

Lesson 9

For more practice and games, go to www.WordlyWise3000.com.



Word List

Study the definitions of the words. Then do the exercises that follow.

advantage
əd van' tɪj

n. Something that is helpful or useful.

It is an **advantage** to be able to speak French when visiting Paris.

take advantage of *v.* To make use of; to benefit oneself by treating others unfairly.

Martina **took advantage of** her position as camp leader by giving all the best jobs to her friends.

astonish
əstə' nɪʃ

v. To surprise or amaze.

It **astonished** me to discover that my new friend and I were born on the same day in the same town.

astonishment *n.* Great surprise or amazement.

The children watched in **astonishment** as the magician pulled a rabbit out of a hat.

confirm
kən' fɜrm'

v. 1. To show or prove to be true.

Before giving me a library card, the librarian asked me to **confirm** my street address by showing a copy of my phone bill.

2. To approve or give one's agreement to.

The members of Congress vote to **confirm** the appointment of Supreme Court judges.

distant
dɪs' tənt

adj. 1. Very far away in time.

Space travel in the very **distant** future may involve journeys to the stars.

2. Very far away; not near or close by.

Marco Polo's travels took him to many **distant** lands.

distance *n.* The length of the space between two places.

The **distance** between Deneen's home and her school was exactly one mile.

founder
faʊn' dər

n. A person who sets up something that lasts.

George Washington and Thomas Jefferson are two of the **founders** of our nation.

v. To sink below the surface of the water.

The ship struck a rock and **foundered** before a rescue team could reach it.

hamlet
həm' lət

n. A small village.

A single street ran through the **hamlet**, which had one church, a general store, and about a hundred houses.

host *n.* 1. A large number.
Graceland is visited by **hosts** of people from all over the world who come to see the house where Elvis Presley lived.

2. One who greets and entertains guests and takes care of their needs at a party or restaurant.
The guests said goodbye to their **host** and thanked him for a lovely New Year's Eve party.

misgiving *n.* A feeling of doubt, uncertainty, or concern about what may happen in the future.
If Ellen had any **misgivings** about joining the group, she gave no sign of it.

parch *v.* To make or become very dry.
The sun **parched** the fields and made the grass turn brown.

parched (*pärcht*) *adj.* Lacking water; thirsty.
We didn't take enough water with us, and we were **parched** before we came to the end of our walk.

prospect *n.* Something that is waited for, expected, or hoped for.
All the hotels were full, and there seemed little **prospect** of our finding a place to spend the night.

v. To look in the ground for valuable metals like gold and silver.
The four men camped alongside the river told us they were **prospecting** for gold.

prospector *n.* A person who explores an area to look for valuable metals.
The **prospector** let out a whoop of joy when he saw some shiny yellow objects lying on the riverbank.

scarce *adj.* In short supply; not plentiful.
When gasoline is **scarce**, the price goes up.

scarcity (*sker' sät ē*) *n.* A shortage.
Due to the **scarcity** of candles in the store when the hurricane struck, customers were allowed only two each.

shrewd *adj.* Clever; good at understanding what is needed and acting on it.
A **shrewd** lawyer prepares her client to answer questions she knows the client will be asked in court.

sole *sōl* *adj.* Being the only one of its kind; belonging to only one person or group.
After her husband died, Mrs. Mazoor became the **sole** owner of the toy store.

n. 1. The bottom surface of the foot or of a shoe or boot.
Shoes with leather **soles** usually cost more than those made of plastic.

2. A flat fish that is caught and eaten for food.
Grilled **sole** is a popular item on the seafood restaurant's menu.

torment *tôr' ment* *n.* Great pain or suffering.
I cannot imagine the **torment** suffered by a wild animal caught in a steel trap.

(*tôr ment'*) *v.* To cause pain or suffering.
The thought that she might have been the cause of the accident **tormented** the driver of the car.

typical *tip' i kəl* *adj.* Being like others of its kind.
A **typical** home in this area has three bedrooms, a kitchen, a living room, and one bathroom.

9A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 9. Write each sentence in the space provided.

advantage
astonish
confirm
distant
founder
hamlet
host
misgiving
parch
prospect
scarce
shrewd
sole
torment
typical

1. (a) A hamlet is
(b) a small village. (c) An advantage is
(d) a large number.

2. (a) is to hurt that person. (c) is to care for that person.
(b) To torment someone (d) To astonish someone

3. (a) A typical city (c) is one that is far away.
(b) is one that is very old. (d) A distant city

4. (a) the only one of its kind. (c) A founder is
(b) A sole is (d) a flat fish used for food.
-
-

5. (a) A shrewd plan (c) is one that is cleverly thought out.
(b) is one that is kept secret. (d) A typical plan
-
-

6. (a) To astonish someone (c) To confirm someone
(b) is to get rid of that person. (d) is to approve that person's
appointment.
-
-

7. (a) doubts about the future. (c) Advantages are
(b) unwanted gifts. (d) Misgivings are
-
-

8. (a) To founder is to (c) To prospect is to
(b) sink below the surface. (d) start over.
-
-

9. (a) very thirsty. (c) To be parched is to be
(b) To be scarce is to be (d) not wanted or needed.
-
-

10. (a) To take advantage of someone (c) To astonish someone
(b) is to amaze that person. (d) is to dislike that person.
-
-

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 9.

1. The **length of an imaginary line** from Earth to the moon is about a quarter of a million miles.
2. The hot sun had **taken every drop of moisture out of** the soil so that nothing grew.
3. Being tall is a great **helpful thing that can make all the difference** to a basketball player.
4. After twenty-two miles, Asad was the **one and only** runner left in the race.
5. Simon was very **good at knowing what to do in every situation**, and he managed to cause trouble for others without ever getting into trouble himself.
6. Mr. Bullwhistle is the **person who was the first owner** of this company.
7. Blankets were **in short supply, without enough to go around**, so some campers got one and some got none.
8. Today's weather was **just like it usually is** on the island: it rained in the morning and poured in the afternoon.
9. A **very large number** of people came together in the park to celebrate Earth Day.
10. Baby Alice was busy **being cruel and causing pain to** the cat by pulling its tail.

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Circle the letter or letters of each correct answer. A question may have more than one correct answer.

1. Which of the following could cause **torment**?
(a) a bad sunburn (c) looking at the moon
(b) a broken shoelace (d) scoring the winning goal

2. Which of the following has a **sole**?
(a) a fish (c) a boot
(b) a foot (d) a shoe

3. Which of the following might affect a person's **prospects** for getting into college?
(a) red hair (c) poor grades
(b) leadership qualities (d) ability at sports

4. Which of the following could easily be taken **advantage** of?
(a) a weak person (c) a strong person
(b) a foolish person (d) a small child

5. Which of the following might a **typical** American traveling abroad carry?
(a) a camera (c) a bucket
(b) a guide book (d) a telescope

6. Which of the following might cause a **scarcity** of water?
(a) too much demand for it (c) a flood
(b) too little rain (d) thirst

7. Which of the following might cause **astonishment**?
(a) a summer snowstorm (c) a talking cat
(b) a flying car (d) a red apple

8. Which of the following can be **confirmed**?
(a) a sigh (c) a fact
(b) a result (d) beauty

In Lesson 5 you learned that words sometimes have more than one part and that there are names for these different parts. The part that comes at the beginning of a word is called a prefix. Prefixes change the meanings of words, sometimes turning them into their opposites: *un-* changes *happy* to *unhappy*.

It's time now to look at the part that forms the ending of some words. It's called a suffix. Suffixes have an important job also. For one thing, they change words from one part of speech to another.

Change each of the verbs into a noun by adding the correct suffix and writing the word in the space provided. All of the words are from earlier lessons.

1. alter _____
2. confuse _____
3. exclaim _____
4. intend _____
5. persist _____
6. migrate _____
7. prepare _____
8. locate _____

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Read the passage. Then answer the questions that follow it.

The Forty-Niners



The story was in all the newspapers. It was December of 1848. Television and radio were in the **distant** future; newspapers were the **sole** means of finding out what was going on in the world. And something was going on in California! Millions of people in homes across the United States read about it over the breakfast table.

President James Polk had just **confirmed** what until then only a few people knew for certain. Gold had been discovered in California, lots of it. Now everyone knew.

A **typical** worker in the 1840s earned about a dollar a day. Gold sold for twenty dollars an ounce. And in California, gold was lying on the ground and in streambeds, just waiting to be picked up. Not surprisingly, thousands of Americans quit their jobs and headed west. Many left behind their families. If they had **misgivings**, they tried to hide them from their wives and children. The plan was to return as soon as they struck it rich. It was now 1849. Those who joined the **hosts** taking part in the California Gold Rush were called the "forty-niners."

There were no airplanes, no trains, no cars, and no roads to California in 1849. San Francisco was a **hamlet** of less than two thousand people. Many Easterners went there by ship. From New York, they had to sail seventeen thousand miles around the tip of South America. The journey took about six months. Those with families and lots of goods to carry traveled overland by covered wagon. This journey also took about six months. Crossing the Nevada desert was the worst part of the journey. Water was **scarce**; often the travelers had drunk the last drop with days to go before the journey's end. They were easy victims for merchants who set out from San Francisco and traveled east to meet the **parched** travelers. These businessmen brought wagons loaded with barrels of water. The travelers could now get water—for a price. **Tormented** by thirst, they paid a dollar, five dollars, even a hundred dollars for a glass of the precious liquid.

Merchants like these took **advantage** of the law of supply and demand. This law states that something is worth whatever someone is willing to pay for it. Sam Brannan understood this law better than anyone. He was a San Francisco merchant and one of the city's **founders**. The people who had first discovered the gold had tried to keep it quiet. But word leaked out. Soon

after Brannan heard the news, he repeated it to crowds of eager listeners. He waved a jar of gold dust as proof. Suddenly, lots of people wanted tools for gold digging. They needed pick axes and shovels. They needed the metal pans used to sift through small rocks, water, and sand. And people could get these tools—again, for a price. Before spreading the good news, Brannan had prepared. He had gone around the area **shrewdly** buying up every pick ax, shovel, and pan he could find. A metal pan Brannan bought for twenty cents he could now sell for fifteen dollars. And even at that price, there was no shortage of takers. In nine weeks, Brannan made thirty-six thousand dollars. He went on to become the richest man in California. He was so rich he even printed his own money!

