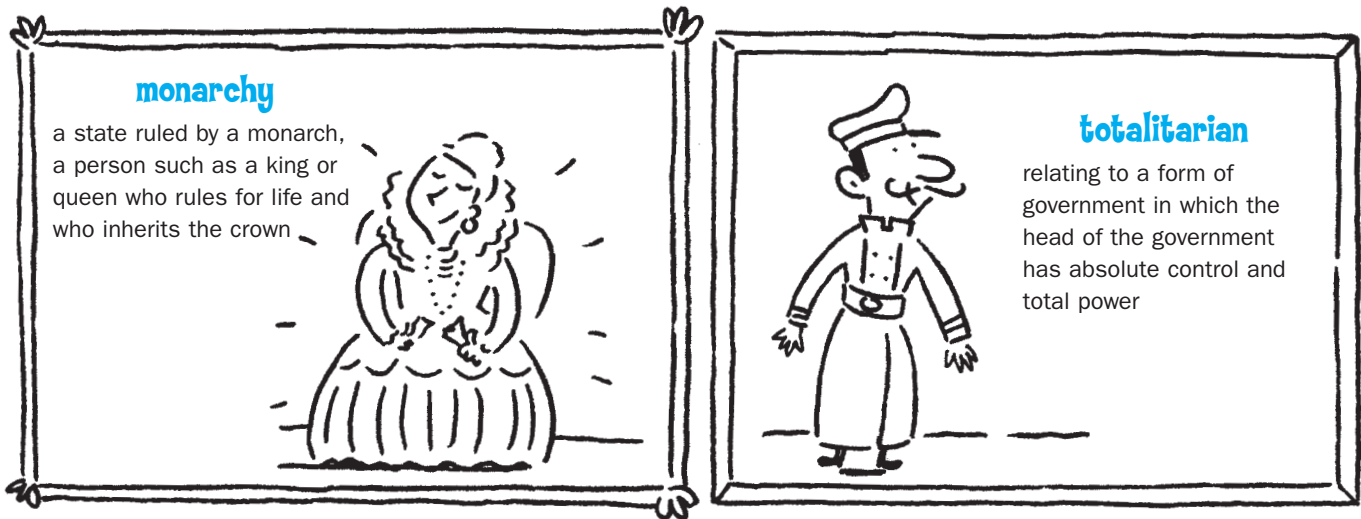
Word Learning Tip!

When you read about a new subject, you may see words that you have not seen before in your everyday reading. These words are often the longest and most difficult in the text. They tell you something specific about the subject. To learn these new words, think about the big idea or subject about which you are reading. In this lesson, all of the vocabulary words tell about civilizations.

Vocabulary Building Strategy

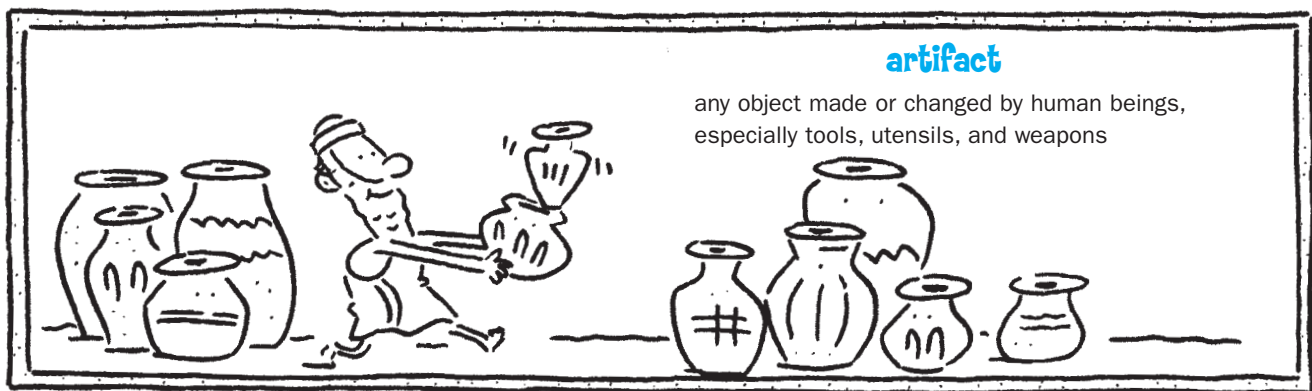
To learn the meaning of content words that tell about a new subject, make connections between the unknown word and the big idea or subject. The new word will tell you something specific about that big idea or subject. Tie together the big idea and the meaning of the other content words that you know in the text. This will help you determine the exact meaning of the unknown content word.

Learn Words About a New Subject



Britain has been a **monarchy** for centuries, although today the queen or king no longer runs the government. In the past, skillful monarchs such as Queen Elizabeth I made England a great power.

Joseph Stalin, the dictator of the Soviet Union from 1935 to 1953, was one of history's most vicious **totalitarian** rulers. He had complete control over the government. He had many of his rivals killed, and also imprisoned or killed millions of people whom he suspected of opposing him. **Totalitarianism** is the opposite of democracy.



Much of what we know about ancient civilizations comes from **artifacts**. Pieces of pottery, fragments of clay writing tablets, ruins of stone sculpture or buildings, and tools or weapons buried by time are all **artifacts** that help us form a picture of life in the past.

Of course, written texts give us information, too. Hand-written manuscripts from the past still exist. They are **artifacts**, too. The printing press was invented in the 1400s. Because of this invention, we can read actual printed documents from the time of Queen Elizabeth I.

Connect Words and Meanings

artifact

empire

monarchy

oligarchy

totalitarian

Directions Read each definition below. In the blank by the definition, write the vocabulary word it matches. Then write this word in the sentence that follows the definition.

- 1. Definition:** having to do with rule by a dictator and the dictator's followers, in which all other political groups are banned _____
- 2.** A _____ government often prohibits citizens from speaking freely.
- 3. Definition:** an object made by human beings, especially one that still exists from an earlier culture _____
- 4.** The scientists digging at the site of the old fort found remains of cups and dishes— _____(s) that helped them picture the daily life of soldiers at that time.
- 5. Definition:** a large territory, containing several cultures or peoples, ruled over by the leader of the most powerful of those peoples _____
- 6.** The _____ of the ancient Romans contained the countries we now know as England, France, and Spain, as well as many others.
- 7. Definition:** government by a small group of people or ruling families, usually for their own benefit _____
- 8.** During medieval times, Venice was ruled by the Doge and the Council of Ten. This type of government is called a(n) _____.
- 9. Definition:** rule by a king, queen, or other hereditary ruler _____
- 10.** In 1900, many countries around the world were ruled by a king or queen. This type of government is called a _____. Today, there are far fewer countries in which the monarch has absolute power.



Write About Government Of course, our form of government is a democracy, in which the people have the power. In his farewell address to the nation, George Washington wrote, "The very idea of the power and the right of people to establish government presupposes [is based on or requires] the duty of every individual to obey established government." In your personal word journal, tell what you think George Washington meant. Use as many of your vocabulary words as you can.

Use Content Words

artifact

empire

monarchy

oligarchy

totalitarian

Directions First, read the chart. Then, fill in the five blanks with the appropriate vocabulary words. (The first four items—the titles at the top of the columns—name the type of government. The fifth item is the name for all of the objects in that row.)

Type of Government				
	(1) _____	(2) _____	(3) _____	(4) _____ governments
Example from History	medieval England and France	ancient Sparta (Greek city-state)	ancient Rome, Egypt	Nazi Germany; Soviet Union (U.S.S.R.)
Advantages	wise king or queen can lead nation to greatness	a group of ruling generals can lead the state to victory	peace can come after one nation conquers all its rivals	none—even the dictator isn't safe or free
Disadvantages	rulers may not be wise or may act out of self-interest	people not in the ruling group are ignored	wars of conquest must be fought first	no individual freedom; people live in fear
Sample (5) _____	paintings, hand-printed books	helmet, shield	ruins of monuments to emperors	photographs of dictator's victims

Directions Choose the correct vocabulary word to fit in each sentence below. Write it in the blank.

- One reason the American Revolution was fought was that the colonists did not want to live in a _____. They did not want to be ruled by a king.
- If you are a member of one of the ruling families in an _____, you may prefer this form of government.
- An old saying claimed that the sun never set on the British _____ because Britain controlled territories around the globe.
- _____ government, or government by dictatorship, is an evil that has plagued humankind throughout history.
- A future _____ of twenty-first-century American civilization may be the silicon chip.



Write a Letter from Another Country or Another Time Imagine that you are living under one of the four types of government listed at the top of the chart. Write a letter to a pen pal in the United States, describing what life under such a system is like. Use one of the vocabulary word to define your situation. Use two new content words.

Put Words Into Action

artifact

empire

monarchy

oligarchy

totalitarian

Directions In the play below, the first human astronauts have made contact with creatures from the planet Bookum, hundreds of light-years away. Follow their adventure, and fill in the missing words with vocabulary words.

Astronaut Clarke: Take us to your leader.

Alien 1: Yes, we will take you immediately into the presence of the Great Bookus.

Astronaut Rivera (speaking to Clarke): Who is the Great Bookus? Is this world a dictatorship, or a(n) **(1)** _____ ruled by a king, or a republic with a president, or a(n) **(2)** _____ with a small ruling class, or what?

Astronaut Clarke (to Alien 1): Is Bookus a good person? Does he treat people fairly? Or is he the dictator of a **(3)** _____ state?

Alien 1: The Great Bookus is the most awesome and powerful person alive. The Great Bookus rules three planets—Pookum, Rookum, and Vookum—for we are a mighty **(4)** _____.

Astronaut Clarke: Really! Like the Roman **(5)** _____ on old Earth? The Romans controlled a vast territory, too. Tell us about those other planets.

Astronaut Rivera (to Clarke): Hey, I bet we could pick up a precious **(6)** _____ or two from this planet's past if we looked in the shops.

Alien 1: Pookum is a(n) **(7)** _____, with a queen who is the daughter and granddaughter of queens. Rookum also has a strong monarch.

Alien 2: Vookum is ruled by a group of twelve battle chiefs who do everything their own way.

Astronaut Rivera: So Vookum is a(n) **(8)** _____. That can be almost as bad as a(n) **(9)** _____ government with a dictator, except there's more than one ruler. Having a single dictator is the worst of all.

Alien 1: How dare you insult the Great Bookus by calling him a dictator! Take these humans away!

Astronaut Clarke (addressing Astronaut Rivera): Thanks a lot, Rivera. Now we will never get home.

Alien 2: That ship of theirs will make a great **(10)** _____ for our museum.



Extend the Play Write another scene for this play. Imagine that Clarke and Rivera are brought before the Great Bookus. Describe what happens. Use as many of the vocabulary words as you can, along with two new content words that you learned as you read this lesson or another text that tells about different civilizations. Underline the vocabulary words and new content words that you use.

Review and Extend

artifact

empire

monarchy

oligarchy

totalitarian

Bonus Words Here are three new words about civilizations. Remember that these words all deal with the same big idea as your vocabulary words. Even if you have never seen these words before, you do know one important fact—they all tell you something about civilizations.

legacy something handed down from generation to generation, such as a cultural heritage

social pyramid an arrangement of society with the smallest number of people at the top and the largest number at the bottom

regime a particular government or political system that is in power.

Directions Read each item below. Choose the vocabulary word or the new bonus word that best fits the context. Write it in the blank.

- For five seasons in the early 1960s, the Chicago Cubs baseball team was run not by one manager but by a powerful group of eight coaches that people called a(n) _____.
- With a king at the top, a small group of nobles under him, and a large group of commoners below that, medieval European society had the shape of a perfect _____.
- After experiencing the evils of _____ rule under a dictator during World War II, the citizens of Germany gladly accepted democracy.
- The enemies of the dictator hoped that their uprising would quickly bring a new, fairer _____ to power.
- A belief in the rights to life, liberty, and the pursuit of happiness is part of the _____ Americans have received from the founders of our nation.



Write About Forms of Government Abraham Lincoln wrote, “No man is good enough to govern without that other’s consent.” Based on these words, tell why Lincoln would not like a totalitarian government, a monarchy, or an oligarchy. Use vocabulary words, bonus words, and other government-related words you’ve learned this week using the Word Learning Tip and Vocabulary Building Strategy.

Check Your Mastery

Directions Read each item below. Circle the letter of the word that best fits in each blank.

- Examples of types of _____(s) include tools and weapons.
A. artifact B. oligarchy C. empire
- One of the problems of a(n) _____ is that while the wants of the powerful ruling few may be met, the needs of the vast majority probably go unanswered.
A. empire B. oligarchy C. totalitarian
- Under a(n) _____ regime, only one person's voice matters—that of the dictator.
A. totalitarian B. artifact C. oligarchy
- A nation becomes a(n) _____ when it takes over other nations and territories.
A. monarchy B. empire C. totalitarian
- In a(n) _____, a royal person such as a king or a queen guides the nation.
A. oligarchy B. empire C. monarchy

Directions Circle the word choice in parentheses that best fits in the blank.

The people of Letes were deciding what kind of government to have. “Above all,” said the oldest and wisest person in the assembly, “we must avoid the evil of **(6)**_____ (*totalitarian, empire, monarchy*) states in which people have no freedom. For this reason, we don't want to become a(n) **(7)**_____ (*oligarchy, monarchy, artifact*), because if government is placed in the hands of a small group, they will usually care only about their own interests and not about all of the people. Also, while **(8)**_____ (*empire, oligarchy, monarchy*) has given rise to such great leaders as Elizabeth I of England and Louis IX of France, it has more often created rulers whose only qualifications were that their parents were rulers. Nor do we want to become a(n) **(9)**_____ (*monarchy, empire, artifact*), because when one people conquers another, both the conquered and the conqueror suffer. We want to create a government so good and so just that in the far future, when this building is only a ruined **(10)**_____ (*empire, artifact, monarchy*), people will look back and admire what we achieved.”

Learn Words About a New Subject

Vocabulary Words

acid rain

biodegradable

global warming

greenhouse gases

industrial smog

Word Learning Tip!

When you read about a new subject, you may see words you have not seen before in your everyday reading. These words are often the longest and most difficult in the text. They tell you something specific about the topic. To learn these new words, think about the big idea or subject. In this lesson, the topic is pollution.

Vocabulary Building Strategy

To learn the meaning of content words that tell about a new subject, make connections between the unknown word and the big idea or subject. The new word will tell something specific about that big idea or subject. Tie together the big idea and the meanings of other content words that you know in the text. This will help you learn the exact meaning of the unknown content words.

