Vocabulary Practice and Tests

GRADE 6

Vocabulary Practice
- Words in Context
- Analogies
- Multiple Meanings
- Synonyms, Antonyms
- Prefixes, Suffixes, Roots
- Word Origins

Vocabulary Tests
- Standardized Test Formats for Sentence Completions, Synonyms and Antonyms, Word Analysis
- Lesson Tests
Consultant
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Vocabulary Practice
The Natural World

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• Like and Opposite Meanings

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<th>EXAMPLES</th>
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<td>to do, drive</td>
<td>action, actor, react, transact, enact</td>
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<td>cede</td>
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<td>to know</td>
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<td>scope</td>
<td>to see</td>
<td>kaleidoscope, telescope, microscope</td>
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<td>scrib, script</td>
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<td>ab-</td>
<td>from; away from</td>
<td>abnormal, abduct, absent, abhor</td>
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<td>to; motion toward; addition to</td>
<td>adapt, addict, adhere, admit</td>
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<td>anarchy, anesthesia, anonymous</td>
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<td>antebellum, antecedent, antedate</td>
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<td>anti-</td>
<td>against; opposite; reverse</td>
<td>antiaircraft, antifreeze, antibiotics</td>
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<td>ap-</td>
<td>to; nearness to</td>
<td>approximate, appoint, approach</td>
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<td>together</td>
<td>coauthor, cooperate, confront, confound</td>
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<td>contradict, contradistinguish, contrary</td>
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<td>de-</td>
<td>opposite of; away from; undo</td>
<td>deactivate, deform, degrade, deplete, descend</td>
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<td>opposite</td>
<td>disagree, disarm, discontinue, dishonest</td>
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<td>out; beyond; away from; former</td>
<td>excel, exclude, exhale, exile</td>
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<td>extra-</td>
<td>outside; beyond; besides</td>
<td>extraordinary, extracurricular</td>
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<td>for-</td>
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<td>forbid, forget, forgo</td>
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<td>forecast, foreword, forestall, forethought</td>
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<td>hyper-</td>
<td>more than normal; too much</td>
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<td>among; between</td>
<td>interaction, intercede, interchange</td>
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<td>misfire, misbehave, misconduct</td>
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<td>not; opposite of</td>
<td>noncommital, nonconductor, nonpartisan</td>
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<td>against</td>
<td>obstacle, obstinate, obstruct, object</td>
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<td>per-</td>
<td>through</td>
<td>percolate, perceive</td>
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<td>postglacial, postgraduate,</td>
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<td>posterior, preamble,</td>
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<td>pro-</td>
<td>before; for; in support</td>
<td>prognosis, program,</td>
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<td>prologue, prophet</td>
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<td>re-</td>
<td>back; again</td>
<td>proceed, produce,</td>
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<td>retro-</td>
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<td>proficient, progress</td>
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<td>se-</td>
<td>apart</td>
<td>recall, recede, reflect,</td>
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<td>self-</td>
<td>of the self</td>
<td>repay</td>
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<td>semi-</td>
<td>half; partly</td>
<td>secure, secede, secession</td>
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<td>under; beneath</td>
<td>self-taught, self-worth,</td>
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<td>super-</td>
<td>over</td>
<td>self-respect, selfish</td>
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<td>ultra-</td>
<td>extremely</td>
<td>subcontract, subject,</td>
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<td>un-</td>
<td>not</td>
<td>submarine, submerge</td>
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xii  COMMON ROOTS, PREFIXES, AND SUFFIXES
## SUFFIXES