Over a quarter of a million people had poured into California by the mid-1850s. Many of the new arrivals were drawn to San Francisco. The city grew at an **astounding** rate. The price of a house went up tenfold in less than a year. For a period of time, the number of people living there doubled every ten days. Most never got rich, and many who did were not able to hold on to their newfound wealth. Sam Brannan died a poor man in 1889; he didn't even leave enough money to pay for his own burial. There were some winners, though. These were the forty-niners who had come not to **prospect** for gold but to work hard at ordinary jobs. These were the ones who built California and made it what it is today: the Golden State.

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► Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. By what nickname were the **hosts** of people heading for California known?

2. How did some businessmen get rich off the suffering of **parched** travelers?

3. Why do you think these businessmen took **advantage** of these travelers?

4. Why did water cost so much?

5. Did most people earn a lot of money in the 1840s?

6. Describe some of the **torments** travelers in the desert suffered.

7. Was San Francisco a big city in the early 1840s?

8. What **misgivings** might some of the people who left their homes in the East have had?

9. Who was Sam Brannan?

10. In what way had Sam Brannan acted **shrewdly** before spreading the news that gold had been discovered?

11. Which well-known person **confirmed** that gold had been found in California?

12. What was the **distance** between New York and California by boat?

13. How might you describe the growth of San Francisco between 1850 and 1855?

14. What are people who try to find gold called?

15. What was the **sole** means of finding out what was going on in California in the days before radio and television?

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FUN & FASCINATING FACTS

• *Astound* (Lesson 4) and **astonish** are synonyms. A third synonym, less common, is *thunderstruck*. It expresses even greater surprise. If you are thunderstruck, you feel as if you have been struck by lightning, thunder's frequent companion. *Astound* and *astonish* are formed from the Latin word *tonere*, meaning "to thunder"!

• In Exercise D you learned how suffixes change one part of speech to another; for example, the suffix *-ation* changes the verb *alter* into the noun *alteration*. Another suffix, *-ess*, changes nouns that refer to males into nouns that refer to females. *Lion* becomes *lioness*, *actor* becomes *actress*, and *host* becomes *hostess*.



Word List

Study the definitions of the words. Then do the exercises that follow.

ail *v.* To cause sickness, pain, or trouble.
 ˈaɪ
 "What **ails** you?" the doctor asked.

ailment *n.* An illness; a disease.
 Measles is a common childhood **ailment**.

ailing *adj.* In poor health.
 I have been **ailing** all winter.

banish *v.* 1. To force someone out of the country.
 bəˈnɪʃ
 When the tsars ruled Russia, lawbreakers were **banished** to Siberia.
 2. To get rid of completely.
 Joe was such a cheerful person, he **banished** gloom wherever he went.

communicate *v.* To make known; to give or exchange information.
 kəˈmyʊəˈniːkət
 Since I hate to write letters, we **communicate** mostly by telephone.
communication (kəˈmyʊəˈniːkəˈʃən) *n.* The exchange of information between people.
 The misunderstanding was caused by a lack of **communication** between us.
communicative *adj.* Willing to speak; eager to talk.
 When I asked her where she had been, she was not very **communicative**, replying only, "Out."

console *v.* To make less sad; to comfort.
 kənˈsəʊl
 My parents tried to **console** me when my best friend moved away.
consolation (kənˈsəʊləˈʃən) *n.* Comfort.
 I knew I could always turn to my aunt for **consolation** whenever I was upset.

cower *v.* To shrink from, as if from fear.
 ˈkaʊər
 When I saw the poor dog **cower**, I knew its master was cruel.

deliberate *adj.* Carefully thought out; not hasty.
 dɪˈlɪˈberət
 Although my mother was angry, she spoke in a calm and **deliberate** manner.
v. (dɪˈlɪˈberət) To think carefully in order to make up one's mind.
 We **deliberated** a long time before deciding to move to Arizona.

depth
depth

n. Distance from top to bottom or front to back; deepness.
The floodwaters reached a **depth** of several feet.

depths *n. pl.* The innermost part or the deepest part.
The treasure chest lay buried in the **depths** of the sea.

desire
di zīr'

v. To wish for; to want very much.
A person who is famished **desires** just one thing—food!

n. A strong wish.
Pizarro's **desire** for gold was so great he ordered the Inca king, Atahualpa, to fill three rooms with it.

desirable *adj.* Pleasing, agreeable.
My new school is in a very **desirable** location.

livelihood
līv' lē hood

n. The means of supporting oneself.
The storekeepers in Key West depend on tourists for their **livelihood**.

misfortune
mis fôr' chən

n. 1. Bad luck; trouble.
He had the **misfortune** to break his leg right before the big game.
2. An unlucky event.
The 1992 hurricane was Florida's worst **misfortune** in many years.

orphan
ôr' fən

n. A child whose parents are dead.
Tom Sawyer lived with his Aunt Polly because he was an **orphan**.

precipice
pre' sɛ pəs

n. A very high and steep cliff.
We stood watchfully on the edge of the **precipice** and looked down.

precipitous (pri si' pə təs) *adj.* 1. Very steep.
The Two-Mile Terror ski trail has many **precipitous** slopes.
2. Hasty; abrupt; done without careful thought.
Joining the Navy so suddenly was a **precipitous** act.

regain
ri gān'

v. To get back.
By following the doctor's orders, I slowly **regained** my health.

slay
slā

v. To kill violently. (**slain**, past participle)
The scene where Saint George **slays** the dragon comes right at the end of the play.

symptom
simp' təm

n. A sign of something.
Headaches can be a **symptom** of eyestrain.

Choose two phrases to form a sentence that correctly uses a word from Word List 10. Write each sentence in the space provided.

1. (a) To slay someone is to
(b) To banish someone is to
- (c) send that person away.
(d) tell that person something.

2. (a) One's misfortune is
(b) the way one treats other people.
- (c) the way one makes a living.
(d) One's livelihood is

3. (a) A precipitous drop in price is
(b) one that is steep and sudden.
- (c) A gradual drop in price is
(d) one that is very small.

4. (a) To communicate something is to
(b) get it back.
- (c) decide not to take it.
(d) To regain something is to

5. (a) to be loved.
(b) to be ill.
- (c) To be ailing is
(d) To be deliberate is

6. (a) Consolation is
(b) Communication is
- (c) the giving of information.
(d) a series of unlucky events.

7. (a) A deliberate change (c) is one that is agreeable.
(b) A desirable change (d) is one that is hardly noticed.
-
-

8. (a) To slay someone is to (c) To console someone is to
(b) comfort that person. (d) fear that person.
-
-

9. (a) a large sum of money. (c) the distance from top to bottom.
(b) Depth is (d) Misfortune is
-
-

10. (a) a close family member. (c) A symptom is
(b) a sign of something. (d) An orphan is
-
-

ail
banish
communicate
console
cover
deliberate
depth
desire
livelihood
misfortune
orphan
precipice
regain
slay
symptom

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 10.

1. The judges **gave a great deal of thought and talked among themselves** for a long time before announcing the winner of the science fair.
2. The worst **bad luck** to hit the town was the closing of the shipyard.
3. The King commanded his warriors to **violently kill** his enemies.
4. "You don't look well. What **is the matter with** you?" asked Jorge.
5. He expressed a **strong wish** to spend more time with his children.
6. It took the climbers an hour to descend the **steep cliff that went straight down**.
7. We used to **shrink back in fear** whenever we heard her voice.
8. When Luisa's pet rabbit died, she began writing in her journal every night for **something to give her comfort**.
9. The **children whose parents had died** were all adopted by families in town.
10. If you want this venture to succeed, you must **get rid of** any thoughts of failure.
11. I was moved to the **very deepest parts** of my soul by the sight of the northern lights flashing across the sky.

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

- Which of the following can have **depth**?

(a) a drawer	(c) a point
(b) a pond	(d) a shelf
- Which of the following might an actor **desire**?

(a) perfect teeth	(c) decayed teeth
(b) applause	(d) a good role
- Which of the following is a way to **communicate**?

(a) watching television	(c) reading a book
(b) talking on the phone	(d) writing a letter
- Which of the following is an **ailment**?

(a) measles	(c) baldness
(b) anger	(d) hunger
- Which of the following might be a person's **livelihood**?

(a) attending school	(c) washing cars
(b) mowing lawns	(d) taking out the trash
- Which of the following might be a **deliberate** act?

(a) stumbling	(c) writing a report
(b) building a house	(d) sneezing
- Which of the following could be **precipitous**?

(a) a fall in price	(c) a cliff
(b) an action	(d) a road
- Which of the following could be **regained**?

(a) one's youth	(c) the trust of a friend
(b) one's health	(d) the lead in a race

ail
 banish
 communicate
 console
 cower
 deliberate
 depth
 desire
 livelihood
 misfortune
 orphan
 precipice
 regain
 slay
 symptom

Turn to the Word List for this lesson and look up *deliberate*. Notice that it has two different pronunciations. When used as an adjective, the last syllable rhymes with *hit*. When used as a verb, the last syllable rhymes with *late*.

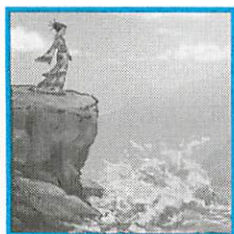
Several other words from earlier lessons are also pronounced differently depending on whether they are used as nouns or verbs. There are two syllables in each word pair below, and we stress (say more forcefully) either the first or the second syllable depending on whether the word is used as a verb or a noun. In the pronunciation guide, an accent mark follows the stressed syllable. The word *banish* is pronounced *ba' nish*, with the stress falling on the first syllable: BA-nish.

For each sentence, underline the syllable that is stressed in the word in bold. To the right of each sentence, write whether the word is a verb or a noun.

1. To **project** your voice, you speak to the back of the room. _____
2. A **project** of this size will take years to complete. _____
3. You can get a parking **permit** at the town hall. _____
4. The town does not **permit** overnight parking on Main Street. _____
5. We expect to sign the **contract** at tomorrow's meeting. _____
6. Metals **contract** as they get colder. _____
7. If the pottery is a factory **reject**, we sell it for half price. _____
8. If you **reject** your friend's offer, you might regret it later. _____
9. We **progress** slowly, one small step at a time. _____
10. Tim's latest school report shows he made **progress** in math and science. _____

Read the passage. Then answer the questions that follow it.