Directions Look carefully at the illustration and read the accompanying text and labels in order to learn about pollution. As you read, try to determine the meanings of the new content words.

Acid rain, caused when chemical pollution mixes with water vapor in clouds, can kill fish, animals, and plants, and damage stone and metal in sculptures, buildings, and bridges.



At this landfill, plastic containers and wrappers may litter the earth for centuries. They are not **biodegradable**.

Industrial smog, such as factory smoke and car exhaust, contributes to air pollution.



Greenhouse gases such as carbon dioxide are released by the burning of fossil fuels and form an atmospheric layer that traps heat on the earth. This causes the temperature of the earth to rise.

If **global warming** increases, polar icecaps may melt, raising sea levels and flooding coastal cities.

Pollution affects the air, water, and land. Chemical waste from car exhaust, oil refineries, and factory smokestacks spread far beyond where they are released. Chemicals used on the soil may spread through the food chain and may drain into waterways. Litter that is not biodegradable, oil spills, and poisonous solid wastes pose a long-term problem. The gradual warming of the planet's atmosphere may force major changes in the environment in the future.

21 Words About Pollution

Connect Words and Meanings

acid rain biodegradable global warming greenhouse gases industrial smog

Directions Read each definition below and write the vocabulary word that fits in the blank. Then fill in the vocabulary word in the sentence that matches the definition. You may use your dictionary or the glossary to help you.

1. **Definition** gases in the earth's atmosphere, such as carbon dioxide, that trap the sun's heat, causing warming of the Earth _____
2. _____ from automobile exhaust are a cause of global warming.
3. **Definition** easily broken down by the action of living organisms such as bacteria _____
4. Milk containers made of plastic or coated with it are not _____.
5. **Definition** air pollution caused by industry, such as factory smokestacks _____
6. _____ can develop in big cities or other urban areas with heavy traffic and many factories.
7. **Definition** a gradual increase in the temperature of the lower atmosphere of the Earth _____
8. _____ may cause the temperature of our planet to rise.
9. **Definition** rain that contains dissolved acids as a result of the reaction of water with air pollution _____
10. _____ can kill living things and can damage stone and metal.

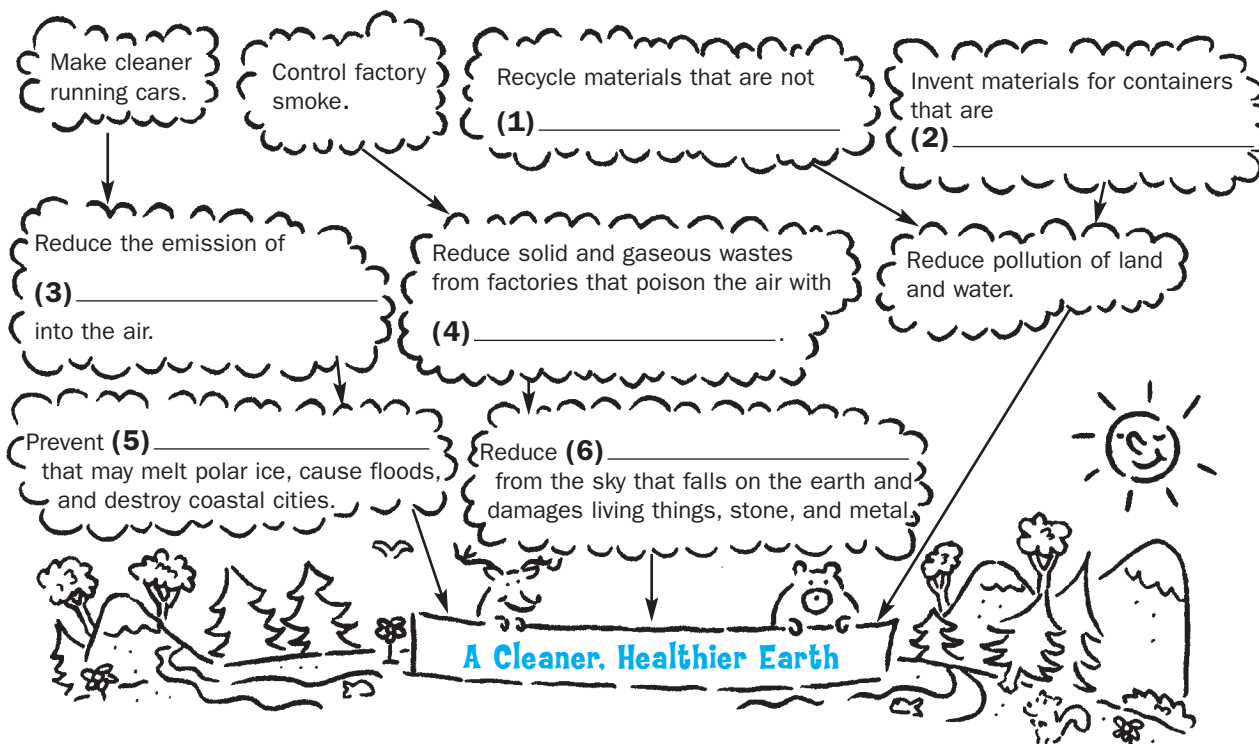


Learn New Words About Pollution Reread the definitions and sentences above. Identify at least three new content words that tell about pollution. Write the words and their definitions in your personal word journals. Then explain how the Word Learning Tip and Vocabulary Building Strategy helped you learn them.

Use Content Words

acid rain biodegradable global warming greenhouse gases industrial smog

Directions The chart shows some steps that can be taken to control pollution. Fill in the blanks with vocabulary words. Then write the correct vocabulary words in the blanks in the text under the chart.



Pollution is many separate problems that are all part of one big problem. For example, the burning of fossil fuels such as oil releases (7) _____ such as carbon dioxide. These gases act like the glass in a greenhouse, trapping heat. This leads to (8) _____, which may change the climate throughout the world. As a result of global warming, the sea level in some places may rise. In other areas, too much water may evaporate, forming deserts. Burning fossil fuels releases sulfur dioxide and nitrogen dioxide. These gases combine with water vapor to form acids that fall to the ground as (9) _____. The smoke from burning fossil fuels in factories adds tiny solid particles to the air, creating unhealthy (10) _____.



Help Solve a Problem Suppose you are very concerned about solving the pollution problem.

What can you do to help? Brainstorm on your own or with one or more classmates. Then draw up a list of steps you can take to help solve the problem. Use all of the vocabulary words and three new content words you learned this week while reading about pollution.

21 Words About Pollution

Put Words Into Action

acid rain biodegradable global warming greenhouse gases industrial smog

Directions Complete each sentence below in a way that shows that you know the meaning of the boldface word.

1. One effect of **global warming** on polar icecaps might be _____
_____.
2. If people dump garbage that is not **biodegradable** in dumpsites, one problem could be _____
_____.
3. **Industrial smog** is polluted air, so it is a particular concern for people with breathing problems because _____
_____.
4. **Greenhouse gases** trap some of the heat that is reflected by the earth, so they may cause the earth _____
_____.
5. Recycling is one way of dealing with garbage that is not **biodegradable** because _____
_____.
6. One effect of **acid rain** on buildings can be _____
_____.
7. One way to cut down on the **industrial smog** that comes from burning coal is _____
_____.
8. **Global warming** can cause the temperature of the world's oceans _____
_____.
9. Countries should cooperate to solve the problem of **greenhouse gases** because _____
_____.
10. **Acid rain** can pollute lakes and rivers when it _____
_____.



Write for Information Write to an environmental agency for information about saving the earth. In your letter, mention why you are concerned and what you would like to do. Use as many vocabulary words as you can and three new content words that you have learned.

Review and Extend

acid rain biodegradable global warming greenhouse gases industrial smog

Bonus Words Here are two new words about pollution. Remember that these words both deal with the same big idea as your vocabulary words. Even if you have never seen these words before, you do know one important fact—they tell you something about pollution.

ozone a pale blue, fresh-scented form of oxygen with the formula O_3 , which is found concentrated in a layer about 20–50 km (6 to 30 mi) above the Earth

toxic poisonous

Directions Read the sentences and choose the vocabulary word or new bonus word that best fits the context of each blank. Write the word in the blank.

1. Gases called chlorofluorocarbons (CFCs) are used in aerosol sprays, refrigerators, and freezers. When released into the air, CFCs act as _____, trapping heat.
2. Unlike _____ from factory chimneys, CFCs are not easily seen or smelled.
3. However, they contribute to the dangerous _____ that may change the Earth's climate drastically during the twenty-first century.
4. In addition, CFCs have another harmful effect: they damage the protective layer of _____ in the Earth's atmosphere. This layer keeps too much ultraviolet radiation from reaching us. Excess exposure to the sun's radiation can cause skin cancer.
5. Another factor that leads to pollution is _____ waste. Poisonous and other dangerous material like this must be disposed of carefully to avoid deadly consequences.



Role-Play Imagine that you are a member of an international panel of experts and leaders in the year 2050. You are trying to figure out what to do about the problem of pollution. What do you suggest? Talk about it with a group of your peers. Then in your personal word journal, record any conclusions you reach as a result of the discussion. Use vocabulary words, bonus words, and other pollution-related content words as appropriate.

Check Your Mastery

Directions Circle the letter of the correct answer.

1. This kind of air pollution from factories is smelly, smoky, and bad for the lungs. What is it?
A. greenhouse gases B. acid rain C. industrial smog
2. If a material cannot be broken down easily and returned to the soil, it is not
A. acid rain B. biodegradable C. industrial smog
3. What happens as a result of **greenhouse gases**?
A. Lakes, rivers, and oceans become cleaner.
B. Plants grow better as a result of being in a greenhouse.
C. Heat is trapped and does not escape into space.
4. Where is **global warming** occurring?
A. at the North and South Poles B. at seacoasts C. throughout the world
5. Which of the following is a major source of **industrial smog**?
A. aerosol sprays B. smoke from factories C. litter that lasts for centuries
6. Which of the following is most **biodegradable**?
A. a plastic milk container B. an aluminum can C. a paper bag
7. What do fish and statues have in common?
A. They are hurt by acid rain.
B. They are forms of greenhouse gases.
C. They contribute to industrial smog.
8. What does the word greenhouse in **greenhouse gases** refer to?
A. Greenhouses trap heat, and so do these gases.
B. Greenhouses are good for plants.
C. Gases released by greenhouses are a major cause of global warming.
9. Which of the following is the major cause of **global warming**?
A. acid rain B. biodegradable C. greenhouse gases
10. When sulfur dioxide released by the burning of fossil fuels mixes with water vapor, what is formed?
A. greenhouse gases B. acid rain C. industrial smog

Learn Words About a New Subject

Directions Read the following sample test questions. (You don't have to write answers to them!) Think about how the boldface words ask the student for specific types of reasoned responses. The text under each test question will help you understand what each word asks you to do.

Complete the following **analogy**: acid rain is to pollution as influenza is to _____.

- A. illness B. whooping cough C. polio

An **analogy** question presents two comparisons in the pattern "A is to B as C is to D." To answer this type of question, you must identify the relationship between the first two items. In this question, acid rain is a type of pollution. To fill in the blank, you must choose the word that is related to the third item in the same way. Influenza is a type of illness, so illness is the correct choice.

An old saying tells us to:

Make new friends, but keep the old
One is silver and the other gold.

Write a paragraph explaining the meaning of this **analogy**.

Another type of **analogy** question asks you to explain an **analogy** that a writer has made. This is a type of comparison that a writer makes in order to make a point. In this **analogy**, the writer compares friends with precious metals to make the point that both old friends and new friends are valuable.

Vocabulary Words

analogy

cause/effect

compare/contrast

differentiate

infer

Word Learning Tip!

Test taking is not exactly a new subject for you! However, you may never have stopped to think about the meanings of important content words that you have seen in test directions. Studying these words should help you perform better on tests. These vocabulary words all deal with different types of reasoning that you are asked to do on tests. When you see one of these words on a test, ask yourself, "What specific kind of reasoning does this question ask for?"

Vocabulary Building Strategy

When you take a test, make sure you understand all of the directions. If you understand what a question is asking you to do, you have a better chance of answering correctly. Knowing the vocabulary words in this lesson will help you know the type of thinking to use to answer questions.

Learn Words About a New Subject

analogy

cause/effect

compare/contrast

differentiate

infer

Write a paragraph describing the **causes and effects** of tsunamis. Be sure to include specific details and examples in your response.

A **cause** is something that makes something else happen. An **effect** is the result of the cause. A **cause/effect** question asks you to discuss why something happens, and what happens as a result of that thing happening.

Solar energy, wind energy, and geothermal energy are three possible sources of energy. **Differentiate** among them, examining their advantages and disadvantages. Then state which one you think is the best choice for the future.

To **differentiate** is to find differences between things that are alike in some ways. When you **differentiate**, cite specific details.

Compare and contrast the positive and negative aspects of electrical and nuclear power. Cite specific facts from history to support your ideas.

When you **compare** things, you show how they are alike. When you **contrast** them, you show how they are different. A **compare/contrast** question asks you to find similarities (**compare**) and differences (**contrast**) between two or more things.

All animal life ultimately depends on plant life for its food and for atmospheric oxygen. From this fact, what can you **infer** about photosynthesis?

When you **infer** something, you come to a decision or conclusion based on evidence and reasoning and words that are not written right in front of you. Making an inference can also be called “reading between the lines.”

Connect Words and Meanings

analogy

cause/effect

compare/contrast

differentiate

infer

Directions On the line provided, write the vocabulary word that matches each definition.

1. **Definition** to arrive at a decision or conclusion by “reading between the lines” _____
2. **Definition** something that makes something else happen; and the thing that happens as a result _____
3. **Definition** to state the differences between things that are alike in some ways _____
4. **Definition** to find similarities and differences between things _____
5. **Definition** a comparison, especially in the form “A is to B as C is to D” or a comparison that makes a point _____

Directions Read each item below. In the blank, write the vocabulary word that could replace the boldface words in parentheses.

6. _____ (**Show the similarities and differences between**) the tricksters Anansi the Spider and Coyote.
7. Complete this _____ (**comparison**): silly is to foolish as wise is to _____.
8. Write a paragraph explaining **why** the colonists refused to pay taxes on tea and the _____ (**results**) of their actions.
9. The author never tells you the setting of this story, but there are many details that help you to determine it. Explain how you _____ (**put together the evidence to realize**) that this story takes place on another planet.
10. At first the three brothers seem very similar, but they each have character traits that make them unique. Write a paragraph in which you _____ (**explain the difference**) between each of the brothers.