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<th>SUFFIX</th>
<th>MEANING</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td>-able, -ible</td>
<td>able to be; capable of being</td>
<td>intelligible, probable, inevitable</td>
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<td>-ade</td>
<td>action or process</td>
<td>blockade, escapade, parade</td>
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<td>-age</td>
<td>action or process</td>
<td>marriage, pilgrimage, voyage</td>
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<tr>
<td>-al, -ial</td>
<td>of; like; relating to; suitable for</td>
<td>potential, musical, national</td>
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<td>-ance</td>
<td>act; process; quality; state of being</td>
<td>tolerance, alliance, acceptance</td>
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<td>-ant</td>
<td>one who</td>
<td>assistant, immigrant, merchant</td>
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<td>-ary</td>
<td>of; like; relating to</td>
<td>customary, honorary, obituary</td>
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<td>-ate</td>
<td>characteristic of; to become</td>
<td>officiate, consecrate, activate</td>
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<td>-cle, -icle</td>
<td>small</td>
<td>corpuscle, cubicle, particle</td>
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<td>-cy</td>
<td>fact or state of being</td>
<td>diplomacy, privacy, relevancy</td>
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<td>-dom</td>
<td>state or quality of</td>
<td>boredom, freedom, martyrdom</td>
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<td>-ence</td>
<td>act or state of being</td>
<td>occurrence, conference</td>
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<td>-ent</td>
<td>doing; having; showing</td>
<td>fraudulent, dependent, negligent</td>
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<td>-er</td>
<td>one who; that which</td>
<td>boxer, rancher, employer</td>
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<td>place for; act, practice of</td>
<td>surgery, robbery, nursery</td>
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<td>like</td>
<td>picturesque, statuesque</td>
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<td>-ess</td>
<td>female</td>
<td>goddess, heiress, princess</td>
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<td>-ful</td>
<td>full of</td>
<td>careful, fearful, joyful, thoughtful</td>
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<td>-ible</td>
<td>capable of being</td>
<td>collectible, legible, divisible</td>
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<td>-ic</td>
<td>relating to; characteristic of</td>
<td>comic, historic, poetic, public</td>
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<td>-ify</td>
<td>to make; to cause to be</td>
<td>modify, glorify, beautify, pacify</td>
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<tr>
<td>-ion</td>
<td>act, condition, or result of</td>
<td>calculation, action, confederation</td>
</tr>
<tr>
<td>-ish</td>
<td>of or belonging to; characterized by</td>
<td>talish, amateurish, selfish</td>
</tr>
<tr>
<td>-ism</td>
<td>act, practice, or result of; example</td>
<td>barbarism, heroism, cynicism</td>
</tr>
<tr>
<td>-ity</td>
<td>condition; state of being</td>
<td>integrity, sincerity, calamity, purity</td>
</tr>
<tr>
<td>-ive</td>
<td>of; relating to; belonging to; tending to</td>
<td>inquisitive, active, creative</td>
</tr>
<tr>
<td>-ize</td>
<td>make; cause to be; subject to</td>
<td>jeopardize, standardize, computerize</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>ageless, careless, thoughtless, tireless</td>
</tr>
<tr>
<td>-let</td>
<td>small</td>
<td>islet, leaflet, owllet, rivulet, starlet</td>
</tr>
<tr>
<td>-like</td>
<td>like; characteristic of</td>
<td>childlike, waiflike</td>
</tr>
<tr>
<td>-logy</td>
<td>study or theory of</td>
<td>biology, ecology, geology</td>
</tr>
<tr>
<td>SUFFIX</td>
<td>MEANING</td>
<td>EXAMPLES</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>-ly</td>
<td>every</td>
<td>daily, weekly, monthly, yearly</td>
</tr>
<tr>
<td>-ly</td>
<td>like; characteristic of</td>
<td>fatherly, queenly, deadly</td>
</tr>
<tr>
<td>-ly</td>
<td>resembling</td>
<td>officially, sincerely, kindly</td>
</tr>
<tr>
<td>-ment</td>
<td>action or process</td>
<td>development, government</td>
</tr>
<tr>
<td>-ment</td>
<td>state or quality of</td>
<td>amusement, amazement, predicament</td>
</tr>
<tr>
<td>-ment</td>
<td>product or thing</td>
<td>fragment, instrument, ornament</td>
</tr>
<tr>
<td>-ness</td>
<td>state or quality of being</td>
<td>kindness, abruptness, happiness</td>
</tr>
<tr>
<td>-or</td>
<td>one who</td>
<td>actor, auditor, doctor, donor</td>
</tr>
<tr>
<td>-ous</td>
<td>having; full of; characterized by</td>
<td>riotous, courageous, advantageous</td>
</tr>
<tr>
<td>-ship</td>
<td>state or quality of being</td>
<td>censorship, ownership, governorship</td>
</tr>
<tr>
<td>-some</td>
<td>like; tending to be</td>
<td>meddlesome, bothersome, noisome</td>
</tr>
<tr>
<td>-tude</td>
<td>state or quality of being</td>
<td>solitude, multitude, aptitude</td>
</tr>
<tr>
<td>-y</td>
<td>characterized by</td>
<td>thrifty, jealousy, frequency, sticky</td>
</tr>
</tbody>
</table>
**KINDS OF CONTEXT CLUES**