Tokoyo and the Sea Monster



Folktales are stories passed on from adults to children without ever being written down. Every country has its folktales, and this one comes from Japan. It is the story of a young pearl diver named Tokoyo.

The people of Tokoyo's village made their **livelihood** diving for pearls. They searched for the one oyster in a thousand that contained a precious pearl. Tokoyo was the youngest of the divers. She could stay underwater longer and collect more oysters than anyone. The sea was like a second home to her. She swam easily through its **depths**. She cut oysters from the rocks with her razor-sharp pearling knife.

The other pearl divers were all the family Tokoyo had. Her mother had died when she was a baby. Then, while she was still a child, **misfortune** struck again. Her father had a sense of humor that sometimes got him into trouble. One day he had made a joke about the fact that the emperor was always sick. But making fun of the emperor was a crime. Tokoyo's father was **banished** to the island of Oki, far from the Japanese mainland. To make matters worse, **communication** between Tokoyo and her father was forbidden. Her friends tried to **console** the young girl, but they could not lift her spirits. She felt like an **orphan**. The house that had once been filled with laughter was now filled with sorrow.

Tokoyo's one **desire** was to see her father. On her fifteenth birthday, she left her village and set off for Oki. Soon after landing on the island, Tokoyo saw a group of people standing on the edge of a cliff. With them was a girl about her own age dressed all in white. People explained to Tokoyo that an evil sea god made its home in the waters off the island. This god demanded the life of a young girl once a year. They told Tokoyo that the girl **cowering** before them had been chosen as the sea god's victim. She was about to be thrown into the sea. Then they said that the sea god had also cast a spell on the emperor, causing his many **ailments**. When she heard this, Tokoyo saw a chance to help her father. She begged the people to let her take the girl's place. They began to **deliberate** among themselves while Tokoyo waited anxiously. Finally, to her great relief, they agreed.

ail
banish
communicate
console
cower
deliberate
depth
desire
livelihood
misfortune
orphan
precipice
regain
slay
symptom

Tokoyo walked to the edge of the **precipice**. She took a deep breath and leaped into the water. She swam deeper and deeper. At the bottom of the sea, she found herself face to face with the evil sea god. Tokoyo attacked with her pearling knife, **slaying** him. The spell he had cast on the emperor was broken. In an instant, all the emperor's **symptoms** disappeared. He was delighted to be rid of the doctors who had attended him. When he learned of Tokoyo's brave deed, he promised the young girl whatever she wanted. As a result of Tokoyo's wish, her father **regained** his freedom and was happily reunited with his daughter.

▶ Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. Explain why the story of Tokoyo and the evil sea god has a happy ending.

2. Was Tokoyo an **orphan**? Explain your answer.

3. What does "**misfortune** struck" mean as it is used in the passage?

4. Why did the emperor need doctors?

5. How does the passage make clear that Tokoyo's friends were kind to her?

6. Where did the evil sea god live?

7. Explain why Tokoyo's fight with the sea god was a **deliberate** act.

8. Why didn't Tokoyo's father write to her?

9. Why was Tokoyo's father living on the island of Oki?

10. Why did Tokoyo go to the island of Oki?

11. Why had the girl in white been taken to the **precipice**?

12. How can you tell that the girl in white was afraid?

13. Why did Tokoyo want to take the girl's place?

14. How did the emperor know that the spell had been broken?

ail
banish
communicate
console
cower
deliberate
depth
desire
livelihood
misfortune
orphan
precipice
regain
slay
symptom

15. Why did the people of Tokoyo's village dive for oysters?

FUN & FASCINATING FACTS

• One of the world's oldest languages is Sanskrit. It was spoken in India thousands of years ago and is the special language of the Hindu religion. Very few people speak it today, but some words in European languages are connected to Sanskrit. **Orphan** is one of them. An *orphan* is a child without parents who therefore can be in a

weak and helpless state. The word comes from the Sanskrit *arbha*, which means "weak; helpless."

• This lesson includes the word **slay**, which is a homophone of *sleigh*. A *sleigh* is a carriage on runners that travels over snow. *Sleigh* and *slay* are pronounced the same way.



Word List

Study the definitions of the words. Then do the exercises that follow.

annual
an' yōō əl*adj.* Happening every year.Somerville's **annual** town meeting is in March.*n.* 1. A plant that lives for one year.Impatiens is my favorite **annual**.

2. A book that comes out once a year.

I save all my NFL football **annuals**.**artificial**
är tə fish' əl*adj.* Made by human beings and not by nature.My aunt Rosa says she can taste the difference between **artificial** sweeteners and real sugar.**blend**
blend*v.* 1. To come or mix together into one.Make sure you **blend** the butter and sugar before you add the flour.

2. To go together.

The painter chose colors that **blend** well.*n.* A mixture.Mocha is a **blend** of chocolate and coffee.**bore**
bōr*v.* 1. To make a round hole in by drilling.If you **bore** a hole in the wood first, you won't split it when you put in the screw.

2. To tire by being dull and uninteresting.

The yawns of my listeners told me I was beginning to **bore** them.*n.* A dull and uninteresting person.He tells that same joke so often that he is becoming a terrible **bore**.**boring** *adj.* Dull and uninteresting.She sometimes stretches the facts a little, but her stories are never **boring**.**boredom** *n.* A state of being bored.When heads began to nod and eyes to close, you could tell **boredom** had set in.**considerable**
kən sid' ə r ə bəl*adj.* Great; large.Although my grandmother's house is a **considerable** distance from town, she walks to the post office there every day.

crude
krōōd
adj. 1. Raw; in an unrefined state.
Refineries turn **crude** oil into gasoline.
2. Roughly made.
Andrea drew me a **crude** map with a crayon on a scrap of paper.
3. Ill-mannered.
As we walked back from school, we tried to ignore their **crude** remarks.

evaporate
i va' pə rāt
v. 1. To change from water into steam or vapor.
The water in the kettle boiled so long that it all **evaporated**.
2. To disappear.
By the third day on the mountain, our hopes of being rescued began to **evaporate**.

foliage
fō' lē ij
n. The leaves of trees and other plants.
The house at the end of the road was completely hidden by **foliage**.

gash
gash
n. A long, deep cut.
When Liza slipped on the rocks, she had to go to the hospital to have the **gash** in her leg stitched up.

hue
hyōō
n. A color; especially a shade of color.
The poppies in Monet's paintings stand out because of their vivid reddish-orange **hue**.

increase
in krēs'
v. To make or become larger; to add to.
I'm going to ask my mother to **increase** my allowance on my next birthday.
n. (in' krēs) The amount by which something gets larger.
A wet spring usually means an **increase** in the number of mosquitoes.

nourish
nūr' ish
v. To feed; to support or make grow.
We **nourish** our bodies best by eating a diet of fruits, vegetables, and grains.
nourishment *n.* Anything that feeds or helps to make grow.
When I had the flu, the only **nourishment** I could take was clear chicken broth.

vary
ver' ē
v. To make or have a change in.
The length of a calendar month **varies** between twenty-eight and thirty-one days.
variation (ver ē ā' shən) *n.* A change in form, position, or condition.
There isn't much **variation** between the summer and the winter temperatures where my grandfather lives.

vision
vi'zhən

n. 1. Eyesight.

If you are lucky enough to have 20/20 **vision**, you'll be able to see well.

2. Something seen in the mind, especially of the future.

The founders of the United Nations had a **vision** of a world without hunger or war.

visual *adj.* Of or used in seeing.

As a **visual** aid, the speaker projected pictures onto a large screen.

yield
yēld

v. 1. To give up someone or something; to surrender.

Congress finally **yielded** to the president's demands and passed the budget.

2. To produce.

Twenty gallons of milk will **yield** about one pound of butter.

n. The amount produced.

The farmer told us that you can expect a **yield** of about fifty pounds of fruit from each apple tree.

11A

Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 11. Write each sentence in the space provided.

annual
artificial
blend
bore
considerable
crude
evaporate
foliage
gash
hue
increase
nourish
vary
vision
yield

1. (a) one that is quite large. (c) An increased amount is
(b) A considerable amount is (d) one that is reduced.

2. (a) is not fully developed. (c) A visual aid is one that
(b) An artificial aid is one that (d) helps one to see.

3. (a) A blend is (c) A bore is
(b) a long, deep cut. (d) a dull and uninteresting person.

4. (a) A gash is (c) something that appears once a year.
(b) a round hole made by a drill. (d) An annual is
-
-

5. (a) To increase is (c) to grow.
(b) to be mixed together. (d) To evaporate is
-
-

6. (a) Crude rubber is (c) still in a raw state.
(b) Artificial rubber is (d) a mixture of different kinds.
-
-

7. (a) Colors that blend (c) quickly fade.
(b) go well together. (d) Colors that vary
-
-

8. (a) A gash is (c) a careless remark.
(b) a deep cut. (d) A hue is
-
-

9. (a) to give way. (c) To evaporate is
(b) To yield is (d) to melt.
-
-

10. (a) the wood that comes from it. (c) its leaves.
(b) A tree's foliage is (d) A tree's hue is
-
-

11. (a) Something that nourishes (c) does not stay the same.
(b) Something that varies (d) keeps getting smaller.
-
-

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 11.

1. The **amount produced** from these oil wells is a thousand barrels a day.
2. Basil is one type of **plant that grows for just one season**.
3. Mr. Martinez loves to talk about his new computer, but he can get very **dull and uninteresting**.
4. Spilled gasoline **turns to vapor** and mixes with the air quickly.
5. Manure **provides food for** growing plants.
6. The **roughly made** drawing was the work of a very young child.
7. Julio's favorite sandwich filling is made by **mixing together** peanut butter and honey.
8. These interior paints come in many different **shades of color**.
9. Isabel is a person whose **sense of the future** of the city's parks will be appealing to both young and old.
10. The flowers on the piano look so real that you cannot tell they are **made by human hands**.

annual
artificial
blend
bore
considerable
crude
evaporate
foliage
gash
hue
increase
nourish
vary
vision
yield

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

- Which of the following might **evaporate**?
(a) coal (c) gasoline
(b) water (d) electricity
- Which of the following is an **increase**?
(a) from Maine to Mexico (c) from a scarcity to a lot extra
(b) from A to Z (d) from several to many
- Which of the following is a **considerable** amount?
(a) ten cents (c) fifty tons
(b) a thousand dollars (d) a modest sum
- Which of the following have **foliage**?
(a) rose bushes (c) mushrooms
(b) apple trees (d) tomatoes
- Which of the following could cause a **gash**?
(a) a sharp rock (c) a hammer
(b) a baseball (d) an ax
- Which of the following is a **hue**?
(a) pink (c) clear
(b) yellow (d) dark
- For which of the following would you need your **vision**?
(a) making sure your socks match (c) listening to the radio
(b) observing Thanksgiving (d) observing the moon
- Which of the following would a seven-year-old probably find **boring**?
(a) a visit to a circus (c) a speech by a state senator
(b) a ride on a roller coaster (d) a TV discussion of proper diet

Write the antonym of each word on the left on the line next to it. Choose from the words on the right, which are in a different order.