Make Up a Test Item Make up test items on subjects you studied in school this week, using all of the vocabulary words in the directions and two new content words related to test taking.

Use Content Words

analogy

cause/effect

compare/contrast

differentiate

infer

Directions Below are ten items that might appear on tests. On the lines below each item, describe what the item is asking you to do. Use a vocabulary term in your description.

1. Tsunamis and tidal waves are two types of huge, dangerous ocean waves. How can scientists tell one from the other?
This question asks me to _____
2. In the myth of Theseus and the Minotaur, Theseus relies on Ariadne for help, and then leaves her alone on a small island. What does this evidence suggest to you about Theseus?
This question asks me to _____
3. Gary Paulsen's *Dogsong* and Jack London's *The Call of the Wild* are both adventure stories about sled dogs in the far north. How are the characters in the books alike and different?
This question asks me to _____
4. How does air pollution occur, and what problems does it lead to?
This question asks me to state a(n) _____
5. Fill in the missing term: book is to author as painting to _____.
This question asks me to make a(n) _____
6. In Ray Bradbury's "All Summer in a Day," how do you think the other students feel after they have pulled their prank on Margot? Support your idea with evidence from the story.
This question asks me to _____
7. The American Revolution and the French Revolution both changed the world during the late 1700s. How were these two events similar to, and different from, each other?
This question asks me to _____
8. How are identical twins different from fraternal twins?
This question asks me to _____



Find Test Items Look through tests that you have taken or tests at the back of chapters in your textbooks. Find an example of a question to illustrate at least three vocabulary words.

Put Words Into Action

analogy

cause/effect

compare/contrast

differentiate

infer

Directions Read each item below. Choose the correct vocabulary word to fit in each blank. When *cause/effect* or *compare/contrast* is the correct response, write *causes and effects* and *compare and contrast* in the blank.

1. Help your friend choose between a dog and a cat as a pet by showing how they are alike and different. Write a paragraph in which you _____ them.
2. In *Tuck Everlasting*, Mae Tuck's appearance hasn't changed in eighty-seven years. When you add up the evidence, what do you _____ about her?
3. _____ between angora cats and Siamese cats to show what makes each breed special.
4. Explain the following _____: bold is to meek as harsh is to gentle.
5. Global warming is a serious problem affecting everyone. Show the _____, or reasons and results, of this problem.
6. When the Walrus and the Carpenter invited the oysters for a walk, what did you _____ would happen? Cite the evidence that backs up your reasoning.
7. _____ between porpoises and dolphins to show what makes each unique.
8. Show the events that led up to Chief Seattle's letter to the government and the results of it. Explain the _____ of his action.



Write About Tests Think about tests you have taken in the past. In your personal word journal, tell what type of questions you find the easiest to answer. What type do you find the most difficult? Why? Try to use as many vocabulary words and other test-taking words as you can.

Review and Extend

analogy

cause/effect

compare/contrast

differentiate

infer

Bonus Words Here are two extra words about test-taking. These words deal with the same big idea as your vocabulary words—the idea of test-taking. You may have seen or heard these words in the past when taking tests. Here is an opportunity to learn their precise definitions.

multiple-choice a question for which the student selects one answer from several answers provided; a test made of such questions

short-answer a question which the student answers by writing a few sentences; a test made of such questions

Directions Answer each question on the lines provided. Use a vocabulary word in your answer.

1. If a test item says, “Circle the letter of the correct answer,” and gives you four possible answers, what kind of item is it?

2. If a test item says, “Briefly explain the role of sunlight in photosynthesis,” and provides you with three lines for an answer, what kind of test item is it?

3. A social studies essay question asks you to examine the similarities and differences between monarchy and empire. What kind of test question is it?

4. On an English test, you are asked to explain the difference between fantasy and realistic fiction. What is that question asking you to do?

5. On an English test, you are asked to examine the events of a story, and based on these details, you are to state the theme that the author is expressing. What kind of reasoning does that question ask you to perform?

6. On a science test, you are asked to explain the reasons for the outbreak of a disease and the results of this outbreak. What kind of reasoning does the test ask you to perform?



Think About Thinking Write an analogy for *clear thinking* to help someone understand it. Begin your analogy this way: Clear thinking is like _____.

Check Your Mastery

Directions Circle the letter of the correct answer.

- Two voices are speaking softly. One seems to be crying. Then there is a knock on the door. “Someone is coming to us with a problem to solve,” the detective says to his trusted companion. Which vocabulary word describes the thinking process he has used?
A. analogy **B. infer** **C. differentiate**
- On a science test, you are asked, “Show the difference between the roles played by oxygen and ozone in Earth’s atmosphere.” What does this question ask you to do?
A. infer **B. cause/effect** **C. differentiate**
- A test question asks, “Why did monarchies arise in Europe in the Middle Ages, and what impact did monarchy have on European civilization?” What kind of question is this?
A. compare/contrast **B. cause/effect** **C. infer**
- Which of the following is an example of an **analogy** question?
A. A is to letter as 2 is to _____.
B. After an earthquake causes a tsunami, what may happen?
- Which of the following is an example of a **compare/contrast** question?
A. Show the similarities and differences between Eastern dragons and Western dragons.
B. Show the reasons that led to the growth of cable stations and what happened as a result.
- What do you do when you **infer** an answer?
A. You make a guess based on the evidence and on your knowledge and reasoning.
B. You make the best guess you can, because if you leave an answer blank you get no credit.
- Which of the following is an example of a **compare/contrast** question?
A. If a fossil skull is found with long, sharp front teeth, what can you tell about the animal?
B. Show the similarities and differences between the properties of metal and wood as conductors of heat.
- Which question asks you to **differentiate** between two things?
A. How were the Articles of Confederation and the Constitution similar?
B. Jefferson and Hamilton had opposing views on how the new American government should be organized. Show how these two founders were in opposition.
- Which of the following is not a characteristic of **analogy** questions?
A. You are asked to do a mathematical calculation to find an unknown quantity.
B. You are asked to fill in the missing term in a statement containing four terms.
- Which of the following is a **cause/effect** question?
A. What point is the author making by showing that the main character sometimes makes the wrong decision?
B. State three reasons why pollution occurs. What impact does pollution have on life?

Read Words in Context

Vocabulary Words

cereal	mercurial
echo	muse
fatality	odyssey
fury	panic
January	siren
jovial	titanic
martial	vulcanize
mentor	

Word Learning Tip!

Some English words come from names of characters in ancient myths and legends—especially gods, goddesses, and heroes in Greek and Roman myths and legends. If you know something about the legend or the mythic character, you have a clue to what the English word means.

Vocabulary Building Strategy

The more you know about a word's origin, the better you will be able to learn it. When you read words that come from myths and legends, think about what you know about these stories. Connect this information about past cultures to the way the word is used in the passage you are reading and to similar English words to learn its meaning.

READ!

A Day on the Job with Zeus

It was Monday morning. I gulped down my bowl of breakfast **cereal** and milk, because I was late for work. I had a meeting with my boss, Mr. Zeus. If I didn't get there on time, his usual friendly, **jovial** manner might quickly turn into one of his thunderous, temper rages filled with **fury**.

Mr. Zeus had a **mercurial** personality: He could be the nicest guy in the world one second, then yell if you said the slightest thing he didn't like, and then forgive you and turn back into your pal the very next moment. In his angry moods, his voice would **echo** in a loud sounding tone through the office as if it were bouncing off the walls.

Despite that, he was my guide and **mentor**, the person who had taught me the rocket design business. He was a **titanic**, huge figure in my life, almost like a father.

He told us that we were doing important work, trying to reduce the **fatality** or death rate in space accidents. We were trying to invent a superstrong yet light material by **vulcanizing** existing materials at high levels of heat. Mr. Zeus had set a **January** deadline for my part of the work, and it was November already. I was behind schedule. We had been working on this project for a long time. It was turning into a long, complicated **odyssey**.

I really wanted this project to work. First of all, I didn't want to disappoint my mentor. Second, the material had peaceful as well as **martial** uses. And last, if I succeeded, I would receive a big bonus. The idea of that bonus rang loud and clear like a **siren** song, urging me to do my best work. As I drove to the office, I tried to become inspired by my personal **muse**, the creative force that brings me ideas when I need them. Would I have anything to show Mr. Zeus at the meeting? The important thing was to stay calm and not **panic**, and then an idea would come. And then, all of a sudden I began to have creative thoughts and my mind was on fire with ideas. "By Jove!" I said. "I think I've got it!"



Connect Words and Meanings

cereal	fury	martial	muse	siren
echo	January	mentor	odyssey	titanic
fatality	jovial	mercurial	panic	vulcanize

Directions First read the word history. Then choose the vocabulary word that matches each definition below the history. Write it in the blank. You may use the dictionary or the glossary to help you.

- History:** Echo—tragic nymph who could repeat only what was said to her. When she fell in love with a beautiful young man who didn't love her, she stayed in a cave and withered away until only her voice was left.

Definition: repetition of a sound produced by the reflection of sound waves off a surface _____
- History:** The Sirens—the sea nymphs who lured sailors to their death. These half bird, half woman creatures sang a beautiful song that caused sailors to turn their boats toward it and crash on the rocks.

Definition: a device that makes a loud warning sound; any warning signal _____
- History:** The Furies—the three terrible and fierce spirits with wings and snaky hair. They punished people who committed crimes, pursuing them until they became insane.

Definition: violent anger and rage _____
- History:** Mars—the Roman god of war. He particularly enjoyed violent battles.

Definition: having to do with war or soldiers _____
- History:** Mercury—the messenger of the gods. He moved gracefully and quickly on feet with winged sandals

Definition: quick and changeable in temper _____
- History:** Ceres—the Roman goddess of corn and agriculture. She gave the gifts of the earth to people.

Definition: a breakfast food prepared from wheat, oats, or corn _____
- History:** Vulcan—the Roman god of fire and the forge. This blacksmith forged armor for other gods and heroes and was known for his skill at metal-working.

Definition: to harden or change by great heat _____
- History:** Mentor—character in the epic tale *The Odyssey*. The wise teacher and counselor was a friend to the hero Odysseus and a teacher to his son.

Definition: a wise teacher, guide, or advisor _____

Continued on next page

Connect More Words and Meanings

cereal	fury	martial	muse	siren
echo	January	mentor	odyssey	titanic
fatality	jovial	mercurial	panic	vulcanize

Directions Continue the activity. First read the word history. Then choose the vocabulary word that matches each definition below the history. Write it in the blank. You may use the dictionary or the glossary to help you.

9. **History:** The Titans—the race of giants. Although they had enormous size and incredible strength in their favor, they were defeated by the Greek Olympians.
Definition: of great size, strength, or power _____
10. **History:** The Odyssey—an ancient epic poem. It describes the wanderings of Odysseus as he spends ten years trying to return home from battle after the fall of Troy.
Definition: a long, wandering, and difficult journey or trip _____
11. **History:** The Fates—the three goddesses who determined the length and course of every life. One spun the thread of a person’s life, another measured it, and the third cut it.
Definition: fate or necessity; a death caused by a disaster _____
12. **History:** Jove or Jupiter—the ruler of the Roman gods; called Zeus by the Greeks. He caused storm clouds and threw thunderbolts when angry, but he was also thought of as a source of happiness
Definition: cheerful and full of good humor _____
13. **History:** The Muses—the nine beautiful goddesses who looked after the different arts and sciences.
Definition: the spirit that inspires someone, especially a writer, musician, or artist _____
14. **History:** Janus—the Roman god of beginnings and endings. He had two faces, one that looked forward and one that looked back.
Definition: the first month of the year _____
15. **History:** Pan—the Greek god of woodlands and wild animals. He had the horns and legs of a goat and a human torso and head. Supposedly, he was responsible for strange sounds heard in the night.
Definition: a sudden feeling of terror and fright _____



Message from a Myth Choose one of the vocabulary words and write a brief statement in the voice of the Roman or Greek mythic character whose name gave rise to the word. Use the Vocabulary Building Strategy, or what you know about the culture and the characteristics of the Roman or Greek character you chose. Write what this character would think and say. What insight would the character give you about the word?

Use Words in Context

cereal
echo
fatality

fury
January
jovial

martial
mentor
mercurial

muse
odyssey
panic

siren
titanic
vulcanize

Directions Read each sentence stem below. Think about the meaning of the word in boldface type. Then complete the sentence.

1. It's fun to be with a **jovial** person because _____

2. You might call whales "**titanic** creatures" because _____

3. I would like to have a **mentor** to guide me because _____

4. The **sirens** screeched and broke the silence of the night when _____

5. In the movie, the townspeople felt the **fury** of the villain's anger when _____

6. You might hear **martial** music when _____

7. You might hear an **echo** if you _____

8. The word **vulcanize** is related to Vulcan, the blacksmith god, because both use _____

9. It would be good to have a **muse** when _____

10. An event that might result in many **fatalities** is _____



Invent Words The cultures of the world, present and past, are full of myths and legends. Invent one or more new words based on myths or legends. (Hint: they may be based on the names of characters.) Be prepared to explain the meanings of your words.

23 Words Based on Myths and Legends

Put Words Into Action

cereal	fury	martial	muse	siren
echo	January	mentor	odyssey	titanic
fatality	jovial	mercurial	panic	vulcanize

Directions For each item, write a complete sentence using a vocabulary word. (The clue that tells you what word to use is printed in boldface.) Underline the vocabulary word in your sentence. Make sure to include details that show your understanding of the vocabulary word. Use each vocabulary word only once.

- Describe a friend or a character in a book or movie whose moods **change quickly** and are **unpredictable**.

- Explain what could make a horse or another animal feel **frightened** and run away.

- Describe an imaginary or real person who is an **ideal guide** and **leader**.

- Describe the result of **raging** winds.

- Describe a person you know or a character in a movie or a novel who is quite **merry and friendly**.

- Tell one thing that can be done to reduce the high rate of **death** due to smoking.

- Describe a **long journey filled with adventure** that you would like to take.

- Tell why the **first month of the year** might be named after a mythological figure who looks both backward and forward.

- Tell what you could add to your **breakfast grains** to make it taste even better.

- Describe something that is **amazingly large**.



Understand New Words from Myths Here are three new words from Greek and Roman myths: *atlas*, *promethean*, *Olympics*. Use your dictionary, a book of word origins, or the Internet to find the story behind one of these words. Write a paragraph using these three words.