**CONTEXT**
The words, phrases, or sentences around an unfamiliar word often provide clues about the word's meaning. In some cases, *signal words* can act as clues. See pp. 173–174 for further discussion of context clues.

**Restatement Clues**
Look for words and phrases that define an unfamiliar word or restate its meaning in familiar terms.

**Example** The dried rose was as *fragile* as a butterfly's wing. *In other words*, its delicate petals can be damaged easily.

From the context, readers can tell that *fragile* means "damaged easily." The phrase *in other words* signals that the words *easily damaged* restate the meaning of the word *fragile*.

<table>
<thead>
<tr>
<th>Restatement Signal Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>in other words</td>
</tr>
</tbody>
</table>

**Example Clues**
Examples sometimes give us hints to a word's meaning. If an unfamiliar word means a certain type of thing, action, or characteristic, examples of the type can be excellent clues to the word's meaning.

**Example** When our neighbors travel, they always look for comfortable *accommodations*, such as a beach cottage, hotel suite, or mountain cabin.

From the context, readers can tell that the word *accommodations* means "a place to stay." The words *such as* signal that the list of places to stay provides examples of *accommodations*.

<table>
<thead>
<tr>
<th>Example Signal Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>for example</td>
</tr>
<tr>
<td>likewise</td>
</tr>
</tbody>
</table>

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### Contrast/Antonym Clues
Look for words or phrases that are the opposite of a word’s meaning.

**Example**  Knowledge is a remedy for many environmental problems, but knowledge without action cannot cure the ills.

From the context, readers can tell that remedy means “cure.” The word but signals that remedy contrasts with the phrase “cannot cure.”

<table>
<thead>
<tr>
<th>Contrast/Antonym Signal Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>but</td>
</tr>
<tr>
<td>however</td>
</tr>
<tr>
<td>not</td>
</tr>
<tr>
<td>in contrast</td>
</tr>
<tr>
<td>although</td>
</tr>
<tr>
<td>on the other hand</td>
</tr>
<tr>
<td>some . . . but others</td>
</tr>
</tbody>
</table>

### Keyword Clues
Look for words or phrases that modify or are related to the unfamiliar word.

**Example**  The two characters in my story believe it is their destiny to be enemies. Their elders have taught them that this is meant to be.

From the context, readers can tell that destiny means “something that necessarily happens to a person.” The words meant to be signal the meaning of the word.

### Definition/Explanation Clues
A sentence may actually define or explain an unfamiliar word.

**Example**  Alan will help the woman once she escapes and becomes a fugitive from her troubled country.

From the context, readers can tell that fugitive means “runaway.” The word escapes signals the meaning of the word.
How We Make New Words Our Own

Use the Context Structure Sound Dictionary (CSSD) strategy to improve your vocabulary, to make new words your own. Use one or more of the strategies to determine the meanings of each word you do not know. The exercises that follow will show you how to go about making new words your own.

**HOW TO DO EXERCISE 1** Wordbusting

In these exercises, you will read the Vocabulary Word in a sentence. You will figure out the word's meaning by looking at its context, its structure, and its sound. Then you will look up the word in a dictionary and write its meaning as it is used in the sentence.

Here is an example of the Wordbusting strategy, using the word *manuscript*.

- **Context:** Since Robert began to read the tattered manuscript, you can tell that a manuscript is words on paper.

- **Structure:** manu + script
  - The root manu means "hand."
  - Script is a root that means "to write."

- **Sound:** man′ • yoo • skrip′
  - Manuscript sounds like the word manual, which is a reference book that provides instructions.