- | | | |
|-----------------|-------|-----------|
| 1. increase | _____ | natural |
| 2. descend | _____ | lose |
| 3. considerable | _____ | cramped |
| 4. ancient | _____ | refined |
| 5. spacious | _____ | lessen |
| 6. artificial | _____ | new |
| 7. regain | _____ | worthless |
| 8. console | _____ | rise |
| 9. precious | _____ | slight |
| 10. crude | _____ | upset |

annual
artificial
blend
bore
considerable
crude
evaporate
foliage
gash
hue
increase
nourish
vary
vision
yield

Read the passage. Then answer the questions that follow it.

Maple Sugaring



In the late fall, one of nature's most beautiful sights is the **foliage** of New England's maple trees. The leaves blaze with color. Their **hues** range from bright reds to rich golds.

In the spring, some trees offer more than just a **visual** treat. Early in the season, buckets hang from the sides of sugar maples. The buckets are collecting sap for the **annual** maple sugaring.

How much sap can be collected from a healthy tree? The amount **varies** from twelve to twenty gallons. Amounts in this range **yield** from two to four pounds of maple syrup. This leaves plenty of sap for the tree. The tree needs enough sap to **nourish** itself as it enters a new growing season.

The weather has a great deal to do with how much sap a tree produces. The flow is greatest when the days are sunny and the nights are cold. The flow of sap slows down at night; it **increases** during the day. Maple trees in low, wet areas produce more sap than trees in higher and drier parts. However, the sap from wetter areas contains less sugar.

Native Americans showed the first settlers how to make maple syrup. They made **gashes** in the trees with axes to let the sap run out. However, this could cause **considerable** damage to the tree. Today, tree farmers **bore** a small hole into each tree, about three feet above the ground. This way, they do no harm.

When it seeps from the tree, the syrup is in **crude** form; it needs to be refined before it is ready to use. It is boiled in large kettles until the water **evaporates**. The remaining syrup is passed through filters to clean it. It is then ready to be poured on waffles and pancakes. It can also be made into candy. Maple sugar candy is very popular with visitors to New England.

Maple syrup is produced only in North America. The sugaring season lasts just four to six weeks. Besides New England, several other northern states carry out maple sugaring. The Canadian provinces of Quebec and Ontario also produce maple syrup. Much of the syrup that Americans pour on their pancakes is not real maple syrup, however. It is made from cane sugar syrup with **artificial** maple flavoring added. Sometimes the makers **blend** it with real maple syrup. That way, the label can say "Contains Real Maple Syrup." One hundred percent maple syrup costs more. Still, those who enjoy its taste say there is nothing like the real thing.

▶ Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. What do the words "Contains Real Maple Syrup" on the label tell you?

2. Why do you think **artificial** maple syrup costs less than the real thing?

3. What is another word for the leaves of a tree?

4. In what season do maple trees become a **visual** treat?

5. If you were hiking in New England in the fall, what **hues** might you see?

6. How much sap can be collected from a sugar maple?

7. What is the meaning of **yield** as it is used in the passage?

8. Why do trees produce sap?

9. Why do you think people gathering sap prefer sunny days?

annual
artificial
blend
bore
considerable
crude
evaporate
foliage
gash
hue
increase
nourish
vary
vision
yield

10. Why did the first settlers need axes to get at the sap?

11. Why don't people use this method any more?

12. Explain why you might see small round holes in the trunks of sugar maples.

13. Why don't people use the syrup that collects in the buckets immediately?

14. What happens when sap is boiled?

15. How often does maple sugaring occur?

FUN & FASCINATING FACTS

• Here are two more pairs of homophones. The first is **bore** and *boar*; a *boar* is a male pig. The second is **hue** and *hew*; to *hew* something is to cut it or chop it with an ax.

• **Crude** and *refined* are antonyms. (*Crude* sugar is purified by boiling and filtering; it then becomes *refined* sugar.)

Lesson 12

For more practice and games, go to www.WordlyWise3000.com.



Word List

Study the definitions of the words. Then do the exercises that follow.

ability
ə bi' lə te

n. Power or knowledge; skill.

Lani's **ability** to do math problems in her head astounded her teacher.

amiable
ā' mē ə bəl

adj. Friendly; good natured and pleasant.

My uncle's **amiable** manner put my friends at ease right away.

bliss
blis

n. Complete joy or happiness.

My idea of **bliss** is an afternoon on the river with my fishing rod.

blissful *adj.* Very happy; joyful.

The proud parents wore **blissful** smiles as they watched their son graduate.

caress
kə res'

v. To touch in a tender or loving way.

Sean **caressed** the baby's forehead gently as it lay sleeping.

n. A tender or loving touch or hug.

The kitten brushing against my cheek felt like a **caress**.

clutch
kluch

v. To grasp or hold tightly to.

Kabir **clutched** his teddy bear as he climbed into the dentist's chair.

n. The part of a machine that connects and disconnects the power from the rest of the machine.

Before changing gears in a standard shift car, first step on the **clutch**.

coax
kōks

v. To persuade or urge in a gentle way.

I **coaxed** my baby sister into holding my hand as we crossed the street.

furious
fīoor' ē əs

adj. 1. Very, very angry.

The emperør was **furious** when he realized how the two "tailors" had tricked him.

2. Very fast, strong, or wild.

I was confused by the **furious** activity going on in the kitchen.

fury *n.* 1. Great anger.

Mark's uneasiness turned to **fury** when he learned how completely he had been tricked.

2. Wild and uncontrolled force.

The **fury** of the storm was far greater than had been forecast.

gesture
jes' chər

n. 1. A movement of the arm or hand.

The president waved his arm in a farewell **gesture** before boarding Air Force One.

2. Something done to show one's feelings.

Asking you to the birthday party was Dolores's **gesture** of friendship.

v. To make a movement of the arm or hand.

The coach **gestured** to the players on the bench to join her on the field.

mope
mōp

v. To be sad and gloomy; to lose interest in the things that usually bring pleasure.

As the long, hot summer days went on and I still had no job, I began to **mope**.

prefer
pri fər'

v. To like better; to choose first.

Which do you **prefer**, chocolate or vanilla?

preference (pre' fər əns) *n.* That which is preferred.

If you don't have a **preference**, I'll choose the movie.

recover
ri kuv' ər

v. 1. To get back to a normal state; to get well again.

Patrizia soon **recovered** from the flu.

2. To get back what was lost or stolen.

It cost a hundred dollars to **recover** my car after it was towed.

recovery *n.* 1. A return to a normal state.

Dr. Holberg was surprised at the speed of my **recovery**.

2. The act of getting back what was lost or stolen.

The museum is offering a reward for the **recovery** of the missing painting.

replace
ri plās'

v. 1. To take the place of.

Who will **replace** Mr. Myers when he leaves the school?

2. To put back in place.

When you are through with the encyclopedias, let the librarian **replace** them on the shelves.

replacement *n.* A person or thing that takes the place of another.

If the water pump cannot be repaired, the plumber will order a **replacement** for us.

request
ri kwest'

v. To ask for.

I **requested** a chocolate cake with cherry frosting for my birthday.

n. The thing asked for.

The band leader agreed to play our **request**.

separate
se' pār āt

v. To set or keep apart.

Whenever the twins start fighting, my mother **separates** them.

adj. (se' pār āt) Not together; not joined.

The twins asked if they could have **separate** bedrooms.

shun
shun

v. To take special pains to avoid; to keep away from.

Leon ceased his bullying when his classmates started to **shun** him.

12A

Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 12. Write each sentence in the space provided.

1. (a) To shun something (c) is to want it very badly.
(b) To recover something (d) is to have nothing to do with it.

2. (a) To be amiable is to be (c) talkative.
(b) very angry. (d) To be furious is to be

3. (a) To separate people is to (c) try to persuade them to do something.
(b) make them angry. (d) To coax people is to

4. (a) To prefer something is (c) To recover something is
(b) to get it back. (d) to get closer to it.

ability
amiable
bliss
caress
clutch
coax
furious
gesture
mope
prefer
recover
replace
request
separate
shun

5. (a) A caress is
(b) A request is
(c) a warm and loving touch.
(d) a warning of possible danger.
-
-

6. (a) To clutch something is to
(b) like it better than something else.
(c) To prefer something is to
(d) let go of it.
-
-

7. (a) To separate something is to
(b) ask for it.
(c) To request something is to
(d) hold tightly to it.
-
-

8. (a) A gesture is
(b) A replacement is
(c) someone who takes the place of another.
(d) something said as a joke.
-
-

9. (a) great anger.
(b) deep sadness.
(c) Bliss is
(d) Fury is
-
-

10. (a) A clutch is
(b) A gesture is
(c) a warning not to get any closer.
(d) a movement of the arm or hand.
-
-

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 12.