Review and Extend

cereal	fury	martial	muse	siren
echo	January	mentor	odyssey	titanic
fatality	jovial	mercurial	panic	vulcanize

Bonus Words Here are more words based on myths and legends.

labyrinth a maze; a series of complicated passages where it is easy to get lost. In a Greek myth, a monster called the Minotaur was confined in the labyrinth.

musician a person who creates or plays music. In Greek myth, the Muses inspired artists.

psychology the science that deals with emotions and behavior. In Greek myth, Psyche was a nymph who represented the spirit.

Directions Read each item below. Write the correct word from parentheses in each blank.

The **(1)** _____ (*musician, titanic, echo*) felt inspired by the **(2)** _____ (*jovial, muses, titanic*) when she composed her first major work.

Jasmine is interested in what makes some people **(3)** _____ (*vulcanize, panic, jovial*) or cheerful, others feel **(4)** _____ (*fury, echo, muse*) or great anger, and still others easy to **(5)** _____ (*titanic, panic, mercurial*) or scare. In college, she majored in **(6)** _____ (*psychology, siren, odyssey*).

Traffic is stalled on the highway and the ambulance **(7)** _____ (*echoes, sirens, cereal*) are screeching. "We must do something about the senseless deaths due to traffic accidents," said the reporter. "Even one traffic **(8)** _____ (*odyssey, fatality, panic*) is one too many!"

Patient, knowledgeable, and always willing to help, Professor Jefferson was a wonderful **(9)** _____ (*martial, mentor, martial*) to his students. Every day, students made their way down the complicated passageway or **(10)** _____ (*psychology, vulcanize, labyrinth*) to his office.



Exploring Allusions An allusion is a reference, often to something or someone in mythology, literature, or the Bible. Choose one of these common allusions: the Midas touch, Pandora's box, or a herculean task. Use your dictionary or the Internet to find out what the allusion you chose means and its history. Then write a sentence using the allusion.

Check Your Mastery

Directions Circle the letter of the best answer to each item.

1. A **siren** call is _____.
 A. difficult to resist B. hard to hear C. amusing or funny
2. If someone acts like a **mentor**, how does he or she act?
 A. impatient, hard to deal with
 B. cruel, uncaring
 C. wise and helpful
3. The ship **Titanic** was probably given that name because _____.
 A. it was very large
 B. people thought it couldn't sink
 C. it was going on a long journey
4. Which of the following is a sign of a **jovial** person?
 A. frowns B. laughter C. tears
5. Which of the following is not an example of **panic**?
 A. People racing out of a theater when someone yells, "Fire!"
 B. Buffalo stampeding after a loud noise.
 C. The boom of a jet plane as it passes the sound barrier.

Directions Choose the word that best completes each sentence below. Write it in the blank.

6. The chemist worked to _____ (*vulcanize, muse, martial*) the rubber to harden it and make it more useful.
7. The _____ (*panic, jovial, mercurial*) movie star would be delightful to one interviewer, but nasty to the next.
8. During the parade, the military band played _____ (*January, martial, fury*) music.
9. Her personal _____ (*odyssey, siren, fatality*) was a long, hard one, which had taken her from poverty and illness in childhood, to worldwide fame as a writer.
10. In the cave, they heard the _____ (*echo, jovial, vulcanize*) of each other's voices.

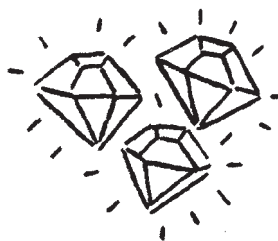
Read Words in Context



The Flown Diamonds: A Play

Characters: LeMar, a student; Jules, a thief

Setting: The library. LeMar sits at a desk behind a partition that makes him invisible to most of the room.



LeMar: *(in a grumpy tone of voice)* I've been sitting in this **carrel** for hours, studying. I don't feel well. My nose is stuffed. I think I'm coming down with the **flu**. I'm hungry. I wish I had something to eat, even a **carrot** or a celery stick. My whole **clique** of friends is out having fun, singing holiday **carols** at our teacher's house, while I'm sitting here proofreading my research paper.

(Reads, with his finger on the paper.) Hmm, I left out a word. I'll have to use a **caret** to show where it belongs and then write it in by hand.

Wait a second. Did I just hear the door open and **click** shut? Now I hear footsteps coming toward me. I thought back here no one would bother me.

(Enter Jules, wearing a mask and carrying a small bag filled with precious stones. He doesn't see LeMar behind the carrel partition.)

Jules: Perfect! Who would ever guess that I would hide my **cache** of stolen diamonds in a library? I'll stuff them in the **flue** of this unused fireplace. I'll come back when the police have stopped looking for me, retrieve the bag, and sell the jewels for **cash**. Why, the biggest diamond in this bag must weigh at least ten **carats**.

LeMar: *(emerging from behind the partition)* I thought I heard someone. Hey, you! I see what you are up to! You won't get away with it! Help! Thief! I'm placing you under citizen's arrest!

Jules: Drat it! Foiled again! All my dreams of riches just **flew** out the window.

LeMar: This is turning into a pretty cool day at the library. Just wait until my friends hear about it.

Vocabulary Words

cache/cash
carat/caret/carrot
carol/carrel
click/cliq
flu/flue/flew

Word Learning Tip!

Some words in our language look or sound different because they were first used in another language or another country. We borrowed these words and use them as part of the English language. Knowing a word's history can help you understand its meaning.

Vocabulary Building Strategy

Knowing something about the language from which an unfamiliar word comes can be a clue to its meaning. Some of the words in this vocabulary lesson come from Old English, an early form of our language. Others come from French, Italian, Greek, and Latin. Over time, their spelling and pronunciation changed a bit. When you read a word from another language, connect what you know about its history to context clues to determine its meaning.

Connect Words and Meanings

cache/cash

carat/caret/carrot

carol/carrel

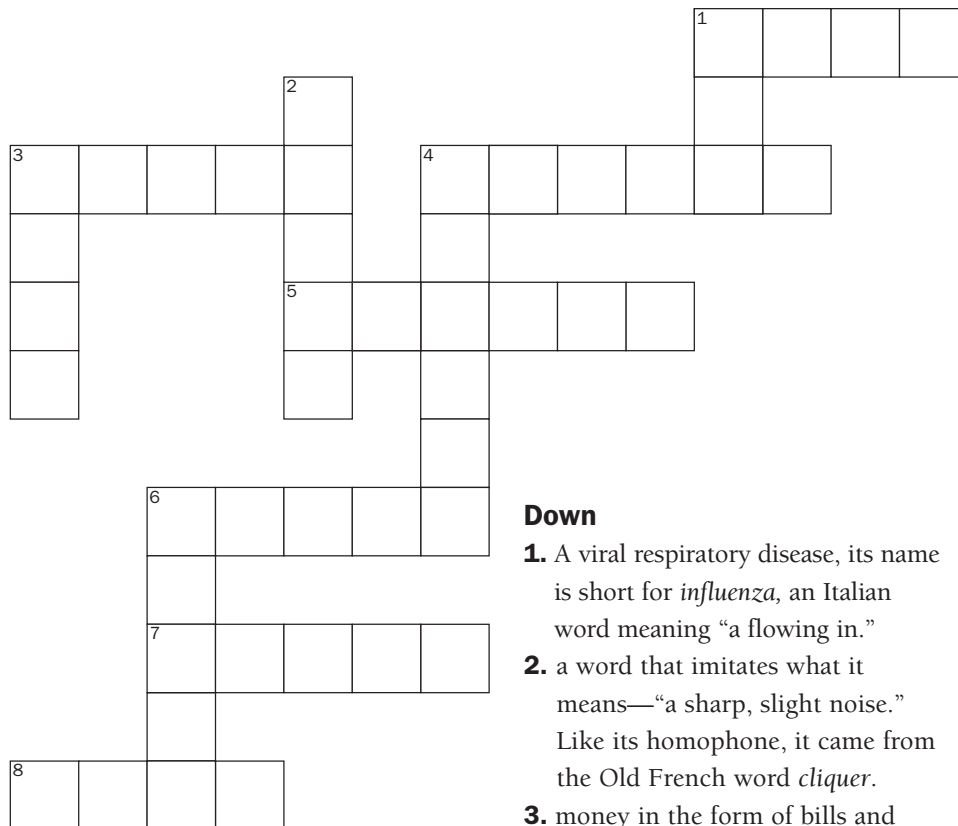
click/cliue

flu/flue/flew

Directions Read the clues below. Then complete the crossword puzzle. You may use the dictionary or the glossary to help you.

Across

- a hollow pipe or passage through which smoke is carried up through a chimney. Probably related to the Old French word *fluie*, meaning, “stream; flow.”
- a joyful song, specially one that is sung at Christmastime. It is based on an ancient Greek word that refers “a dance to the flute.”
- a small, exclusive, or snobbish group of people. Probably this word comes from the Old French word *cliquer*, meaning “to click” or *claque*, “a group hired to applaud at the theater.”
- a small enclosure of space designed to give privacy when reading or working. This word comes from the Latin word *carula*, meaning “a small study in a cloister.”
- in proofreading, a mark added to a text to indicate where something needs to be inserted or put in. This word comes from the Latin word *carere*, which means “to lack.”



Down

- A viral respiratory disease, its name is short for *influenza*, an Italian word meaning “a flowing in.”
- a word that imitates what it means—“a sharp, slight noise.” Like its homophone, it came from the Old French word *cliquer*.
- money in the form of bills and coins. This word comes from the Middle French word *caisse*, meaning “money box.”
- an orange vegetable. This word was borrowed from the Middle French word *carotte*, but it probably originally comes from Greek.
- a hiding place. This word is borrowed from the French *cache*, which means the same thing.
- a unit used for measuring the weight of precious gems or metals. It comes from a Greek word that meant “little horn,” since a small horn-shaped carob seed was used as a weight.
- traveled through air with wings or went quickly; the past tense of *fly*. It comes from the Old English *fleogan*, meaning “to run.”



Find Words That Imitate Sounds

The word *click* is an example of onomatopoeia, words that imitate sounds. Work with a partner. Make a list of at least ten other words that imitate sounds. Create cartoon frames that you might see in a comic book with speech balloons using these words.

Use Words in Context

cache/cash carat/caret/carrot carol/carrel click/cliqe flu/fle/flew

Directions Use the clues in each sentence to fill in the blanks with the correct vocabulary words. Each sentence contains two similar-sounding homophones. Write the correct homophone on each line.

- The thief carefully hid a _____ of _____ amounting to ten thousand dollars.
- While studying in my _____, I heard the sounds of a holiday _____ being sung outside the window.
- Biting into a crunchy orange, vitamin-rich _____, the thief said, "I'm telling you, this diamond weighs more than a _____."
- In the middle of the night, a bat _____ down the chimney _____ into the house.
- In the school hallway, the sharp _____ of heels was heard as the popular _____ walked by.
- The sick man ran quickly or _____ downtown to see a doctor for medicine to treat his _____.
- The editor penciled a _____ under the misspelled word carot, and added a second *r* to spell _____, which is a vegetable.
- To change a disease into a chimney airway, you would add the letter *e* to the end of the word _____ to form the word _____.
- In his _____ at the library, Luis wrote new words for an old holiday _____.
- The door shut with a _____, and the meeting of the _____ began.



Write Sentences Choose three sets of homophones from the lesson. For each set, write a sentence that contains all of the words. For example, I sang a *carol* as I worked in my *carrel*.

Put Words Into Action

cache/cash

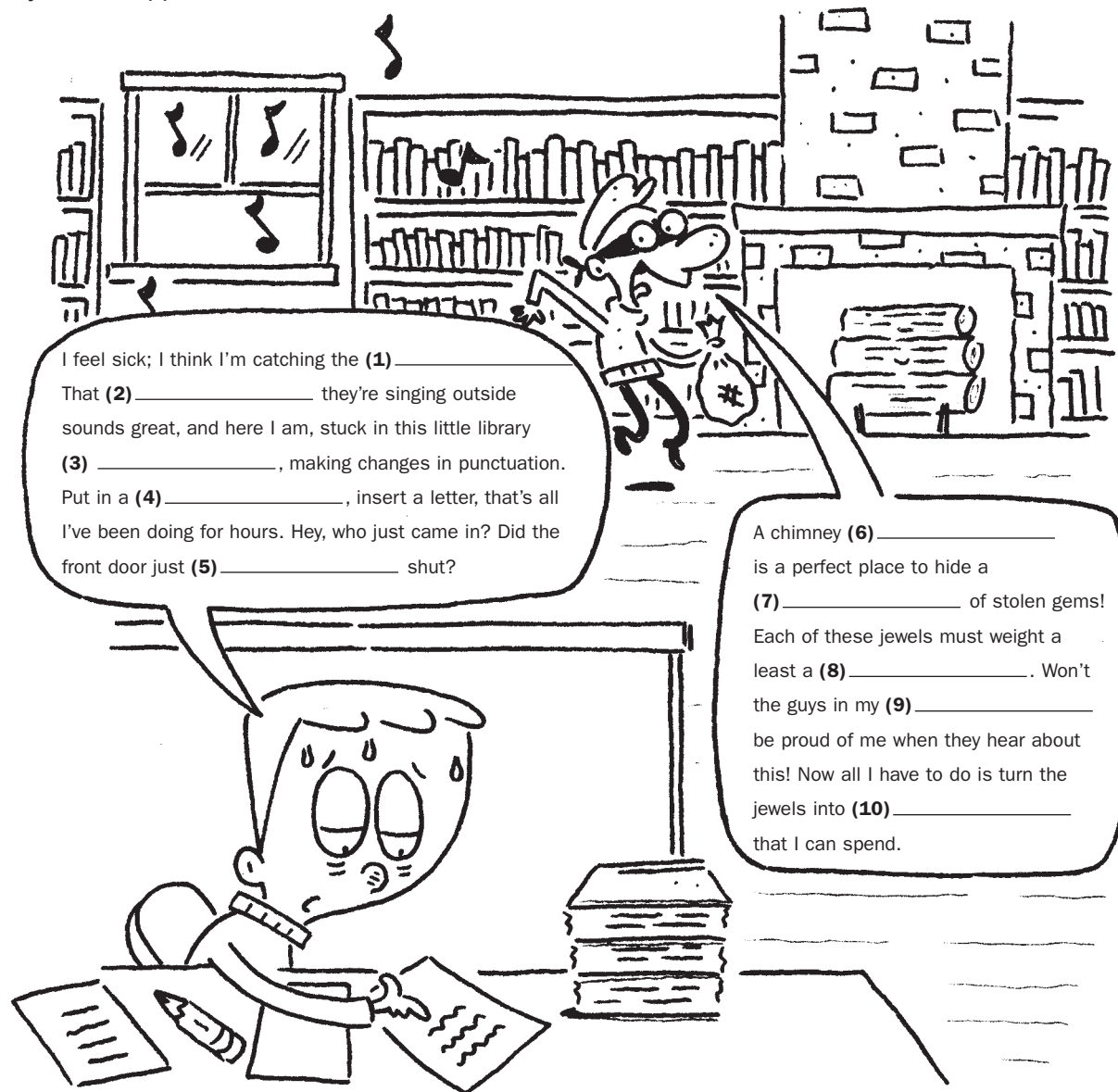
carat/caret/carrot

carol/carrel

click/cliQUE

flu/flue/flew

Directions The student and the thief are in the same library room, too deep in thought to notice each other. Their thoughts skip around, sometimes omitting words. Fill in the vocabulary words they have skipped.