- **Dictionary:** "a handwritten or typewritten document or paper, especially a copy of an author's work" 

**Hint #1** Context: Look for clues to the meaning of the word in the sentence. For example, "reading" is a keyword that helps reveal the meaning of *manuscript*.

**Hint #2** Structure: Examine the word parts for roots, prefixes, and suffixes that you know. Consult the word-part tables on pages ix–xiv for meanings of parts you do not know.

**Hint #3** Sound: Say the word aloud and listen for any word parts you know.

**Hint #4** Dictionary: If you cannot determine a word's meaning from applying context, structure, and sound strategies, look up the unfamiliar word in a dictionary. Read all the definitions, and choose one that best fits the given sentence.
HOW TO DO EXERCISE 2  

Context Clues

In this exercise, you will again see the new word used in a sentence. This exercise gives you the word’s definition, and you must match the word in the sentence with its meaning. The word may be used in the same way as it was used in Wordbusting, or it may be used in a new way.

Here’s an example of a Context Clues exercise:

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. word: decrease</td>
<td>(D) Recent years have seen a steady rise in the number of cat owners. On the other hand, there has been a decrease in the number of dog owners.</td>
</tr>
<tr>
<td>v. to become smaller; to lessen; n. a lessening</td>
<td></td>
</tr>
</tbody>
</table>

Hint #1  First, scan the definitions in Column A. Then, read Column B and look for clues to the meaning of the word. Here, the words “on the other hand” tell us that the sentence containing the word decrease contrasts with the sentence containing the words “a steady rise.” Thus, the correct definition is probably the opposite of “a steady rise.”

Hint #2  Read Column A and look for a likely definition of the word. In the example, the student chose the definition that contained the meaning “a lessening,” which is most nearly the opposite of “a rise.”

Hint #3  Write the word in the blank so that later you can find its definition at a glance.

HOW TO DO EXERCISE 3  

Like and Opposite Meanings

A synonym is a word that has practically the same meaning as another word. An antonym is a word opposite in meaning to another word. In the Like Meanings part of Exercise 3, you will be asked to find the synonym for (or, in some cases, the phrase that best defines) the Vocabulary Word. In the Opposite Meanings part of Exercise 3, you will be asked to find the antonym for (or, in some cases, the phrase that means the opposite of) the Vocabulary Word.

Here is an example of a Like Meanings item:

21. decrease the shedding of fur
   (A) remove
   (B) make comfortable
   (C) add to
   (D) lessen

Hint #1  Don’t be fooled by choices that are closely related to the Vocabulary Word. Choice A may be tempting, but the removal of shedding is more extreme than a decrease in shedding.

Hint #2  Don’t be fooled by distantly related choices. An animal may be more comfortable when it sheds, but there is no direct link between decrease and Choice B.

Hint #3  Don’t be fooled by the opposite of the Vocabulary Word. Choice C would be the correct choice if this were an Opposite Meanings exercise, but here you are looking for a similar meaning.
Lesson 1  CONTEXT: Amazing Nature

The Humpback: A Whale of a Singer

Last winter, my family and I went on a whale watch. The small boat we were in moved slowly across the water. Suddenly, a huge humpback whale sprang from the water, curved its back, and disappeared into the waves. When it was underwater, we could hear it singing. How? The boat had an underwater microphone called a hydrophone, which picked up sounds from deep in the water.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about humpback whales. Below are ten Vocabulary Words that will be used.

definite  descendant  majority  reliable  twilight
deny  doubtful  navigator  symbol  vivid

EXERCISE 1  Wordbusting 🎨

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. definite

Although whale songs are still being studied, some facts are now clear. It is definite that only male humpbacks sing, and that all those in the same group sing the same tune.

Context:  Structure:  Sound:

Dictionary:
2. 

deny

Whale experts do not deny that it is still a mystery why the complicated arrangement of certain tones and sounds changes from year to year.

3. 

doubtful

I had heard about whale songs, but when the guide said we would hear them, I was doubtful. How could that possibly happen?

4. 

reliable

Yet, we felt that the people in charge of the whale watch were reliable. We knew we could depend on them for accurate information.

5. 

navigator

The navigator of our boat talked to us as he directed our course to keep us within sight of the humpback. He told us that baleen whales are some of the largest animals in the world.