1. Andrea and Lucia have to be **kept apart** because they giggle so much if they sit together.
2. I **made a movement of my arm** to draw attention to the car I was interested in driving.
3. I had just one **thing I wanted to ask for**, and that was a large glass of cold lemonade.
4. Irina had the chicken pox, but made a quick **return to good health**.
5. Angela **lost interest in the things that usually gave her pleasure** for weeks after Julio moved away.
6. Our old car needs a new **part that connects and disconnects power from the engine**.
7. Around 1900, the automobile began to **take the place of** the horse and buggy.
8. My **having knowledge of how** to speak Spanish was what got me the job in the office.
9. The runners set off at a **very fast** pace.
10. A look of **complete happiness** crossed Mai-ying's face when she heard that she had won the scholarship.

ability

amiable

bliss

caress

clutch

coax

furious

gesture

mope

prefer

recover

replace

request

separate

shun

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

1. Which of the following would an **amiable** person do?
(a) avoid other people (c) get angry easily
(b) greet you with a smile (d) make friends easily

2. Which of the following might a child **caress**?
(a) a baby sister (c) a pet rabbit
(b) a stuffed animal (d) a porcupine

3. Which of the following might a person **clutch**?
(a) a phone call (c) a baseball bat
(b) a telephone (d) a baseball score

4. Which of the following is a friendly **gesture**?
(a) sending a get-well card (c) holding out your hand
(b) closing your eyes (d) turning your back

5. Which of the following might a person who is **moping** do?
(a) suggest having a party (c) stay home all day
(b) not answer when spoken to (d) call up old friends

6. Which of the following could be **recovered**?
(a) lost time (c) your balance
(b) a lost ring (d) your health

7. Which of the following can be **replaced**?
(a) a book taken from the shelf (c) a friend who dies
(b) a lost screwdriver (d) a pet turtle that dies

8. Who would someone be likely to **shun**?
(a) an enemy (c) a friend
(b) an untrustworthy person (d) a helpful person

Sometimes words have such similar meanings that it is easy to confuse them. Read the pairs of sentences. Then choose the word that best fits each sentence.

ask / request

1. When I am lost, I usually _____ someone for directions.
2. The driver will let you get out of the bus at Hanover Street only if you _____ a stop there.

shun / avoid

3. I try to _____ the downtown area at rush hour.
4. The students _____ anyone who acts like a bully.

slay / kill

5. In the legend, the hero set out to _____ the dragon.
6. In the movie, we saw a lion _____ a zebra after bringing it down.

desire / wish

7. Did your _____ come true?
8. Their one _____ was to live in freedom.

bliss / happiness

9. True _____ can often be found by serving others.
10. To be young and in love was sheer _____.

old / ancient

11. The _____ city of Nineveh was in present-day Iraq.
12. Do you have any _____ clothes you want to give away?

alter / change

13. Do you intend to _____ the date of the meeting?
14. A tailor can _____ that jacket so that it fits better.

ability
 amiable
 bliss
 caress
 clutch
 coax
 furious
 gesture
 mope
 prefer
 recover
 replace
 request
 separate
 shun

Read the passage. Then answer the questions that follow it.

Communicating with Koko



American Sign Language (ASL) is a form of communication that is as rich and flexible as spoken English. It is used by hundreds of thousands of hearing-impaired people. Each **gesture** of the hand or arm has a particular meaning. In the early 1970s, a most unusual student began learning to communicate through ASL. Her name was Koko, and her teacher was Dr. Francine Patterson.

Koko, a gorilla, was born in the San Francisco Zoo. While still a baby, she became ill and had to be **separated** from the other gorillas. She lived in a specially equipped trailer, where Dr. Patterson took care of her. Dr. Patterson is a scientist interested in animal behavior. While nursing Koko back to health, she had another goal as well. Slowly and with great difficulty, she taught the young gorilla to communicate using ASL.

Dr. Patterson made up little games for teaching Koko how to use her hands. She began by working on words for food and drink. She would show Koko an object, say the word, and make the sign. For example, she would sign the word for drink before giving Koko a drink. Koko began to show that she understood Dr. Patterson's gestures after only two weeks. Once she made the association between hand movements and the objects they represented, she quickly began to learn words. By eighteen months, she knew twenty-two signs; by three years and three months, she could make seventy-eight understandable signs. Over a period of six years, she learned over a thousand words. She could even string words together to form simple sentences.

Dr. Patterson also used picture books to teach Koko new words. Koko **preferred** looking at books with pictures of gorillas and cats. So when Dr. Patterson asked Koko what she wanted for her birthday, she wasn't surprised when Koko **requested** a cat. Koko was usually a very **amiable** creature. But when she opened Dr. Patterson's present and saw a stuffed animal, she was **furious**. She threw it away. Dr. Patterson tried to **coax** the unhappy gorilla to play with the toy cat. Her attempts failed. Koko knew the difference between a real cat and a toy one. She **shunned** the stuffed animal completely. She wanted a real cat.

A few weeks later Dr. Patterson gave Koko a little gray kitten. Koko picked up the kitten very carefully and **caressed** it gently. When asked what she was going to call it, she signed "All Ball." Perhaps she gave it this name because it had no tail. Without a tail it looked just like a ball of fur. Koko carried All Ball around on her back. The kitten **clutched** Koko's fur, the way baby gorillas do with their mothers. Koko loved to play games with All Ball; the two became close friends.

One day All Ball was hit by a car and died. For days afterward, Koko **moped**—miserable over the loss of her friend. Koko **recovered** her good spirits when Dr. Patterson gave her another kitten to **replace** All Ball. When Koko got her new pet, she picked it up and held it lovingly. A **blissful** look spread over her face.

With language comes the **ability** to make jokes—and also to lie. Koko learned to do both. One day she broke the sink in the trailer. When Dr. Patterson asked her who had done it, Koko signed the name of the person who had been in the trailer with her. Another time she pointed to a white towel and signed "red." She was corrected several times but refused to admit she had made a mistake. Then she slyly picked a tiny piece of lint off the towel. It was red!

► Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

ability
amiable
bliss
caress
clutch
coax
furious
gesture
mope
prefer
recover
replace
request
separate
shun

1. What is the meaning of **gesture** as it is used in the passage?

2. Why was Koko living in a trailer?

3. Did Koko show a **preference** for a particular kind of book?

4. Why did Dr. Patterson choose a cat to give Koko?

5. What kind of personality did Koko have?

6. What is the meaning of **furious** as it is used in the passage?

7. How did Koko respond to Dr. Patterson's **coaxing**?

8. Why did Koko **shun** the toy cat?

9. How did Koko show that she cherished the real kitten?

10. How did All Ball stay on Koko's back?

11. How could Dr. Patterson tell that Koko was sad when All Ball died?

12. What is the meaning of **replace** as it is used in the passage?

13. How could Dr. Patterson tell that Koko was happy with the second cat?

14. What did learning to communicate allow Koko to do?

15. How would you feel if you felt **blissful**?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.

FUN & FASCINATING FACTS

• You are likely to **caress** those who are most dear to you. This is not surprising, since the word comes from the Latin *caro*, which means "dear." You might think that the word *care* comes from this same Latin root since we care for those who are dear to us, but it comes from something totally different: the Old English word *cearu*.

• The noun **clutch** has an unusual meaning when it is used as the plural noun *clutches*. To be "in the clutches" of something or somebody is to be in the power of that thing or that person. People who are taken hostage are in the *clutches* of those who have taken them prisoner; criminals spend a lot of time trying to avoid the *clutches* of the law.

- ability
- amiable
- bliss
- caress
- clutch
- coax
- furious
- gesture
- mope
- prefer
- recover
- replace
- request
- separate
- shun

Lesson 13

For more practice and games, go to www.WordlyWise3000.com.



Word List

Study the definitions of the words. Then do the exercises that follow.

appall
ə pŏl'

v. To cause horror, shock, or dismay.

The inspectors were **appalled** by the conditions in the prison factories.

appalling *adj.* Causing shock and horror.

The television report exposed the **appalling** treatment of the farm workers.

dejected
di jək' təd

adj. Discouraged; low in spirits.

Jesse felt **dejected** when he couldn't find an apartment with low rent.

depend
di pend'

v. 1. To rely on for support.

Many blind persons **depend** on guide dogs.

2. To be based on.

Whether or not I go to the concert **depends** on what my parents say.

dependable *adj.* Reliable.

If you do a lot of driving, you need a **dependable** car.

dreary
drir' ē

adj. Sad and gloomy.

I pulled up the shades to let more light into Olga's dark and **dreary** apartment.

fanatic
ˈfə nat' ik

n. A person whose enthusiasm for a belief is extreme.

Uncle Roger ran the restaurant for years, and he was a **fanatic** about cleanliness in the kitchen.

fanatical *adj.* Carrying an interest or enthusiasm to extremes.

Mr. Gradgrind was a **fanatical** believer in the importance of facts.

impact
im' pakt

n. 1. The striking of one object by another.

The **impact** of the ball bruised the catcher's arm.

2. Forceful impression.

Martin Luther King, Jr.'s "I Have a Dream" speech had a great **impact** on millions of Americans.

invade
in vād'

v. 1. To enter by force in order to take over.
The German army **invaded** Russia in June, 1941.

2. To intrude; to enter in great numbers.
I am putting a lock on my drawer so my little sister won't be able to **invade** my privacy any more.

invasion *n.* The act of invading.

The gypsy moth **invasion** caused the destruction of many Cape Cod pine trees.

isolate
i' səlāt

v. To cut off from others.

As soon as my brother broke out in spots the doctor **isolated** him for a week.

isolation (i səlā' shən) *n.* The condition of being isolated.

The cottage's **isolation** makes it appealing to someone seeking a quiet vacation.

isolated *adj.* Cut off from others.

The lighthouse keeper actually enjoyed her **isolated** life.

occupy
ä' kyōō pī

v. 1. To live in; to take up.

My aunt Bianca's family **occupied** the apartment next to us when I was little.

2. To take over by force.

Protesting students **occupied** the school president's office.

occupation (ä' kyōō pā' shən) *n.* 1. A person's job or profession.

Nursing is a perfect **occupation** for my brother since he loves helping people.

2. A filling up of time or space.

The sign in the elevator said that **occupation** by more than twelve people was against the law.

reveal
ri vēl'

v. 1. To make known.

If you **reveal** the wish you made, it might not come true.

2. To bring into view; to show.

The curtain rose to **reveal** three men sitting on top of a stone wall.

rout
rout

n. A disorganized retreat from an attack; a total defeat.

The battle ended in a **rout** as the enemy soldiers dropped their weapons and ran.

v. To defeat completely.