Create a Mnemonic A mnemonic is a clever device that helps you remember something.

Create a mnemonic to remember the words in one set of homophones. For example:

Stash your **cash** in the bank. If you are lost in the woods, you might **ache** for a **cache** of food.

Review and Extend

cache/cash

carat/caret/carrot

carol/carrel

click/cliq̄ue

flu/flue/flew

Bonus Words Below are two more pairs of homophones. Knowing their history can help you define them and use them correctly.

Words	History	Meaning
ensor	from the Latin word that means “to tax or judge”	to remove parts from a text or movie because they are thought to be harmful or offensive
ensor	from the Latin word that means “to sense”	an instrument that detects changes in heat, sound, pressure, etc.
sleight	from an Old Norse word that means “crafty or clever”	cunning or craft used for deceiving
slight	from a Middle English word that means “slender or smooth”	small, slender, or delicate

Directions As you read each sentence below, pay special attention to the word in boldface type. Then complete the sentence, writing your response on the line.

- The room in the museum has a **ensor** that detects when someone comes too close to the painting because _____
- During the war, a **ensor** read mail soldiers sent home to make sure that _____
- During a magic trick, a magician might use **sleight** of hand in order to _____
- When the detective heard the **click** of the lock of the safe turning, she _____
- You might want to work at a **carrel** instead of at a table with friends when _____



Learn More Homophones Here are three more homophones pairs: *lode/load*, *callous/callus*, and *taught/taut*. Choose one of the pairs. Find the history of both words and their meanings. Then write a sentence that contains each word.

Check Your Mastery

Directions Read each item below. Choose the vocabulary word to complete the sentence. Write it in the blank.

1. A writer mistakenly wrote *doesn't* instead of *doesn't*. The proofreader put a _____ (*carat, caret*) at the place where she inserted the missing letter s.
2. During the winter holidays, Tonya spent a lot of time studying in a library _____ (*carol, carrel*).
3. Our teacher encourages us to be friends with everyone, instead of forming _____ (*cliques, clicks*).
4. The bus driver would not accept _____ (*cache, cash*), only tokens.
5. Last spring, ravens built their nest in the chimney _____ (*flue, flew*) of the school.
6. She lifted the trapdoor and showed me her secret _____ (*cache, cash*) of valuable art.
7. The title of my favorite _____ (*carol, carrel*) is "The Little Drummer Boy."
8. Thea can't go out today because she has the _____ (*flu, flue*).
9. The music box snapped shut with a sharp _____ (*click, clique*).
10. The movie star was wearing an engagement ring weighing more than five _____ (*carats, carets*).

Read Words in Context



News Flash—New Line of Kid’s Fashions Released

Students at the Maxwell School of Design were given a project to design a **comprehensive** line of after-school fashions for preteens. It should include everything preteens would need.

“This is an age group that is often overlooked,” said Mr. Audino, supervisor of the project. “All of the major designers look toward adults, and some pay attention to teens and tots. They just don’t understand the “tween” years. The tastes of preteens are just not **comprehensible** to them.”

One goal of the project is to teach students to explore new markets. “There are **already** too many people who want to design fashion for adults. This project is teaching me to think outside the box. By the time I graduate, I will be **all ready** to break new ground,” said Jason Fernandez, a student at Maxwell School of Design.

To get ideas, the students visited the Dekker Heights Middle School with Mr. Audino. Lester Peterson, a sixth grader, said, “I like to wear things that make me look special. I like jeans that hang loose, not ones that are so tight that I can’t **breathe**. I like T-shirts in hot bold colors, especially ones with logos or slogans.”

“Those are some good ideas,” said Mr. Audino, “but pause for a minute to catch your **breath**.”

Harrison McCleary jumped in. “If you design clothes for me, think variety. Your line of clothing should have a lot of **breadth** so that I have a lot of items to chose from.”

Then Marisa Peña added, “Pay attention to the **cloth** you use. I like natural fabrics like cotton and wool. If you want to **clothe** kids like me, think about outfits that match. I want shirts that match my sneakers, for example.”

“And don’t forget charms,” said Cynthia Baclini. “**Altogether**, I have fifteen charms in my collection.”

“Thank you very much for your comments,” said Mr. Audino. It was helpful to get you **all together** to hear your ideas.”

Vocabulary Words

all ready/already
all together/altogether
breadth/breath/breathe
cloth/clothe
comprehensible/comprehensive

Word Learning Tip!

Many words come from an early form of our language called Old English or from Latin. However, over time the words changed. Sometimes, a word became two different words that were two different parts of speech. Because of this, English contains many words that are easy to confuse or mix up. Sometimes they sound alike, and sometimes there may be only a slight difference in spelling, but they are different words.

Vocabulary Building Strategy

When you read an easily confused word, pay close attention to the way it sounds, the way it is spelled, and to its context. Create a clue tied to its spelling to remember its meaning.

Connect Words and Meanings

all ready/already

breadth/breath/breathe

comprehensible/comprehensive

all together/altogether

cloth/clothe

Directions Read each item below. Write the vocabulary word that matches in the blank.

1. A noun that means “a material made from fabric such as cotton or wool.” It comes from the Old English word *clath*. _____
2. This adverb that means “before now” or “even now” comes from the Middle English word *alredi*. _____
3. A verb that means “to dress or provide with clothing.” It comes from the Old English word *clathian*, which comes from *clath*. _____
4. An adverb that means “in total,” “completely,” or “on the whole.” It comes from the Middle English word *altogedere*. _____
5. This noun means “the distance from one side of something to the other side” or “a wide range.” It comes from an Old English word *bræu*, meaning “broad.” _____
6. An adjective that means “complete and inclusive.” It comes from the Latin word *comprehensivus*. _____
7. An adjective that means “able to be understood” or “understandable.” It comes from the Latin word *comprehensibilis*. _____
8. An adjective phrase that means “everything or everyone in one place.” It comes from the Old English words *eall* and *togædre*. In the twelfth century, the two words were closed up to form an adverb. _____
9. An adjective phrase that means “completely ready.” It is based on the Old English words *eall* and *ræde*. Sometime in the fifteenth century, the two words were closed up to form an adverb. _____
10. The first word is a noun that means “the air that you take into your lungs.” It comes from the Old English word *bræth*, meaning “odor.” In the thirteenth century, the verb *breathen* appeared. It forms the basis for the verb that means “to take air in and out of your lungs.” _____



Guess That Word Write a sentence using one of the vocabulary words. Leave the word blank. Make sure your sentence is detailed enough so that the missing word can be guessed from it. Also think of a clue you can tell your partner so he or she can remember the word. Have your partner guess the word, then change roles with your partner.

Use Words in Context

all ready/already

breadth/breath/breathe

comprehensible/comprehensive

all together/altogether

cloth/clothe

Directions Read each sentence below. Choose the vocabulary word that best fits. Write it in the blank.

1. “This outfit has _____ (*all together, altogether*) too many buttons,” said Sonja Jaspers, a student from Dekker Heights Middle School who was modeling in the show.
2. Michael gathered the models backstage. When they were _____ (*all together, altogether*) in one place, he gave the sign signaling that the show was ready to begin.
3. The _____ (*breadth, breath, breathe*) of the collection was wide, ranging from hats and scarves to sneakers and backpacks.
4. The designer was so nervous, he held his _____ (*breadth, breath, breathe*) when the first model walked on stage.
5. Later he said, “I felt I couldn’t _____ (*breadth, breath, breathe*) until I heard the audience applaud.”
6. Kristin modeled an outfit made of a very shiny _____ (*cloth, clothe*) that seemed to sparkled as she walked.
7. “I _____ (*cloth, clothe*) my models only in the finest materials!” declared the designer.
8. Before the show opened, Michael had _____ (*all ready, already*) received some positive feedback.
9. “I was _____ (*all ready, already*) for the show to be a success, but even though I was prepared, I was surprised at how very much everyone liked everything.”
10. The spring collection was a _____ (*comprehensive, comprehensible*) showing of all of Michael’s work for the last year.



Compare and Contrast Words On a Venn diagram, label one circle *comprehensible* and the other circle *comprehensive*. Fill in the outer parts of the circles to show as many differences between the two words as you can. Fill in the inner part to show how the words are similar or why they cause confusion. Then write a sentence using each word that shows that you understand its meaning.

Put Words Into Action

all ready/already

all together/altogether

breadth/breath/breathe

cloth/clothe

comprehensible/comprehensive

Directions Choose the word that fits in each sentence. Write it in the blank.

Noted designer Uris Vasiluris has brought a **1.** _____ (*breadth, breath, breathe*) of fresh air to the fashion world this spring with his new collection. It is

2. _____ (*all ready, already*) being called the most exciting in years. Using

natural fabrics and earth colors, Vasiluris returns us to an **3.** _____

(*all together, altogether*) simpler time, when **4.** _____ (*cloth, clothe*) came

from plants and animals rather than from laboratories. Vasiluris **5.** _____

(*cloths, clothes*) his models in linen, cotton, and wool—fabrics that **6.** _____

(*breadth, breath, breathe*) and allow greater comfort to the wearer.

We caught up with Vasiluris in his studio, where he was putting the final touches on his collection. “The designs are not **7.** _____ (*all ready, already*) to be shown to

the public,” he explained, “I need to add belts, bags, scarves, and jackets. I want this collection to

be **8.** _____ (*comprehensive, comprehensible*), reaching the needs of a wide

range of people. I want my customer base to have a lot of **9.** _____

(*breadth, breath, breathe*). I don’t want it to be so narrow that my designs appeal to only a

few people.”

Vasiluris is known for working long and hard over tiny details. “First I need to see the whole collection **10.** _____ (*all together, altogether*) in one place,” he explained.

“Then I see what works and what doesn’t. What doesn’t work, we toss out, and we start over.”



Write a News Story Imagine you are a newspaper reporter covering the opening of the spring collection. Write the first paragraph of your story about designer Uris Vasiluris’s new collection. Use as many vocabulary words as you can.

Review and Extend

all ready/already

breadth/breath/breathe

comprehensible/comprehensive

all together/altogether

cloth/clothe

Bonus Words Below is another pair of words that are easy to confuse.

Words	History	Meaning
anecdote	from the Greek word <i>anekdotos</i> , meaning “unpublished item”	a short, entertaining story or account
antidote	from the Greek word <i>antidoton</i> , meaning “against what was given”	something that works against a poison or an unwanted condition

Directions Improve each of the following sentences by replacing the words in boldface type in parentheses with a vocabulary word or with one of the bonus words. Write the replacement word on the blank.

- The reporter told an _____ (**entertaining little amusing story**) about her first meeting with the designer.
- “Always try to get the reporters on your side,” cautioned Mr. Audino. “There is no _____ (**remedy that works against or as a correction**) for bad press.”
- “My study of vocabulary is so _____ (**all-including**) that I know almost every word in the English language,” boasted the arrogant reporter to anyone who would listen.
- His editor instructed, “You try to use too many words that sound important. Write in a simple style so that your articles are more _____ (**easy to understand**).”
- Anita felt that she could not _____ (**take air in and out of her lungs**) when she heard that the reporter wanted to interview her.
- “If you can’t think of an answer, relax for a moment and take a deep _____ (**inhalation and exhalation of air**),” advised Mr. Audino.
- When the students were _____ (**gathered in one place**), Jason unveiled his designs for backpacks.
- “There is _____ (**entirely and completely**) too much noise in this room,” said Mr. Audino. “Let’s quiet down and listen to what Jason has to say.”



More Easily Confused Words As you read in school and at home, look for other easily confused pairs of words. Write them in your vocabulary journal. Write down the sentences in which you found them. Beside each word, write a clue that you created to help you remember the word.

Check Your Mastery

Directions Read each item below. Circle the letter of the best answer.

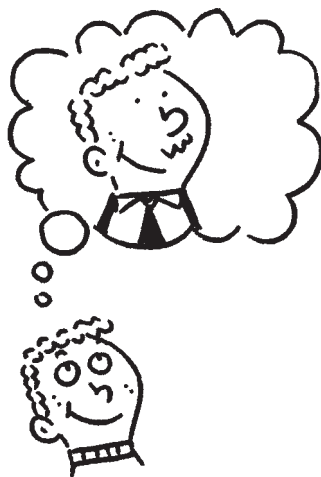
1. If you say, “The students are **already** taking the test,” you mean that they are _____.
A. finished B. taking the test C. prepared
2. If you say, “I’ll put the materials **all together** on the desk,” you mean that you _____.
A. will put all the materials in one place on the desk
B. have put some of the materials on the desk and are ready to put the rest there
C. are completely finished putting the materials on the desk
3. If you ask children whether they are ready for a party, you say _____.
A. “Are you **already** for the party?”
B. “Are you **all ready** for the party?”
C. “Are you **altogether** for the party?”
4. After running a long way, you might be out of _____.
A. **breath** B. **breathe** C. **breadth**
5. What is the difference between **cloth** and **clothe**?
A. **Clothe** is an adjective meaning “something you wear.” **Cloth** is a fabric.
B. **Clothe** is a noun meaning “clothing.” **Cloth** is a verb meaning “to clothe.”
C. **Clothe** is a verb meaning “to put clothing on.” **Cloth** is a noun meaning “fabric.”
6. “The encyclopedia is **comprehensive**” means that the encyclopedia _____.
A. includes all important topics and details
B. is easy to understand
C. understands the research needs of middle school students
7. “The character’s behavior is not always **comprehensible**” means it _____.
A. does not include everything it should under the circumstances
B. does not achieve what the character sets out to achieve
C. is hard to understand at times
8. A very wide avenue has a lot of _____.
A. **breath** B. **breathe** C. **breadth**
9. “We’re **altogether** pleased that you have come,” means _____.
A. “All of us are pleased that you have come.”
B. “We’re completely pleased that you have come.”
C. “We’re all gathered together to tell you we’re pleased that you have come.”
10. Which word is pronounced with a different vowel sound than the other two?
A. **breath** B. **breathe** C. **breadth**

Read Words in Context

READ!