6. 

majority

Baleen whales, including the humpback, are toothless. However, more than half—that is, the majority—of whale species have teeth.

7. 

descendant

Humpbacks spend their summers in polar waters and their winters in warm seas, where their calves are born. As the older humpbacks die off, their descendants continue to return to the same areas year after year.

8. 

twilight

Just after sunset, we headed back to shore. In the twilight, I looked at the water for one last sight of the magnificent whale we had been watching.

9. 

symbol

Once, whales represented only economic gain. Now many people see the whale as a symbol of the need for humans to protect the oceans’ environment. Whales stand for the beauty and wonder of all ocean life.

10. 

vivid

Seeing and hearing the humpback is one of the most vivid experiences of my life. Because it is so unforgettable, I am going to do all that I can to help protect whales from extinction.
**EXERCISE 2**  
**Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
</table>
| 11. word: ____________________  
\textit{n.} more than half the total; the greater part | (A) Whales are warmblooded marine mammals. They are the \textbf{descendants} of land mammals that adapted to the sea millions of years ago. |
| 12. word: ____________________  
\textit{adj.} having limits; certain | (B) In polar waters each humpback eats over four thousand pounds of food a day. The \textbf{majority} of this food is tiny sea creatures. |
| 13. word: ____________________  
\textit{n.} something that stands for or represents something else | (C) I had hoped that while the sun was still up, before \textbf{twilight}, I would see a mother humpback with a calf, but none were visible. |
| 14. word: ____________________  
\textit{adj.} not clear; uncertain | (D) Laws protect whales by setting a \textbf{definite} distance the watchers must stay from the whales. The boats must not cross over the set boundary. |
| 15. word: ____________________  
\textit{n.} a person who steers or directs a ship or an aircraft | (E) When people observe the humpbacks, they carry away \textbf{vivid} impressions clearly locked in their memories. |
| 16. word: ____________________  
\textit{adj.} lively; bright; clearly perceived by the mind | (F) \textbf{Reliable}, or trustworthy, researchers say that whaling has reduced the numbers of whales, including the humpback, to dangerously low levels. |
| 17. word: ____________________  
\textit{v.} to refuse to give; to reject as untrue | (G) It is still \textbf{doubtful}, even with bans on most whaling, whether some species will survive. No one knows for sure. |
| 18. word: ____________________  
\textit{n.} the period from sunset to \textbf{dark}; \textit{adj.} pertaining to the period from sunset to \textbf{dark} | (H) When our class formed an environmental club, I didn’t deny them the use of my articles and books about humpbacks. Now everyone in the club uses them. |
| 19. word: ____________________  
\textit{n.} something that comes from an earlier form; offspring | (I) The club members voted to use the humpback as a \textbf{symbol} to represent the club’s support of endangered wildlife. |
| 20. word: ____________________  
\textit{adj.} dependable; trustworthy | (J) One of our members has decided to become a \textbf{navigator} and to work on a ship that tracks whales for a wildlife-protection organization. |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. a vivid ocean sunset
   (A) light
   (B) bright
   (C) dark
   (D) dull

22. the ship's navigator
   (A) person who steers the ship
   (B) anyone who goes on a ship
   (C) whale-watching guide
   (D) person who is lost

23. the majority of the whale watchers
   (A) exactly half
   (B) less than half
   (C) every one
   (D) more than half

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

24. the symbol of ocean life
   (A) reality
   (B) interest
   (C) representative
   (D) character

25. a definite sign
   (A) important
   (B) certain
   (C) invisible
   (D) similar

26. the twilight cruise
   (A) between sunset and dark
   (B) the middle of the night
   (C) between sunrise and noon
   (D) rainy season

27. denied bothering the whales
   (A) rejected as untrue
   (B) admitted
   (C) continued
   (D) stopped

28. the reliable guide
   (A) trustworthy
   (B) honest
   (C) undependable
   (D) independent

29. the descendants of the humpbacks
   (A) ancestors
   (B) children
   (C) cousins
   (D) region

30. to be doubtful that whales could sing
   (A) amazed
   (B) suspicious
   (C) undecided
   (D) certain
Lesson 2  CONTEXT: Amazing Nature