The U.S. basketball players **routed** their opponents in the 1992 Olympic Games.

suspect *sə spekt'* v. 1. To think of as probably guilty.
The police **suspect** the man who used to live upstairs of breaking into our apartment.
2. To suppose that something is true.
I **suspect** that she knows more algebra than she thinks she does.
n. (sus'pekt) A person believed to be guilty.
The **suspect** asked to see a lawyer before being questioned.

temporary *tem'pə rer e* *adj.* Lasting or made to last for a short time.
The town hall provided a **temporary** place for people to stay.

terror *ter'ər* *n.* Great fear.
Thunder and lightning always fill my grandmother with **terror**.
terrify *v.* To fill with terror or great fear.
The reports of the crime in the neighborhood **terrified** the residents.

tragic *tra'jik* *adj.* Causing great sadness; terrible or dreadful.
The entire nation grieved over the **tragic** death of Dr. Martin Luther King, Jr.
tragedy (tra'jə dē) *n.* 1. An event that causes great pain, suffering, or loss of life.
The closing of the shipyard would be a **tragedy** for Charlestown.
2. A play that ends sadly as the hero or heroine loses at the end of a great struggle.
Shakespeare wrote some of the world's greatest **tragedies**.

13A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 13. Write each sentence in the space provided.

1. (a) travel through it. (c) To isolate a place is to
(b) live in it. (d) To occupy a place is to

2. (a) A dependable person (c) takes things in stride.
(b) A dejected person (d) is in low spirits.

3. (a) Impact is
(b) a forceful impression. (c) a desire to do good.
(d) Terror is
-
4. (a) rely on that person. (c) play a joke on that person.
(b) To appall someone is to (d) To depend on someone is to
-
5. (a) To reveal a place is to (c) make changes in it.
(b) To invade a place is to (d) enter it to take over.
-
6. (a) well cared for. (c) cut off from others.
(b) To be fanatic is to be (d) To be isolated is to be
-
7. (a) To suspect something is to (c) be afraid of it.
(b) bring it into view. (d) To reveal something is to
-
8. (a) A temporary condition is one (c) that lasts forever.
(b) that causes great sadness. (d) A tragic event is one
-
9. (a) To suspect someone is to (c) make fun of that person.
(b) believe that person is guilty. (d) To appall someone is to
-
10. (a) A rout is (c) a path that is traveled.
(b) one who has extreme beliefs. (d) A fanatic is
-

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 13.

1. Whether or not I go on the trip to the mountains will **be based** on the condition of my car.
2. The school building seems **dull and gloomy** during winter vacation.
3. A person with measles should be **kept away from other people**.
4. My job making pizza is **not expected to last for very long**, but I love it.
5. I was **shocked and dismayed** to find out that my neighbors had had no heat in their house for four days.
6. When cockroaches **moved in and took over** our kitchen, my mother called the landlord immediately.
7. The detective waited to question the **persons believed to be guilty of the crime** until their lawyer arrived.
8. There was a look of **great fear** in her eyes as she heard the crash of thunder.
9. The Red Sox **completely defeated** the Yankees by a score of 10 to 0.
10. *Hamlet* is one of Shakespeare's most famous **plays that end sadly as the hero loses at the end of a great struggle**.

appall

dejected

depend

dreary

fanatic

impact

invade

isolate

occupy

reveal

rout

suspect

temporary

terror

tragic

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

1. Which of the following should you be able to **depend** on?
(a) a close friend (c) a stranger
(b) your parents (d) a scoundrel

2. Which of the following could you **reveal**?
(a) your age (c) your thoughts
(b) your date of birth (d) your plans for the future

3. Which final basketball score(s) would be a **rout**?
(a) 102 to 98 (c) 110 to 108
(b) 68 to 12 (d) 72 to 10

4. Which of the following might be thought **dreary**?
(a) a blissful afternoon (c) an afternoon spent pulling up weeds
(b) a bright hue (d) a person who lacks a sense of humor

5. Which of the following could be **temporary**?
(a) a death (c) a shelter
(b) a job (d) a period without rain

6. Which of the following would have an **impact**?
(a) the death of a president (c) the loss of one's job
(b) a leaf landing on the ground (d) a car hitting a tree

7. Which of the following might be **appalling**?
(a) an increase in crime (c) the condition of homeless people
(b) world hunger (d) the number of people in prison

8. Which of the following is an **occupation**?
(a) poet (c) uncle
(b) lawyer (d) teacher

Here are nine Latin roots and their meanings. Many English words are based on these roots.

<i>tempus</i> (time)	<i>amicus</i> (friend)	<i>jacere</i> (to throw)
<i>rumpere</i> (to break)	<i>annus</i> (year)	<i>centum</i> (hundred)
<i>visus</i> (to see)	<i>locus</i> (place)	<i>solus</i> (alone)

Fill in the blank spaces in each sentence with the correct Latin root and its meaning. Choose from the list of Latin roots.

1. To **isolate** someone is to cut that person off from others. The word comes from the Latin _____, meaning _____.
2. An **abrupt** change is one that breaks with the past and comes without warning. The word comes from the Latin _____, meaning _____.
3. To see properly, you need good **vision**. The word comes from the Latin _____, meaning _____.
4. A **century** is a period of one hundred years. The word comes from the Latin _____, meaning _____.
5. A **temporary** position is not expected to last a long time. The word comes from the Latin _____, meaning _____.
6. To **revise** something is to look it over and make necessary changes. The word comes from the Latin _____, meaning _____.
7. An **amiable** manner is one that is friendly. The word comes from the Latin _____, meaning _____.
8. An **annual** event is one that is held every year. The word comes from the Latin _____, meaning _____.
9. To **locate** a place on a map is to find that place. The word comes from the Latin _____, meaning _____.
10. To **eject** someone is to throw that person out. The word comes from the Latin _____, meaning _____.

appall
dejected
depend
dreary
fanatic
impact
invade
isolate
occupy
reveal
rout
suspect
temporary
terror
tragic

Read the passage. Then answer the questions that follow it.

Anne Frank's Diary



Anne Frank was eleven years old in 1940 when the armies of Adolf Hitler **invaded** Holland, where she lived with her parents and her older sister. Hitler was the Nazi ruler of Germany. He was a **fanatic** in his ideas, and he hated certain groups of people, especially Jews. He planned to do away with all the Jews in Europe. The Frank family was Jewish. They were frightened and **appalled** when Hitler took over Holland.

In **terror**, Anne's family went into hiding. They moved into a small space hidden behind a bookshelf in Mr. Frank's office. Another family joined them. Altogether, eight people **occupied** the crowded space. They **depended** on brave friends who brought them food and news of the outside world. They hoped their stay would be **temporary**, and every day they longed to hear that Hitler had been defeated. But after two years, they were still in hiding.

From 1942 to 1944, Anne Frank kept a diary. She wrote about the things that happened and their **impact** on her life. Although life in these cramped surroundings was very **dreary**, Anne's diary is always interesting. In it she **reveals** her deepest thoughts and feelings. She complains of the **isolation** they all experienced, and she writes of their hopes of one day leading a normal life. No matter how **dejected** she felt, she always made the effort to keep the diary up-to-date.

Being discovered by the Germans was Anne Frank's greatest fear. Any unusual sound from outside—a slamming door, heavy footsteps, German voices—could be a sign of danger. The little group had the use of a toilet, but they could not flush it during the day. Someone nearby might hear it and **suspect** that people were in hiding there.

World War II ended in 1945. Hitler's armies were **routed** in the East by the Russians and in the West by the Americans and the British. But the war's end came too late for Anne Frank. The Germans had found the family's hiding place the year before. Anne and most of her family were killed.

We would not know of Anne's **tragic** story if not for her diary. She left it behind when she was taken away, but family friends found it and saved it. Anne's father managed to survive the war. When he returned home, his family was gone; only his daughter's diary was left. He published the diary to share her story with the world.

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. What part of Anne Frank's story had the greatest **impact** on you?

2. What terrible misfortune happened to the people of Holland in 1940?

3. Why is Hitler such an **appalling** figure in the world's history?

4. What was the main reason for Hitler's actions toward Jews?

5. Why did the European Jews fear the Germans?

6. What is the meaning of **occupied** as it is used in the passage?

7. How did Anne Frank's family and friends get food?

8. Why did those in hiding think their stay might be **temporary**?

9. What might those in hiding have done to make life less **dreary**?

appall
dejected
depend
dreary
fanatic
impact
invade
isolate
occupy
reveal
rout
suspect
temporary
terror
tragic

10. Why do you think readers of her diary feel so close to Anne Frank?

11. Why do you think those in hiding complained of feeling **isolated**?

12. At what times do you think Anne Frank might have been most **dejected**?

13. What made it possible for the Frank group to stay hidden for two years?

14. What happened to Adolf Hitler's armies in 1945?

15. Why is Anne Frank's story such a **tragic** one?

FUN & FASCINATING FACTS

- The word **deject** comes from the Latin roots *de*, meaning "away from," and *jacere*, meaning "to throw." Someone who is *dejected* is thrown, or cast down, in spirit. The word **project** (verb) combines the Latin prefix *pro*, meaning "forward," with *jacere*. To *project* something is to throw it forward. A movie *projector* is a machine that throws an image onto a screen.

Many other words are built from *jacere*, including **reject** ("to throw away"), **inject** ("to force, drive, or throw into something"), and **eject** ("to throw out").

- The word **depend** comes from the Latin roots *de* and *dependere*, meaning "to hang." Something that is *impending* is "hanging," or about to happen.

Lesson 14

For more practice and games, go to www.WordlyWise3000.com.



Word List

Study the definitions of the words. Then do the exercises that follow.

afford
ə fôrd'

v. 1. To be able to pay for.

Can you **afford** a new pair of running shoes?

2. To be able to do.

When you're on the soccer team, you can't **afford** to miss a night's sleep.

3. To give; to provide.

Music **affords** me much pleasure.

boast
bôst

v. 1. To talk with too much pride in oneself or in what one owns or has done; to brag.

Ben **boasted** about all the games he had won.

2. To have and to take a proper pride in having.

San Francisco **boasts** one of the finest bridges in the world, the Golden Gate Bridge.

n. An act of boasting.

"It was just a **boast**," Julio said. "I can't really run five miles."

chord
kôrd

n. Three or more notes of music played together.

Becca played a few **chords** on the guitar.

exceptional
ek sep' shən əl

adj. Unusually good.

The batik cloth was of **exceptional** quality.

fortunate
fôr' chə nət

adj. Lucky.

You are **fortunate** to have such kind friends.

fringe
frinj

n. 1. An edge made of short lengths of material such as thread, used to decorate clothes, curtains, etc.

My skirt had a **fringe** down the side.