Some Fatherly Advice

My father was a great guy, and I was **the apple of his eye**, his favorite, the one he had the highest hopes for. So he often gave me advice. “Son,” he used to say, “always be honest and true. Don’t be a **snake in the grass**, sneaking around and deceiving others. It will get you nowhere. If you act that way, you’re bound to be caught someday. Everyone will know you acted badly and you’ll be caught in the act and look as though you have **egg on your face**.



But if you do sometimes do wrong and are caught, don’t **clam up** about it. Admit what you did. Afterward, you’ll feel better. It will be as though you had a **new lease on life**. You’ll have a second chance and a more positive outlook on life. Work hard to make a success of your life. The **ball is in your court** as far as whether you succeed or fail.

Don’t let anger or bad feelings get in your way of success. Anger can make you do something foolish, something that may hurt you in the long run. So no matter how upset you become, remember this advice: don’t **cut off your nose to spite your face**.

Don’t give up easily, but keep trying, even when the odds are against you. Remember, it’s better to win at the last minute in such a close race that your victory is **by the skin of your teeth**, than to quit. I know you think I’ve **got a bee in my bonnet**, son, the way I’m always giving you instructions on life, but it’s because I care about what happens to you. I don’t think I’m right a hundred percent of the time, but I believe that more often than not I’m **in the ballpark** or within the general boundaries of what you will discover to be right for you.”

That was my dad, and you know what? He was right.

Vocabulary Words

a new lease on life
 a snake in the grass
 be in the ballpark
 by the skin of your teeth
 clam up
 cut off your nose to spite your face
 egg on your face
 get a bee in your bonnet
 the apple of his eye
 the ball is in your court

Word Learning Tip!

An idiom is a saying or phrase that means something different from what the individual words normally mean. When these words are put together, they are an imaginative way of telling a single idea. For example, if you call someone “a snake in the grass,” you don’t really mean that the person is a snake. You do mean that the person is behaving, in a deceitful way.

Vocabulary Building Strategy

When several words in a row don’t make sense, you could be reading an idiom. To determine its meaning, think about the overall picture the words communicate.

26 Idioms and Other Common Expressions

Connect Words and Meanings

a new lease on life

a snake in the grass

be in the ballpark

by the skin of your teeth

clam up

cut off your nose to

spite your face

egg on your face

get a bee in your bonnet

the apple of his eye

the ball is in your court

Directions Match each idiom in the left-hand column with its definition in the right-hand column. Write the letter in the blank by the idiom.

Idioms

_____ 1. the ball is in your court

_____ 2. cut of your nose to spite your face

_____ 3. be in the ballpark

_____ 4. clam up

_____ 5. a new lease on life

_____ 6. a snake in the grass

_____ 7. the apple of his eye

_____ 8. by the skin of your teeth

_____ 9. get a bee in your bonnet

_____ 10. egg on your face

Meanings

A. annoyed, preoccupied, or obsessed with an idea or thought

B. a new outlook on life

C. become silent or refuse to talk

D. favorite person or thing; someone cherished

E. be embarrassed because you did something wrong that everyone knows about

F. do something in anger that will only wind up hurting you

G. just barely; by a very slight margin

H. it's now your turn to do something and it's up to you whether you succeed or fail

I. a hidden enemy or someone who pretends to be your friend but is really your enemy

J. be in range or close enough to consider



Explain the Idioms Choose one or more of your favorite idioms from the list. Pretend you have to explain those idioms to someone who is learning English for the first time. Write your explanation in your personal word journal.

Use Words in Context

a new lease on life

a snake in the grass

be in the ballpark

by the skin of your teeth

clam up

cut off your nose to

spite your face

egg on your face

get a bee in your bonnet

the apple of his eye

the ball is in your court

Directions In the following passage, a young girl is giving advice about life. However, the girl is too young to know all the idioms that fit her ideas. Please help her by writing the idioms in the blanks.

Good manners are important, and that means being considerate of others. For example, if someone speaks to you, you should reply politely, not **(1)** _____ in silence. Don't make fun of people, because if you do you'll only look foolish and end up with **(2)** _____. If someone criticizes you, just try to ignore it; don't keep thinking about it so much that you get a **(3)** _____. In fact, you can learn from criticism. Even if a comment isn't exactly right, it might **(4)** _____ and tell you something approximately correct. If you learn about some aspect of yourself that needs improvement, it's your job to improve: **(5)** _____; it's up to you. Sometimes you can earn a second chance and get a **(6)** _____ by trying your best to improve. But if you hear someone saying something about you, and you know it's true but you don't do anything about it because you are angry, you've just **(7)** _____ and hurt yourself. No one but a lowdown, slimy **(8)** _____ would try to take revenge on someone for saying something true about them. So if you have a problem, try to solve it, even if it's at the last minute and you do it **(9)** _____. You can't please everyone, but you can get a lot of people to appreciate you. And for the person who likes you best, you'll be **(10)** _____ (or her) _____.



Learn Other Animal Idioms The idiom *clam up* comes from the way a clam quickly closes its shell when it seems to be in danger. Here are two other animal idioms: *take a cat nap* and *stir up a hornet's nest*. Think about how the animals in these idioms act. Then explain the meaning of the idiom. Write a sentence using each idiom in your personal word journal.

26 Idioms and Other Common Expressions

Put Words Into Action

a new lease on life

a snake in the grass

be in the ballpark

by the skin of your teeth

clam up

cut off your nose to

spite your face

egg on your face

get a bee in your bonnet

the apple of his eye

the ball is in your court

Directions Answer each question with one of the vocabulary idioms. Write the idiom in the blank.

1. If you are sneaky and scheming, what kind of creature are you and where are you hiding?

2. If you are embarrassed at doing something foolish, what do you have on you, and where?

3. If you have an idea that won't leave you alone, what do you have buzzing, and where?

4. If you get a fresh start, a second chance, what kind of legal document do you receive?

5. If you shut up tight and refuse to speak, what shellfish-like activity do you perform?

6. If you are someone's favorite, what kind of food are you for one of his facial features?

7. If it's your turn to act, your turn to make a move, what tennis situation are you in?

8. If you make a very narrow escape, or achieve something at the very last moment, what odd physical description applies to how you did it?

9. If you are approximately right, or in the general area of it, where are you?

10. If you do something to hurt someone else, and end up hurting yourself as well, or spiting yourself, what horrible surgical operation have you performed?



Learn Idioms with "Ball" Here are two more idioms that use the word ball: *drop the ball* and *have a ball*. Use the dictionary or the Internet to find the meaning of each of these idioms.

Then their meanings and a sentence using each idiom in your personal word journal.

Review and Extend

a new lease on life

a snake in the grass

be in the ballpark

by the skin of your teeth

clam up

cut off your nose to

spite your face

egg on your face

get a bee in your bonnet

the apple of his eye

the ball is in your court

Bonus Idioms Here are two more idioms and their meanings.

up to your ears very much involved in something and a little overwhelmed

catch your breath to rest or pause in order to renew your strength

Directions Read each sentence below. Pay special attention to the boldface words. On the line, write the idiom that you could substitute for the boldface words. (If there is a pronoun in the idiom, you may have to change it to agree with the noun in the sentence.)

1. When we heard the tornado warning, we ran to the cellar as fast as we could, and escaped **at the last possible moment**. _____
2. When his friends tried to get him to tell the secret, Dennis decided to **remain silent**. _____
3. I feel so good after resting, it's as if I had **a whole new start**. _____
4. She has so much homework to do, she'll be **very busy with it** until bedtime. _____
5. You have been given a chance to redo the report, and now **whether or not you are successful is up to you**. _____
6. Herbert is such **a dishonest, sneaky person** that he would lie to his own best friend. _____
7. Take a minute to **regain your strength** before you do the next errand for me. _____
8. Lee Ann **never stops thinking** about winning a spot on the cheerleading team. _____



Learn More About Idioms

Here is another way to use the idiom *catch your breath*: *Melissa is so busy with all her after-school clubs that she doesn't have time to catch her breath.* In this sentence the idiom shows how very busy Melissa is. Write two sentences. In one sentence, use the idiom *catch your breath* to mean "to rest or pause." In the second sentence, use the idiom to mean "very busy." Remember to change the pronoun *your* so that it matches the noun.

Check Your Mastery

Directions Circle the letter of the correct response.

- Jody's father gives her a birthday present to show his affection. The card on the box says, "To _____."
A. the apple of my eye B. a snake in the grass C. clam up
- If you escape from danger by the skin of your teeth, how do you do it?
A. with style B. by accident C. at the last moment
- Jason forgets his mother's birthday. Two days later, he sends her a card that says, "I'm late! I'm so embarrassed _____."
A. I have egg on my face B. I've got a bee in my bonnet C. I'm a snake in the grass
- Wan and Lee work together on a project, but Wan does most of the work. Frustrated, he finally tells Lee, "I'm not doing any more. It's your turn. _____."
A. You've cut off your nose to spite your face
B. The ball is in your court
- Which of the following people has gotten a new lease on life?
A. Rolando opens a restaurant but after a year, it goes out of business.
B. Jemmy doesn't make the try-out for soccer, but later gets on the baseball team.
- Which of the following situations illustrates cutting off one's nose to spite one's face?
A. Shawn doesn't like the music teacher, so he makes trouble during rehearsal and gets kicked out of chorus.
B. Luci loves her pet fish so much that she repeatedly asks her parents for a second pet.
- Suppose you have a bee in your bonnet about idioms. Which of the following are you *least* likely to do?
A. collect idioms in your journal
B. clam up when the teacher asks you to explain an idiom
- A repairman estimates it will cost \$500 to repair a heater. It ends up costing \$600. What does the repairman say to excuse himself?
A. "The ball is in your court."
B. "Well, the estimate was in the ballpark."
- Which is an example of someone clamming up?
A. A sick person goes to the doctor and describes all her aches and pains in great detail.
B. A robber refuses to testify against his fellow criminals.
- Which of the following people is a snake in the grass?
A. A scientist who claims credit for a discovery made by one of his assistants.
B. A storekeeper who puts a sign on the wall, "Sorry, no checks. No Exceptions."

GLOSSARY

A

- a new lease on life:** a new outlook on life
- a snake in the grass:** a hidden enemy, or someone who pretends to be your friend but is really your enemy
- accompany** (uh-**kum**-puh-nee) *verb*: to go somewhere with someone
- acid rain** (**ass-id**-rayn) *noun*: rain that contains dissolved acids as a result of the reaction of water with air pollution
- acquire** (uh-**kwire**) *verb*: to get or obtain
- all ready** (awl-**red-ee**) *adjective*: completely ready
- all together** (awl-tuh-**ge**TH-ur) *adjective*: everything or everyone in one place
- already** (awl-**red-ee**) *adverb*: before now or even now
- altogether** (awl-tuh-**ge**-THur) *adverb*: 1. in total, completely; 2. on the whole
- ambitious** (am-**bish-uhss**) *adjective*: 1. having ambition; 2. striving for a goal
- analogy** (an-**al-uh-gee**) *noun*: 1. a comparison, especially in the form “A is to B as C is to D;” 2. a comparison that makes a point
- anecdote*** (an-ik-**dote**) *noun*: a short, entertaining story or account
- angle** (ang-**guh**l) *noun*: 1. the shape made by two lines that start at the same point; 2. an aspect or way of looking at something
- antidote*** (an-ti-**dote**) *noun*: something that works against a poison or an unwanted condition
- apparently** (uh-**pa**-ruhnt-lee) *adverb*: 1. clearly; obviously; 2. in a way that is easily understood
- appoint** (uh-**point**) *verb*: to choose someone for a job or position
- appreciate** (uh-**pree**-shee-ate) *verb*: 1. to value or think well of; 2. to understand
- artifact** (art-uh-**fakt**) *noun*: an object made by human beings, especially one that still exists from an earlier culture

- atop** (uh-**top**) *adverb*: in a place that is on top of
- attorney** (uh-**tur-nee**) *noun*: a lawyer
- authority** (uh-**thor-uh-tee**) *noun*: 1. someone who knows a lot about a subject; 2. someone who has a strong effect on someone; an influence
- axes** (**ak-siz**) *noun*: 1. the plural of *ax*, a tool with a sharp blade on the end of a handle; (**ak-seez**) 2. the plural of *axis*, the line at the side or the bottom of a graph

B

- banish** (ban-**ish**) *verb*: 1. to get rid of; 2. to send someone away
- barbaric** (bar-**ba-rik**) *adjective*: very cruel; having little respect for law and order
- basic** (bay-**sik**) *adjective*: 1. simple; 2. essential
- bassinet** (bas-**si-net**) *noun*: a baby’s crib or cradle
- baste** (bay-**st**) *verb*: 1. to sew something using loose stitches; 2. to moisten something by pouring juices from the pan over it
- be in the ballpark:** be in range or close enough to consider
- biodegradable** (bye-oh-di-**gray-duh-buhl**) *adjective*: easily broken down by the action of living organisms such as bacteria
- bluff** (bluh-**f**) *noun*: 1. a steep headland or cliff; *verb*: 2. to pretend to be in a stronger position than you really are; 3. to act as if you know something you don’t really know
- brash** (brash) *adjective*: bold; reckless
- breadth** (bread-**th**) *noun*: 1. the distance from one side of something to the other side; 2. a wide range
- breath** (breath) *noun*: the air that you take into your lungs
- breathe** (bree-**th**) *verb*: to take air in and out of your lungs

brotherhood (**bru**TH-ur-hud) *noun*: **1.** the condition of being brothers; **2.** a group of men who share a common interest, aim or cause; **3.** fellowship or good will

brotherly (**bru**TH-ur-lee) *adjective*: **1.** like a brother; **2.** in the manner that is friendly, kind, helpful, or loyal

browse (**brouz**) *verb*: to look through something casually

bruise (**brooz**) *noun*: **1.** an injury; *verb*: **2.** to injure

by the skin of your teeth: just barely; by a very slight margin

byproduct* (**bye-prod-uhkt**) *noun*: something produced in the process of making something else