Fire-breathing Myths: Chinese Dragons

What do you think of when you picture a dragon? A scary, cruel monster? An enormous fire-breathing lizard with a long, scaly tail? This is how many people think of dragons. In China and much of Asia, the dragon is considered to be a friendly, even a lucky, creature. Chinese myths depict dragons being ridden by the gods. Two popular dragon festivals are still held in China. One is the dragon dance, held during the Chinese New Year celebrations. The other is the dragon boat festival, which may originally have been a rainmaking festival.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Chinese dragons. These ten Vocabulary Words will be used.

astonish  innumerable  journalism  quote  summarize
conference  interview  legend  session  unexpectedly

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.  
as astonish  

Does it astonish you to learn that in Chinese tradition the dragon is a sign of good luck? It surprised me.

Context:  

Structure:  

Sound:  

Dictionary:
2. unexpectedly

The Chinese also believed that angry dragons could cause a lot of trouble unexpectedly. For instance, a flood or storm that occurred suddenly without warning might be caused by a dragon.

3. conference

In some of the dragon myths, rulers would hold conferences. At these meetings, they would discuss how they could honor the dragons.

4. session

In the story "Liu Yi and the Dragon King," Liu meets with the dragon king. In this session, they discuss the king's daughter.

5. summarize

I will briefly summarize the story of "The Dragon's Pearl." First, a young boy finds a pearl that belongs to a dragon. The pearl makes everything—grass, money, and rice—multiply. By accident, the boy swallows the pearl and turns into a dragon.

6. legend

Have you ever heard the legend of the dragon of the Gaoliang Bridge? It is one of China's oldest and most popular stories.

7. quote

The storyteller quoted a statement made by an ancient Chinese emperor and then translated the words for us.

8. innumerable

Every year innumerable people—too many to count—attend the dragon dance in San Francisco.

9. journalism

Some reporters in the field of journalism collect and publish news about Chinese cultural events.

10. interview

They interview older people who remember the traditions. Sometimes they need a translator for these face-to-face conversations.
## EXERCISE 2  Context Clues

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
</table>
| 11. word: _______________:
v. to amaze; to surprise | (A) Saint George, who is said to have fought a dragon in fourteenth-century England, has become a legend. His deeds are still remembered. |
| 12. word: _______________:
n. a popular story or myth handed down for generations; a person whose deeds are remembered as stories; a note on an illustration or map | (B) Like the European dragon, the Chinese dragon is believed to guard innumerable priceless treasures. Countless items are hidden in the dragon's lair. |
| 13. word: _______________:
n. a face-to-face meeting for evaluating or questioning; v. to meet with for the purpose of evaluating or asking questions | (C) It is difficult to summarize Chinese beliefs about dragons. There are just too many to describe in a few words. |
| 14. word: _______________:
adv. suddenly; in an unannounced way; in a way not known before | (D) In an interview, the Chinese storyteller Li Cho discussed Chinese dragons. This face-to-face discussion was videotaped. |
| 15. word: _______________:
v. to reproduce word for word; to refer to as an example; to state, as a price; n. words repeated exactly | (E) To quote a famous Chinese emperor, “The dragon is the symbol of the throne.” |
| 16. word: _______________:
adv. too many to be counted; countless | (F) Journalism cannot capture the excitement of the dragon-boat race. Reading the news is just not the same as being there! |
| 17. word: _______________:
n. a formal meeting for discussion | (G) The colorful costumes worn during the dragon-boat festival will astonish you and take your breath away. |
| 18. word: _______________:
n. writing and publishing news | (H) Storytelling sessions in China have always been popular group activities. |
| 19. word: _______________:
n. a meeting of a group; a series of such meetings; a period of activity; a school semester or term | (I) Dragon stories were the main topic at a recent conference of folklore experts. |
| 20. word: _______________:
v. to give a brief account of; to say briefly | (J) Just when we thought he was finished, our teacher unexpectedly added a dragon myth to the list of readings for tomorrow. |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to astonish with a roar
   (A) respond  
   (B) surprise  
   (C) call to  
   (D) yell at

22. an interview with a king
   (A) meeting  
   (B) audition  
   (C) dance  
   (D) argument