2. An outside edge.

At the concert, I stood at the **fringe** of the crowd.

humble
hum' bəl

adj. 1. Plain and simple.

Abraham Lincoln was raised in a **humble** log cabin.

2. Not proud; modest.

In her **humble** speech of thanks, the new mayor said she would need all the help she could get.

v. To bring down to defeat.

Our soccer team **humbled** Newton High with a score of seven goals to one.

meadow
me' dō

n. A field of grass or wildflowers.

In the middle of the **meadow** stood a cow and its calf.

melancholy
me' lən kəl ē

adj. Filled with sorrow; very sad.

The movie was so sad it left me in a **melancholy** mood.

n. A state of sadness.

His **melancholy** began to affect my mood and I grew more and more dejected.

obstinate
äb' stə nət

adj. Not willing to give in; stubborn.

You can't persuade him to do anything—he's too **obstinate**.

plead
plēd

v. 1. To ask for something that is felt to be very important; to beg.

The family **pleaded** with reporters to leave them alone.

2. To respond to a charge by a court of law.

The prisoner said he wished to **plead** not guilty.

plunge
plunj

v. 1. To throw oneself into.

We **plunged** into the pool and swam a few laps.

2. To push or force quickly.

I **plunged** the spade into the earth.

3. To drop sharply.

The price of land near the new dump **plunged** last year.

n. A sudden dive or fall.

My spirits took a **plunge** when I saw the first page of the test.

relent
ri lent'

v. To become less strict.

My parents finally **relented** and said I could go to the concert.

submit
sub mit'

v. 1. To give to someone to look over or decide about.
Each student is asked to **submit** a picture for the yearbook.

2. To give in to someone or something.

My sister was always telling me what to do, but I refused to **submit** to her.

trudge
truj

v. To walk slowly and heavily, as though with great effort.

We had to **trudge** through deep snow to reach the door.

14A

Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 14. Write each sentence in the space provided.

1. (a) Fortunate people (c) are not vain.
(b) Humble people (d) change their minds easily.

2. (a) three or more notes played together. (c) A plunge is
(b) an edging of short lengths of material. (d) A chord is

3. (a) A fortunate person is one (c) who suffers from poor health.
(b) who is lucky. (d) A melancholy person is one

4. (a) A boast is (c) a grassy field.
(b) A meadow is (d) a steep hill.

afford
boast
chord
exceptional
fortunate
fringe
humble
meadow
melancholy
obstinate
plead
plunge
relent
submit
trudge

5. (a) beg for something. (c) To plead is to
(b) deny something. (d) To submit is to
-
-

6. (a) To boast a fine sports stadium (c) is to take good care of it.
(b) To afford a fine sports stadium (d) is to take pride in it.
-
-

7. (a) An exceptional student is one who (c) is very lucky.
(b) An obstinate student is one who (d) has great ability.
-
-

8. (a) a sharp drop. (c) A plunge is
(b) a change of mind. (d) A fringe is
-
-

9. (a) give it to someone for approval. (c) To submit something is to
(b) To afford something is to (d) be ashamed of it.
-
-

10. (a) Obstinate people (c) are unable to make up their minds.
(b) Melancholy people (d) are unwilling to change their minds.
-
-

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 14.

1. Raoul had no choice but to **give in** to his parents' rules.
2. After you **say, when asked by the judge, that you are** not guilty, the trial will begin.
3. Our first apartment was **plain and simple**, but we loved it.
4. It was Aunt Oona's **proud claim** that she could run two miles in twelve minutes.
5. At first Mom said we couldn't ride our bikes to the movies, but after thinking it over, she **changed her mind and said that we could**.
6. Neema and Bill **walked slowly and with much effort** up the steep path to the top of Corey Hill.
7. The crowd gasped as the Olympic swimmer **dived suddenly** into the pool.
8. I prefer the tan lampshade with the **edge of short lengths of thread sewn on for decoration**.
9. We were all wondering how Alisa could **spare the money for** all those new clothes.
10. The second movement of Brahms' Fourth Symphony fills me with **feelings of great sadness**.

afford
boast
chord
exceptional
fortunate
fringe
humble
meadow
melancholy
obstinate
plead
plunge
relent
submit
trudge

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

1. Which of the following might a person **boast** about?
(a) making a mistake (c) winning
(b) losing (d) failing

2. Which of the following might make a person feel **fortunate**?
(a) having good health (c) living in a free country
(b) having kind parents (d) getting free tickets to the circus

3. Which of the following might have a **fringe**?
(a) a crowd (c) a blanket
(b) a lake (d) a story

4. Which of the following might be too much for most people to **afford**?
(a) to go on a trip around the world (c) to miss a meal
(b) to spare some time (d) to buy a sports car

5. Which of the following can be **humble**?
(a) a person (c) a speech
(b) a cottage (d) a palace

6. Which of the following might you find in a **meadow**?
(a) cows (c) wildflowers
(b) picnickers (d) skyscrapers

7. Which of the following might a person **plead** for?
(a) more help (c) mercy
(b) more money (d) misfortune

8. Which of the following can **plunge**?
(a) the temperature (c) a rock
(b) the price of a house (d) the age of a house

The suffix *-able* changes a verb into an adjective. Change each verb into an adjective by adding this suffix to the word. Note that in words that end with *y* preceded by a consonant, you must change the *y* to *i* before adding the suffix. (*envy, enviable*)

1. depend _____
2. vary _____
3. remark _____
4. prefer _____
5. afford _____
6. rely _____

The suffix *-ment* changes a verb to a noun. Change each verb into a noun by adding this suffix to the word.

7. entertain _____
8. replace _____
9. nourish _____
10. equip _____
11. achieve _____
12. resent _____

afford

boast

chord

exceptional

fortunate

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melancholy

obstinate

plead

plunge

relent

submit

trudge

Read the passage. Then answer the questions that follow it.

How Water Lilies Began



This is a folktale from Wales, a small country west of England. It tells how water lilies came to grow in a lake in the Welsh mountains. It was all because of Huw, a farmer's son. Huw loved to play the harp and never went to school. He lived with his mother in a **humble** cottage by the side of a mountain. Every morning, he drove his mother's black and white cows up the mountain. There they spent the day in a **meadow** by the side of the lake.

One day, Huw took his harp and played a few **chords** as he watched over the herd. To his astonishment, six silver cows rose out of the water. They were drawn by the music. Their coats gleamed in the sunlight as they gathered around Huw and listened to him play. They stayed with the herd all day. In the evening, they followed the rest of the cows back to the farm. Huw's mother felt very **fortunate** to have such fine new cows. She **boasted** to her neighbors that they gave twice as much milk as the black and white ones. And, she added, the milk was of **exceptional** quality.

All went well until one of the silver cows stopped giving milk. After waiting a few days, Huw's mother went to the butcher. She told him to come the next day and take the cow away. Huw **pleaded** with his mother to spare the animal, but she wouldn't **relent**. She told him that they couldn't **afford** to have even one cow eating grass and giving nothing in return. The boy knew how **obstinate** his mother could be once her mind was made up. He argued with her for as long as he dared. But when his mother told him to be quiet, he had no choice but to **submit** to her will.

The next morning, as he **trudged** up the mountain, Huw could think of nothing but the beautiful silver cow that was going to be sold. The music he played on his harp that day became more and more **melancholy**. At last, his eyes filled with tears, and he could play no more. He stood up and threw his harp into the lake. At once a strange thing happened. The six silver cows ran to the edge of the lake and **plunged** in. They were never seen again.

Soon masses of silver water lilies began to grow. They grew all along the **fringes** of the lake where the silver cows had jumped in. They still grow there today. Huw's mother died long ago, and Huw is now an old man. If you should meet him and tell him you don't believe this story, he will be happy to take you up the mountain and show you the beautiful silver water lilies.

▶ Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. Why might it be easy to pick the water lilies that grew in the lake?

2. How did the music Huw played match his mood?

3. What is the meaning of **afford** as it is used in the passage?

4. How can you tell that Huw's family was not wealthy?

5. How can you tell from the passage that Huw's mother was not a shy person?

6. Where did Huw and the cows go every day?

7. What did the silver cows seem to be responding to?

8. Why was milk from the silver cows worth more than milk from the other cows?

afford
boast
chord
exceptional
fortunate
fringe
humble
meadow
melancholy
obstinate
plead
plunge
relent
submit
trudge

9. Why did Huw's mother feel **fortunate** to have the silver cows?

10. How can you tell from the passage that Huw was unwilling to defy his mother?

11. What did Huw do when his mother said the butcher would take the cow?

12. Did Huw's mother agree to do what he asked?

13. What does the word **trudged** suggest about Huw's feelings as he went up the mountain?

14. Why was it a waste of time for Huw to argue with his mother?

15. What was the last glimpse that Huw had of the silver cows?

FUN & FASCINATING FACTS

- **Chord** has another meaning in addition to the one given. In geometry, a *chord* is a straight line joining any two points on a circle.

Chord and *cord* are homophones. *Cord* is thick string or twine. It is also a unit of measurement; a *cord* of firewood is a stack that measures eight feet by four feet by four feet.

- In the Middle Ages, over five hundred years ago, people believed that the human body contained four different kinds of fluids,

called *humors*. The four humors were blood, phlegm, yellow bile, and black bile. When these were in balance, a person was said to be in good humor; when they were out of balance, a person's mood was affected. Too much blood made a person *sanguine*, or cheerful (the Latin word for blood is *sanguis*). Too much phlegm made a person *phlegmatic*, or slow to respond. Too much yellow bile, called *cholera*, made a person *choleric*, or angry. Too much black bile, called *melan cholera*, made a person **melancholy**, or unhappy.



Word List

Study the definitions of the words. Then do the exercises that follow.

apparent
ə par' ənt*adj.* 1. Clear.It's **apparent** that no one's home.

2. Seeming or appearing to be.

The **apparent** cause of increase in the price of lettuce was the spring freeze.**ban**
ban*v.* To forbid, especially by passing a law or making a rule.The hospital **bans** children from visiting patients.*n.* A law or rule that forbids something.There is a **ban** on wearing hats in class.**concentrate**
kən' sən trāt*v.* 1. To focus all one's thoughts or efforts on.It's hard for me to **concentrate** on homework when I hear the kids outside.