C

cache (**kash**) *noun*: a hiding place

cadet (**kuh-det**) *noun*: an officer in training

calculator* (**kal-kyuh-lay-tur**) *noun*: an electronic machine used for figuring out math problems

cancel (**kan-suhl**) *verb*: **1.** to cross out; **2.** to do away with; **3.** to stop

carat (**ka-ruht**) *noun*: a unit used for measuring the weight of precious gems or metals

carbohydrates (**kar-boh-hye-drates**) *noun, plural*: a group of chemical compounds, such as sugars and starches, that consist of carbon, hydrogen, and oxygen and that provide food energy

caret (**kuh-ruht**) *noun*: in proofreading, a mark added to a text to indicate where something needs to be inserted or put in

carol (**kar-ruhl**) *noun*: a joyful song, specially one that is sung at Christmastime

carrel (**kar-ruhl**) *noun*: a small enclosure of space designed to give privacy when reading or working

carrot (**kar-ruht**) *noun*: an orange vegetable

cash (**kash**) *noun*: money in the form of bills and coins

catch your breath*: to rest or pause in order to renew your strength

cause (**kawz**) *noun*: something that makes something happen

cancel* (**sen-sur**) *verb*: to remove parts from a text or movie because they are thought to be harmful or offensive

cereal (**sihr-ee-uhl**) *noun*: a breakfast food prepared from wheat, oats, or corn

chlorophyll (**klor-uh-fil**) *noun*: the green substance in leaves that uses light from the sun to manufacture food from carbon dioxide and water

chloroplasts* (**klor-uh-plasts**) *noun, plural*: parts of leaf cells that contain chlorophyll

chronicle (**kron-uh-kuhl**) *noun*: **1.** an account of historical events; *verb*: **2.** to record historical events in a careful and detailed way

chronological (**kron-uh-loj-uh-kuhl**) *adjective*: arranged in the order in which events happened; in time order

circumstance (**sur-kuhm-stanss**) *noun*: an event, situation, or fact

civilized (**siv-i-lizd**) *adjective*: **1.** having a highly developed society; **2.** showing respect for law and order

clam up: become silent or refuse to talk

click (**klik**) *noun*: a sharp, slight noise

clique (**klik** or **kleek**) *noun*: a small, exclusive, or snobbish group of people

cloth (**kloth**) *noun*: a material made from fabric such as cotton or wool

clothe (**klohTH**) *verb*: to dress or provide with clothing

collaborate (**kuh-lab-uh-rate**) *verb*: to work together for a common goal

collate (**kol-late**) *verb*: to put together in the correct order

colleague (**kol-eeg**) *noun*: someone who works with you; a fellow member of a staff

commission (**kuh-mish-uhn**) *noun*: a group of people chosen for a task, such as to study a problem

committee (**kuh-mit-ee**) *noun*: a group of people chosen to do something

compare (kuhm-**pair**) *verb*: to find similarities

compassionate (kuhm-**pash**-uhn-it) *adjective*: showing sympathy for the sufferings of others

competitive (kuhm-**pet**-uh-tiv) *adjective*: **1.** relating to competition; **2.** being eager to win

complicate (**kom**-pli-kayt) *verb*: to make difficult or complex

comply (kuhm-**plye**) *verb*: to act according to someone's wish or command

compose (kuhm-**poze**) *verb*: **1.** to put together; **2.** to write or create something

compound (**kom**-pound) *noun*: **1.** a fenced-in area of land; **2.** something formed by combining two or more things

comprehensible (kom-pre-**hen**-si-buhl) *adjective*: able to be understood or understandable

comprehensive (kom-pre-**hen**-siv) *adjective*: complete and inclusive

conference (**kon**-fur-uhns or **kon**-fruhns) *noun*: a formal meeting for discussion

conform (kuhn-**form**) *verb*: to follow what everyone else does

consecutive (kuhn-**sek**-yuh-tiv) *adjective*: proceeding from one to the next in order or sequence

considerable (kuhn-**sid**-uh-ruh-buhl) *adjective*: **1.** worth considering; **2.** fairly large amount

console (kuhn-**sole**) *verb*: to comfort; to ease the sadness or disappointment of

conspire (kuhn-**spire**) *verb*: to plan together to do something in secret

constructive (kuhn-**struhk**-tiv) *adjective*: **1.** helpful and useful; **2.** helping to build, improve, and advance

contentment (kuhn-**tent**-muhnt) *noun*: a feeling or state of happiness and satisfaction

continual (kuhn-**tin**-yoo-uhl) *adjective*: **1.** happening repeatedly; **2.** happening without interruption

continuously (kuhn-**tin**-yoo-uhss-lee) *adverb*: **1.** without a break in time; **2.** without stopping

contradict (**kon**-truh-**dikt**) *verb*: to say the opposite of what has been said

contrast (kuhn-**trast**) *verb*: to indicate differences between things

contribute (kuhn-**trib**-yoot) *verb*: to give money to something, such as a fund or charity, for a specific purpose; to donate

conviction (kuhn-**vik**-shuhn) *noun*: **1.** a decision of guilty in a trial; **2.** a strong belief in something

cooperative (koh-**op**-ur-uh-tiv) *adjective*: **1.** able to work well with other people; **2.** agreeable

co-pilot (koh-**pye**-luht) *noun*: the second pilot or relief pilot on an airplane

correlate (kor-ri-**late**) *verb*: to show the relationship between two or more things

correspondence (kor-uh-**spen**-denss) *noun*:

1. letters written between two people;

2. communication between people

courteous (kur-tee-uhss) *adjective*: polite and respectful

co-worker (koh-**wur**-kur) *noun*: someone who works with you at a job

cricket (**krik**-it) *noun*: **1.** a game played by two teams with bats, balls, and wickets; **2.** a jumping insect that is somewhat like a grasshopper

cubed (**kyoobed**) *adjective*: describing a number multiplied by itself and by itself again

cultural (kuhl-**chur**-uhl) *adjective*: **1.** relating to culture, especially the arts and sciences; **2.** relating to customs

cut off your nose to spite your face: do something in anger that will only wind up hurting you

D

defensive (di-**fen**-siv) *adjective*: serving to defend yourself or others; protective

deliberately (duh-**lib**-ur-uh-lee) *adverb*: in a way that is planned or intended; on purpose

destruction (di-**struhk**-shuhn) *noun*: great damage; loss of property and life

destructive (di-**struhk**-tiv) *adjective*: tending to destroy and cause a lot of damage and unhappiness

determine (di-**tur**-min) *verb*: **1.** to find out for certain; **2.** to decide

dictate (**dik**-tate) *verb*: to talk aloud so that someone can write down what you say

dictator (**dik**-tay-tur) *noun*: someone who has complete control or say over a country

differentiate (dif-fur-**ehn**-shee-ate) *verb*: to state the differences between things that are alike in some ways

dinette (dye-**net**) *noun*: **1.** a small area in or near the kitchen used for dining; **2.** the table and chairs used for dining

disappear (diss-uh-**pihr**) *verb*: to go out of sight; to vanish

disgrace (diss-**grayss**) *verb*: **1.** to bring shame upon; **2.** to make people feel ashamed

dissatisfaction (diss-**sat**-uhss-fak-shuhn) *noun*: a feeling or state of unhappiness and lack of contentment

dock (**dok**) *noun*: **1.** a place to tie up boats or where ships can be loaded. *verb*: **2.** to cut off or bob; **3.** to deduct part of a person's wages

dominate (**dom**-uh-nate) *verb*: **1.** to control or rule; **2.** to be the most important

donate (**doh**-nate) *verb*: to give something; to contribute

duet (doo-**et**) *noun*: **1.** a group of two singers or musicians; **2.** a musical composition for two

E

echo (**ek**-oh) *noun*: repetition of a sound produced by the reflection of sound waves off a surface

effect (uh-**fekt**) *noun*: the thing that happens as a result of a cause

egg on your face: be embarrassed because you did something wrong that everyone knows about

elementary (el-uh-**men**-tuh-ree) *adjective*: simple, introductory, fundamental; basic

empire (**em**-pire) *noun*: a large territory, containing several cultures or peoples, ruled over by the leader of the most powerful of those peoples

encounter (en-**koun**-tur) *verb*: **1.** to come upon; **2.** to meet, especially unexpectedly

encourage (en-**kur**-ij) *verb*: to give someone confidence by praising him or her or showing support

enterprise (en-**tur**-prize) *noun*: a project or business venture

epicenter (**ep**-uh-sent-ur) *noun*: the spot on the earth's surface that is directly above the place inside the earth where an earthquake begins

equality (i-**kwol**-uh-tee) *noun*: the state of being equal

equalize (**ee**-kwuhl-ize) *verb*: to make equal

equanimity (**ee**-kwa-nihm-i-tee) *noun*: **1.** evenness of mind; **2.** the state of being calm and even-tempered; **3.** composure

equate (i-kwayt) *verb*: **1.** to make equal; **2.** to treat as equal

equator (i-**kway**-tur) *noun*: an imaginary line that divides the earth equally into northern and southern hemispheres

equatorial (**ek**-wuh-**tor**-ee-uhl) *adjective*: of, like, or having to do with the areas of the earth near the equator

equidistant (**ek**-kwee-**diss**-tuhnt) *adjective*: equally distant or far away from something

equilateral (**ee**-kwuh-**lat**-ur-uhl) *adjective*: having all sides equal

equilibrium (**ee**-kwuh-**lib**-ree-uhm) *noun*: balance; poise

equinox (**ee**-kwuh-**noks**) *noun*: one of the two days in the year when night and day are the same length

equitable (**ek**-qwit-**uhbl**) *adjective*: fair; just

equivalence (i-**kwiv**-uh-luhns) *noun*: equal in meaning, value, force, importance, etc.

etiquette (et-uh-ket) *noun*: rules for polite behavior
exaggerate (eg-zaj-uh-rate) *verb*: to make something seem bigger or better than it really is
excise (ek-size) *noun or adjective*: **1.** a tax or duty on something. *verb*: **2.** to remove by cutting out
exotic (eg-zot-ik) *adjective*: **1.** strange and fascinating; **2.** from a faraway country
explosive (ek-spluh-siv) *adjective*: likely to blow up or explode suddenly
exponent (ek-spoh-nuhnt) *noun*: a number or variable placed to the right of a number or mathematical expression that tells how many times a number is to be multiplied by itself
expressive (ek-spress-iv) *adjective*: showing or expressing feelings and meanings
extravagant (ek-strav-uh-guhnt) *adjective*:
1. exceeding the bounds of moderation;
2. very showy or ornate

F

falsify (fawlss-i-fye) *verb*: **1.** to give an untrue or false account; **2.** to declare or prove to be untrue
fanciful (fan-si-fuhl) *noun*: **1.** unreal; **2.** imaginative
fatality (fay-tal-uh-tee) *noun*: **1.** fate or necessity; **2.** a death caused by a disaster
fatherhood (fah-THur-hud) *noun*: **1.** the condition of being a father; **2.** fathers thought of as a group
fatherly (fah-THur-lee) *adjective*: **1.** showing the affection and warm feelings that a father does; **2.** like a father
fault (fawlt) *noun*: a fracture or break in the earth's crust along which two blocks or plates move
fissure* (fiz-uhr) *noun*: a crack, such as in the earth
flew (floo) *verb*: traveled through air with wings;
2. went quickly
flexible (flek-suh-buhl) *adjective*: **1.** able to bend; **2.** able to change
flimsy (flim-zee) *adjective*: **1.** thin or weak;
2. without much substance
flu (floo) *noun*: a viral respiratory disease

flue (floo) *noun*: a hollow pipe or passage through which smoke is carried up through a chimney
foresee (for-see) *verb*: to predict or see beforehand
formerly (for-mur-lee) *adverb*: in the past; at an earlier time; previously
fraternal (fruh-tur-nuhl) *adjective*: **1.** relating to brothers; **2.** relating to people who act like brothers
frenzy (fren-zee) *noun*: a state of excitement; stir
frightful (frite-fuhl) *adjective*: terrible; shocking
frustrate (fruhss-trate) *verb*: to make someone feel helpless or unable to do something
function key* (fuhngk-shuhn-kee) *noun*: the button that tells what mathematical operation is being performed
fury (fyoo-ree) *noun*: violent anger and rage

G

gadget (gaj-it) *noun*: a small mechanical device, such as a can opener
genealogy (jee-nee-al-uh-jee or jee-nee-ol-uh-jee) *noun*: **1.** the history of a family; **2.** the study of family history
generate (jen-uh-rate) *verb*: **1.** to produce something; **2.** to bring something into being
generation (jen-uh-ray-shuhn) *noun*: **1.** all of the people born around the same time; **2.** the average amount of time between the birth of parents and of their children
genesis (jen-uh-sihs) *noun*: **1.** the birth or origin of something; **2.** the coming into being of something
get a bee in your bonnet: to be annoyed, preoccupied, or obsessed with an idea or thought
global warming (glohb-uhl-warm-ing) *noun*: a gradual increase in the temperature of the lower atmosphere of the Earth
grave (grayv) *noun*: **1.** a place where a dead person is buried; *adjective*: **2.** very serious.
greenhouse gases (green-houss-gass-es) *noun, plural*: gases in the earth's atmosphere such as carbon

dioxide that trap the sun's heat, causing warming of the Earth

grieve (**greev**) *verb*: to feel or express sorrow for a misfortune or death; to mourn

H

haven (**hay-vuhn**) *noun*: a place of shelter and safety; a refuge

heartily (**hart-i-lee**) *adverb*: **1.** in an enthusiastic way; **2.** eagerly; keenly

hoard (**hord**) *verb*: **1.** to store up and keep; **2.** to collect things

I

identical (**eye-den-ti-kuhl**) *adjective*: exactly alike

imaginative (**i-maj-uh-nuh-tiv**) *adjective*: creative; good at thinking of new ideas

immensely (**i-menss-lee**) *adverb*: hugely or enormously

incapable (**in-kay-puh-buhl**) *adjective*: not able to do something

industrial smog (**in-duhss-tree-uhl-smog**) *noun*: air pollution caused by industry, such as factory smokestacks

inequality (**in-i-kwol-uh-tee**) *noun*: not equal; difference in size, rank, etc.

inequitable (**in-ek-wi-tuh-buhl**) *adjective*: unfair; unjust

infer (**in-fur**) *verb*: to arrive at a decision or conclusion by “reading between lines”

inflexible (**in-flek-suh-buhl**) *adjective*: not able to bend or change; rigid

influence (**in-floo-uhns**) *noun*: the effect of something on a person, thing, or event

inherit (**in-her-it**) *verb*: to receive something from someone after he or she dies

innocence (**in-uh-suhns**) *noun*: absence of guilt or wrongdoing

inquire (**in-kwire**) *verb*: **1.** to find out about something; **2.** to investigate

insignificant (**in-sig-nif-uh-kuhnt**) *adjective*:

1. not important; **2.** without any real meaning

insistent (**in-sist-uhnt**) *adjective*: demanding attention all the time

interfere (**in-tur-fih**) *verb*: **1.** to get involved in a situation that has nothing to do with you; **2.** to get in the way

investigate (**in-ve****ss**-tuh-gate) *verb*: to look into a problem or mystery to find out the facts

investigation (**in-ve****ss**-tuh-gay-shuhn) *noun*: a careful search for facts

isolate (**eye-suh-late**) *verb*: **1.** to separate something from everything else; **2.** to keep things separate

J

January (**jan-yoo-er-ee**) *noun*: the first month of the year

jovial (**joh-vee-uhl**) *adjective*: cheerful and full of good humor

jubilant (**joo-buh-luhnt**) *adjective*: happy and delighted

junk (**juhngk**) *noun*: **1.** worthless or useless things; **2.** a Chinese sailing ship; **3.** in baseball, slow fast balls or other trick pitches

justice (**juhss-tiss**) *noun*: fair treatment

K

keenly (**keen-lee**) *adverb*: **1.** sharply; **2.** eagerly; heartily

kitchenette (**kich-uhn-net**) *noun*: a small kitchen

L

labyrinth* (**lab-uh-rhinth**) *noun*: a maze; a series of complicated passages where it is easy to get lost

league (**leeg**) *noun*: **1.** a measure of distance of about three miles; **2.** a group of people with a common interest or activity

legacy* (**leg-uh-see**) *noun*: something handed down from generation to generation, such as a cultural heritage

lengthwise (**leng**kth-wize) *adverb*: in the direction of the longest side

liberty (**lib**-ur-tee) **noun**: freedom; the right and power to act and express yourself in a manner of your choosing

license (**lye**-suhns) *noun*: a document giving official permission to do something or own something

limber (**lim**-bur) *adjective*: able to bend or move easily

lush (**luhsh**) *adjective*: growing thickly and healthily

M

magnificent (mag-nif-i-sent) *adjective*: splendid or impressive in appearance

magnitude* (**mag**-nuh-tood) *noun*: the intensity or measured size of something

majestic (muh-jess-tik) *adjective*: **1.** having great dignity; **2.** grandly beautiful

marginal (**mar**-juhn-uhl) *adjective*: **1.** relating to the border or margin of something; **2.** borderline; not important

martial (**mar**-shuhl) *adjective*: having to do with war or soldiers

maternal (muh-tur-nuhl) *adjective*: **1.** having to do with a mother; **2.** related on the mother's side; **3.** motherly

maternity (muh-tur-nuh-tee) *noun*: **1.** the condition or qualities of becoming a mother; **2.** a section of a hospital having to do with mothers and their newborn children

matriarch (may-tree-ark) *noun*: a female head of a family or group of people

maximum (**mak**-suh-muhm) *noun*: **1.** the greatest possible amount; **2.** the upper limit

mentor (**men**-toor) *noun*: a wise teacher, guide, or advisor

merciful (**mur**-si-fuhl) *adjective*: showing kindness and compassion

mercurial (**mur**-kyur-ree-uhl) *adjective*: quick and changeable in temper

miniature (**min**-ee-uh-chur) *adjective*: smaller than the usual size

minimum (**min**-uh-muhm) *noun*: **1.** the least possible amount; **2.** the lowest limit

minuet (**min**-yoo-ette) *noun*: a graceful dance with small steps from the seventeenth and eighteenth centuries

monarchy (**mon**-ur-kee) *noun*: rule by a king, queen, or other hereditary ruler

motherhood (**muhTH**-ur-hud) *noun*: **1.** the condition of being a mother; **2.** mothers thought of as a group

motherly (**muhTH**-ur-lee) *adjective*: **1.** like a mother; **2.** in a manner that is appropriate to a mother

mourn (**morn**) *verb*: to feel and show sadness because something has been lost or no longer exists; to grieve

multiple-choice* (**muhl**-tuh-puhl-choiss) *adjective*: **1.** describing a question for which the student selects one answer from several answers provided; *noun*: **2.** a test made of such questions

muse (**myooz**) *noun*: the spirit that inspires someone, especially a writer, musician, or artist

musician* (**myoo**-zish-uhn) *noun*: a person who creates or plays music

N

nutrient (**noo**-tree-uhnt) *noun*: a food substance that is needed for life and growth, such as protein or vitamins

O

objection (uhb-jekt-shuhn) *noun*: a statement or feeling of dislike or disapproval

objective (uhb-jek-tiv) *adjective*: **1.** unbiased; not having a personal interest; **2.** based on the facts; **3.** having the quality of an object or goal

obscure (uhb-skyoor) *adjective*: **1.** not well known; **2.** not easy to understand

obviously (**ob**-vee-uhss-lee) *adverb*: in a way that is easy to see or understand; apparently

occupant (**ok-yoo-puhnt**) *noun*: **1.** someone who fills a position; **2.** someone who lives in a particular place

occupational (**ok-yuh-pay-shuhn-uhl**) *adjective*: having to do with an occupation or job

odyssey (**od-uh-see**) *noun*: a long, wandering, and difficult journey or trip

oligarchy (**ol-i-gar-kee**) *noun*: government by a small group of people or ruling families, usually for their own benefit

ordeal (**or-deel**) *noun*: a difficult and painful experience

ordinarily (**ord-uh-ner-uh-lee**) *adverb*: usually; in a manner that is common or ordinary

outlandish (**out-lan-dish**) *adjective*: very odd or strange; peculiar

overcast (**oh-vur-kast**) *adjective*: covered with clouds; gray

overhear (**oh-vur-hihr**) *verb*: to hear something not meant for your ears

overlap (**oh-vur-lap**) *verb*: **1.** to extend over; **2.** to cover part of something else

ozone* (**oh-zone**) *noun*: a pale blue, fresh-scented form of oxygen with the formula O₃, which is found concentrated in a layer about 20–50 km (6 to 30 mi) above the Earth

P

panic (**pan-ik**) *noun*: a sudden feeling of terror and fright

paternal (**puh-tur-nuhl**) *adjective*: **1.** having to do with being a father; **2.** related on the father's side

patriarch (**pay-tree-ark**) *noun*: the male head of a family or group of people

patriot (**pay-tree-uht**) *noun*: a person who feels or shows great love or loyalty to his or her country

penetrate (**pen-uh-trate**) *verb*: **1.** to force your way into; **2.** to go inside or through something

perpetual (**pur-pech-oo-uhl**) *adjective*: **1.** lasting forever, permanent; **2.** constant

persist (**pur-sist**) *verb*: to keep on doing something in spite of warnings or obstacles

photosynthesis (**foh-toh-sin-thuh-siss**) *noun*: a chemical process by which green plants make their own food from the sunlight's energy

physically (**fiz-i-kuhl-ee**) *adverb*: in a way that affects the body

pirouette (**pihr-oh-ette**) *noun*: a full turn on one foot while dancing

pitcher (**pich-ur**) *noun*: **1.** a container with an open top and a handle for holding liquids; **2.** a baseball player who throws the ball to the batter.

popularity (**pop-yuh-lar-i-tee**) *noun*: the state of being well-liked or having lots of friends

power (**pou-ur**) *noun*: the number of times a quantity is to be multiplied by itself, usually written as a small number to the right of and above the quantity

previously (**pree-vee-uhss-lee**) *adverb*: before; at an earlier time; formerly

private (**prye-vit**) *adjective*: **1.** not meant to be shared; **2.** concerning only one person or group and no one else

privilege (**priv-uh-lij**) *noun*: a special right or advantage

proclaim (**pruh-klaym**) *verb*: to announce something publicly

propose (**pruh-poze**) *verb*: to suggest or present a plan

psychology* (**syeh-koh-luh-jee**) *noun*: the science that deals with emotions and behavior

public (**puhb-lik**) *adjective*: **1.** of or concerning the community or people; **2.** open to everyone

Q

quartet (**kwor-tet**) *noun*: **1.** a group of four singers or musicians; **2.** a musical composition for four; **3.** four people

quench (**kwench**) *verb*: **1.** to put out (as fire with water); **2.** to satisfy

R

radiant (**ray**-dee-uhnt) *adjective*: bright and shining; glowing

recommend (rek-uh-mend) *verb*: **1.** to suggest; **2.** to advise

refuge (ref-yooj) *noun*: a sheltered or protected place; a haven

regime* (ri-zheem) *noun*: a particular government or political system that is in power

regretfully (ri-gret-fuhl-lee) *adverb*: sadly; in a manner showing sorrow over something that has been lost or done

relay (ree-lay) *noun*: **1.** a team race in which members of the team take turns running and passing a baton; *verb*: **2.** to pass a message on to someone else

reluctantly (ri-luhk-tuhnt-lee) *adverb*: **1.** unwillingly; **2.** not eagerly

resolute (rez-uh-loot) *adjective*: firm in keeping to a purpose

retrieve (ri-treev) *verb*: **1.** to bring something back; **2.** to get back something

revive (ri-vive) *verb*: **1.** to come back to life; **2.** to give new strength and freshness to

rowdy (rou-dee) *adjective*: wild and noisy

S

scorch (skorch) *verb*: **1.** to burn; **2.** to dry or discolor using heat

seasonal (see-zuhn-uhl) *adjective*: **1.** relating to a season; **2.** occurring during a season

secretive (see-kri-tiv or si-kree-tiv) *adjective*: **1.** tending to be silent about something; **2.** tending to conceal things

seismograph (size-muh-graf) *noun*: an instrument that measures vibrations in the earth and is used to predict earthquakes

seldom (sel-duhm) *adverb*: rarely; not often

sensor* (sen-sur) *noun*: an instrument that detects changes in heat, sound, pressure, etc.

serene (suh-reen) *adjective*: calm; peaceful

session (sesh-uhn) *noun*: **1.** a meeting of a group for work; **2.** a period of time used for some specific activity

short-answer* (**short-an-sur**) *adjective*:

1. describing a question which the student answers by writing a few sentences; *noun*:

2. a test made of such questions

significant (sig-nif-uh-kuhnt) *adjective*:

1. important; **2.** meaning a lot

silhouette (sil-oo-et) *noun*: an outline drawing filled in with one color, usually black

sinister (sin-uh-stur) *adjective*: threatening or indicating harm

siren (sye-ruhn) *noun*: **1.** a device that makes a loud warning sound; **2.** any warning signal

sisterhood (siss-tur-hud) *noun*: **1.** the condition of being sisters; **2.** a group of women who share many interests

sisterly (siss-tur-lee) *noun*: **1.** like a sister; **2.** in a manner that is friendly, kind, helpful, or loving

sleight* (**slite**) *noun*: cunning or craft used for deceiving

slight* (**slite**) *adjective*: small, slender, or delicate

social pyramid* (**soh-shuhl-pihr-uh-mid**) *noun*: an arrangement of society with the smallest number of people at the top and the largest number at the bottom

solitary (sol-uh-ter-ee) *adjective*: **1.** single; **2.** spending a lot of time alone

somber (som-bur) *adjective*: **1.** sad; **2.** serious; **3.** dark and gloomy

sonnet (son-it) *noun*: a poem with fourteen lines

sour (sour) *adjective*: **1.** mean, sharp, bitter; **2.** tart

spacious (spay-shuhss) *adjective*: **1.** having a lot of space; **2.** roomy

sparse (sparss) *adjective*: spread thinly; not dense

specific (spi-sif-ik) *adjective*: exact; definite; particular

square root (skwair-root) *noun*: the number that you started with, or the number that was squared

squared (skwaird) *adjective*: a word that shows that a number appears as a factor twice in multiplication

statuette (stat-oo-et) *noun*: a small statue or model

stir (stur) *noun*: **1.** excitement; *verb*: **2.** to mix or cause to move slightly

strand (strand) *noun*: **1.** a ropelike or threadlike length of something; *verb*: **2.** to leave in a difficult situation or an unpleasant place

superette (soo-pur-et) *noun*: a small supermarket

supervise (soo-pur-vize) *verb*: **1.** to watch over or direct a group of people; **2.** to be in charge of

supportive (suh-port-ive) *adjective*: **1.** giving support; **2.** helpful

swivel (swiv-uhl) *verb*: to turn or rotate on a spot

synchronize (sing-kruh-nize) *verb*: to cause to happen or operate at the same time

synthesize (sin-thuh-syz) *verb*: to make by putting together separate parts; to combine to form a new substance

T

tart (tart) *adjective*: with a sharp and sour but usually pleasant flavor

tectonic plates (tek-ton-ik-playts) *noun*: the large blocks or pieces that move on the earth's surface

televisе (tel-uh-vize) *verb*: to broadcast by television

tenuous (ten-yoo-uhss) *adjective*: **1.** long and thin; **2.** not very strong or substantial; flimsy

the apple of his eye: favorite person or thing; someone cherished

the ball is in your court: it's now your turn to do something and it's up to you whether you succeed or fail

threshold (thresh-ohld) *noun*: **1.** the beginning point of something; **2.** a doorway

titanic (tye-tan-ik) *adjective*: of great size, strength, or power

totalitarian (toh-tuhl-uh-tair-ee-an) *adjective*: having to do with rule by a dictator and the dictator's followers, in which all other political groups are banned

tournament (tur-nuh-muhnt) *noun*: a series of games in which people or teams try to win the championship

toxic* (tok-sik) *adjective*: poisonous

transparent (transs-pair-uhnt or transs-pa-ruhnt) *adjective*: **1.** clear or obvious; **2.** lets light through

treacherous (trech-ur-uhss) *adjective*: **1.** dangerous; **2.** not to be trusted

tyranny (tih-uh-nee) *noun*: a government in which a single ruler has absolute power

U

unequaled (uhn-ee-kwuhled) *adjective*: **1.** unmatched; **2.** better than any of the competition

up to your ears *: very much involved in something and a little overwhelmed

V

vague (vayg) *adjective*: not clear or definite

vault (vawlt) *noun*: **1.** a room or compartment for keeping money safe; *verb*: **2.** to leap over something without using your hands

verdict (vur-dikt) *noun*: **1.** a decision in a trial about whether a person is guilty or not guilty; **2.** any decision or opinion

verify (ver-uh-fye) *verb*: to prove that something is true

visualize (vizh-oo-uh-lize) *verb*: to picture something or to see something in your mind

vital (vye-tuhl) *adjective*: **1.** very important; **2.** necessary for life

vitality (vye-tal-uh-tee) *noun*: energy and liveliness

vulcanize (vuhl-kan-ize) *verb*: to harden or change by great heat

W

wallet (wol-it) *noun*: a small flat billfold or case for carrying money and credit cards

wound (woound): an injury



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