2. To bring or come together in one place.

Factories were **concentrated** along the east side of the Harlem River.**concentration** (kən sən trā shən) *n.* Giving total attention to something.
Don't sing! It ruins my **concentration**.**concentrated** *adj.* Of increased strength or thickness.For breakfast, mix one part of **concentrated** orange juice to three parts water.**concern**
kən sɜrn'*v.* 1. To be about; to interest.Homelessness is a subject that should **concern** everyone.

2. To trouble or worry.

My parents are **concerned** about my brother's health.*n.* 1. Something that involves a person or people.Health care is a big **concern** for most people.

2. A business organization.

After college she got a job with a banking **concern**.**consider**
kən si' dər*v.* 1. To think about carefully.Since my teaching job is a temporary one, it's time to **consider** what I should do next.

2. To take into account.

Please **consider** my feelings when you comment on the story I wrote.

3. To believe.

I may only be seventeen, but I **consider** myself an adult.

contrast
kən trəst' v. 1. To compare in order to show the differences.
Before deciding on the design for the new gym, we are going to **contrast** the two suggested plans.
2. To show differences when compared.
His actions **contrast** greatly with his words.
n. (kən' trəst) A difference.
Our new apartment is a welcome **contrast** to our old one.

fragile
frə' jəl *adj.* Easily broken or damaged.
This antique chair is so **fragile** that it would break if anyone sat on it.

menace
me' nəz n. Something that is likely to do harm or is regarded as dangerous.
Icebergs are a **menace** to ships in the North Atlantic.
v. To be a danger to; to put at risk.
The approaching hurricane **menaces** the entire South Carolina coast.

pounce
paʊns v. To swoop down on and seize.
The cat **pounced** on the mouse as soon as it ventured from its hole.

prompt
prəmpt *adj.* Quick; without too much time passing.
I sent a **prompt** reply to Ahmed's letter.
v. To cause to act.
Seeing ants all over the counter **prompted** me to spend the afternoon cleaning the kitchen.

recent
ri's ənt *adj.* Of a time just before the present.
The **recent** outbreak of measles resulted in the temporary closing of our school.

symbol
sɪm' bəl n. Something that stands for something else.
The dove is a **symbol** of peace.

talon
tə' lən n. The claw of a bird, usually one that kills animals for food.
The hawk clutched its victim firmly in its **talons**.

trophy
trɒ' fi n. Something, such as a prize or award, given to show success in an activity.
The Heisman **trophy** is a top football honor.

widespread
wɪd' spred' *adj.* 1. Spread or stretched out over a large area.
The **widespread** wings of the condor can reach ten feet from tip to tip.
2. Happening or found over a large area.
There was **widespread** frost last night.

Choose two phrases to form a sentence that correctly uses a word from Word List 15. Write each sentence in the space provided.

1. (a) total attention. (c) Concern is
(b) a lack of interest. (d) Concentration is

2. (a) An apparent winner is (c) A recent winner is
(b) one who always wins. (d) one who seems to have won.

3. (a) A concern is (c) a business organization.
(b) A symbol is (d) something that is likely to do harm.

4. (a) To concentrate things is to (c) To pounce is to
(b) become scarce. (d) bring them together in one place.

5. (a) took place a short time ago. (c) A widespread storm is one that
(b) A recent storm is one that (d) lasted for just a short time.

6. (a) A contrast is (c) a rule that forbids something.
(b) an unintended result. (d) A ban is

7. (a) To prompt something is (c) to be a danger to it.
(b) To menace something is (d) to allow it to happen.

8. (a) to show how they differ. (c) To consider two things is
(b) To contrast two things is (d) to prefer one over the other.

9. (a) found all over. (c) Something that is widespread is
(b) broken into pieces. (d) Something that is fragile is

10. (a) To prompt something is to (c) To consider something is to
(b) take it into account. (d) forbid it.

11. (a) A trophy is (c) something that stands for
something else.
(b) A symbol is (d) an animal's claw.

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Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 15.

1. My grandmother's teacups are too **easily broken** to use every day.
2. The kitten **leaped through the air and landed** on the ball of yarn.
3. What **caused** you to embrace the idea of becoming a writer?
4. The eagle's **sharp, curved claws** grasped the fish and lifted it out of the water.
5. Her golfing **award for victory** was the thing she took great pride in.
6. This chapter in the history book **points out the differences between** school life today with that of a century ago.
7. Please **keep your mind only** on your driving, and forget about looking at the scenery.
8. Have you **given any thought to** trading in your old car for a new one?
9. My grandmother's future is a subject that **is of great interest to** my parents.

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

1. Which of the following is a **recent** event?

(a) this morning's breakfast	(c) last night's supper
(b) your grandparents' wedding	(d) your first day of kindergarten

2. Which of the following is **fragile**?

(a) a baseball bat	(c) a gold ring
(b) a glass ornament	(d) a tree limb

3. Which of the following might cause **concern**?

(a) a toothache	(c) a hurricane warning
(b) rising prices	(d) a furious customer

4. Which of the following could be a **menace** to drivers?

(a) icy roads	(c) speed limits
(b) thick fog	(d) seat belts

5. Which of the following might **pounce** on another animal?

(a) an elephant	(c) a tiger
(b) an eagle	(d) a mouse

6. Which of the following is a **symbol** of the United States?

(a) the stars and stripes	(c) the bald eagle
(b) the Statue of Liberty	(d) the Liberty Bell

7. For which of the following might you be given a **trophy**?

(a) taking care of a little sister	(c) catching the biggest fish
(b) winning a tennis match	(d) catching a cold

8. Which of the following might do **widespread** damage?

(a) a flood	(c) a leaky roof
(b) a hurricane	(d) an earthquake

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The prefix *con-* or *com-* means "with" or "together."

Fill in the first set of blanks with the correct form of the prefix *con-* or *com-* for each word. Fill in the second set with *together* or *with* to complete the meaning. All except the last two words are from this or previous lessons.

- | | |
|------------------|-------------------------------------|
| 1. _____trast | to compare one thing _____ another |
| 2. _____centrate | to bring or come _____ in one place |
| 3. _____municate | to be in touch _____ |
| 4. _____plete | _____ nothing missing |
| 5. _____cern | to have to do _____ |
| 6. _____fuse | to mix one thing up _____ another |
| 7. _____sider | to think over _____ care |
| 8. _____tract | to draw closer _____ |
| 9. _____plain | to find fault _____ |
| 10. _____nect | to join one thing _____ another |

Read the passage. Then answer the questions that follow it.

The Fall and Rise of the Bald Eagle



For over two hundred years, the bald eagle has been the **symbol** of America. The likeness of this powerful bird is found on our coins and on the Great Seal of the United States. Two hundred years ago, bald eagles were found throughout North America. By the 1970s, however, there were very few left outside of Alaska. The only creatures that **menace** the bald eagle are human beings. Why were there so few of these birds left? What are they like?

The bald eagle is a large, strong bird that is not really bald. It gets its name from its white-feathered head. The bird's head **contrasts** sharply with the rest of its brown-feathered body. When it flies, it looks as if it is a master of the air. The bald eagle is well equipped to live by hunting; it has keen vision, great **talons**, and a large, strongly hooked beak. Small animals and fish form the greater part of its diet. Sometimes it will **pounce** on a small lamb or piglet. Because of this, ranchers and farmers waged war on bald eagles. For hundreds of years they killed the birds in large numbers. In addition, hunters shot them in order to have them stuffed as **trophies**.

In the 1950s, it became **apparent** that there was a sharp drop in the number of bald eagles. The reason for this was soon discovered. The eagles' eggs were **fragile**. When they broke, the chicks inside died. The cause of the thin shells remained unknown for a number of years. Finally, the mystery was solved by a scientist named Rachel Carson.

Rachel Carson was **concerned** about the use of pesticides. Pesticides are chemicals used to kill insects that damage crops. In 1962, she wrote a book called *Silent Spring*. Her book showed how some chemicals were harming the nation's wildlife. It also explained why the eagle shells were thin: the cause was DDT. This pesticide had been in **widespread** use in the United States for over ten years. DDT had become **concentrated** in lakes and streams. Once it was in the water, it poisoned fish. Bald eagles ate fish that contained DDT. This caused them to lay eggs with thin shells that broke easily.

Rachel Carson hoped that Congress would act **promptly** to end the use of DDT and save the national bird. But it was not until 1973 that Congress passed a law **banning** the use of DDT. In the same year, it also passed a law

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that made it a crime to harm certain birds and animals that were **considered** to be in danger. The bald eagle was among them.

Gradually, the bald eagle's numbers began rising. A **recent** count revealed that there were about ten thousand pairs of bald eagles in the United States. In 2007, this grand bird was removed from the national list of animals in danger of dying out. Laws continue to protect the bald eagle, however. It is still illegal to harm bald eagles and their eggs.

➤ Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. When would a farmer be most likely to kill a bald eagle?

2. When did we find out that the bald eagle was in danger of dying out?

3. What was the reason for the drop in the number of bald eagles?

4. Explain why this story of the bald eagle has a happy ending.

5. Why did the bald eagle have good reason to fear human beings?

6. How does the bald eagle capture its food?

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7. How did Rachel Carson show her **concern** about what was happening to the nation's wildlife?

8. What happened to DDT after it had been sprayed on crops?

9. Where was DDT used?

10. What did some hunters do with the bald eagles they shot?

11. What is the meaning of **considered** as it is used in the passage?

12. Why was it important for Congress to act **promptly**?

13. What did Congress finally do?

14. How did the bald eagle get its name?

15. Why does a picture of the bald eagle appear on the Great Seal of the United States?

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FUN & FASCINATING FACTS

- When the Apollo astronauts returned to Earth, they brought back *fragments* of rocks from the moon. The word means "parts that are broken off," and comes from the Latin *fractus*, which means "broken." Several other English words are formed from this same Latin root. If you break a bone, you have a *fracture*. If you break down the number one into smaller parts, such as halves or quarters, you get *fractions*. Finally, something that is **fragile** is easily broken.
- When a stage actor forgets the next line, a person off to the side may **prompt** him or her by saying it aloud. The *prompter* must say the line loud enough for the actor to hear but not so loud that the audience hears. If the audience does hear the prompter, the play usually gets an unintended laugh.
- A *cymbal* is a musical instrument; it is one of a pair of brass plates that are struck together to make a ringing sound. This word and **symbol** are homophones, words that sound alike but have different meanings and spellings.