23. journalism in San Francisco
   (A) storytelling  
   (B) celebration  
   (C) myth-making  
   (D) news-writing

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

24. to quote the price of
   (A) state  
   (B) misunderstand  
   (C) pay  
   (D) hear

25. an afternoon session
   (A) nap  
   (B) meal  
   (C) meeting  
   (D) fight

26. a conference in July
   (A) family dinner  
   (B) competition  
   (C) informal meeting  
   (D) series of meetings

27. the innumerable scales on the
dragon’s back
   (A) slimy  
   (B) few  
   (C) hard  
   (D) countless

28. a legend in Chinese culture
   (A) respected scholar  
   (B) well-known reporter  
   (C) little-known figure  
   (D) mythical emperor

29. to summarize a dragon story
   (A) describe in full detail  
   (B) predict accurately  
   (C) understand fully  
   (D) give a brief account of

30. dragons appearing unexpectedly
   (A) as predicted  
   (B) in formation  
   (C) angrily  
   (D) at a low altitude
Lesson 3 | CONTEXT: Amazing Nature

Earthquakes: Rocking and Rolling

Imagine that you are sitting on the couch reading a book when the ground begins to tremble. You hold your breath until the shaking stops. You have just experienced an earthquake! An earthquake occurs when pressure builds underground, often along a fault where two large pieces of rock meet. The rock shifts or breaks to relieve the pressure. Not all earthquakes can be felt above ground. Sometimes the only way scientists know there has been an earthquake is if they record it on a special machine called a seismograph.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about earthquakes. These ten Vocabulary Words will be used:

- collapse
- complex
- fatal
- incident
- predict
- collide
- disastrous
- foundation
- nuisance
- rash

EXERCISE 1 | Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. collapse

Recent efforts to make earthquake insurance available to all Californians have collapsed. Discussions have broken down and further talks have been canceled.

Context: [Blank]

Structure: [Blank]

Sound: [Blank]

Dictionary: [Blank]
2. **collide**

Tsunamis are tidal waves caused by earthquakes. Great walls of water, sometimes two hundred feet high, **collide** with the shore at incredible speeds.

3. **complex**

Before an earthquake, a **complex** series of events happens under the earth. The only sign of all this complicated activity, however, may be a slight tremor.

4. **disastrous**

San Francisco has been the site of two **disastrous** earthquakes—in 1906 and 1989. Both earthquakes caused great damage.

5. **fatal**

Earthquakes can be **fatal**. More than 230,000 people died in 1976 in an quake in northern China; in 1988, an earthquake killed 25,000 people in Armenia.

6. **foundation**

The **foundation** of the Transamerica Pyramid in San Francisco is designed to be earthquake-proof. When the earth shakes, the base of the building rolls back and forth.

7. **incident**

Sometimes earthquakes cause changes in the level of the earth's surface. A major shock hit Alaska in 1899. After this **incident**, some parts of the sea floor were fifty feet higher.

8. **nuisance**

Planning ahead for earthquakes can seem like a bother. Still, in spite of the **nuisance**, it is wise to think ahead.

9. **predict**

Some people believe that weather and animal behavior can help **predict** earthquakes and can warn people when the earthquakes might happen.

10. **rash**

Any region that has had earthquakes in the past may expect them in the future, and people who live in these places should not be **rash**. To disregard the danger of earthquakes would be careless behavior indeed.
### EXERCISE 2  Context Clues

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match the definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<th>COLUMN A</th>
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<tbody>
<tr>
<td>11. word: ____________________: adj. acting in a hasty or reckless manner; n. spots that erupt on the skin; a large number of instances that occur suddenly</td>
<td>(A) After the Mexico City earthquake of 1985, a special foundation, or organization, was set up to help the survivors.</td>
</tr>
<tr>
<td>12. word: ____________________: n. the base on which something is built; an establishment or fund; basis</td>
<td>(B) The earth experiences about fifty thousand earthquakes each year. Luckily, however, a disastrous earthquake only occurs about once every two years. The others do little damage.</td>
</tr>
<tr>
<td>13. word: ____________________: adj. seriously harmful; damaging</td>
<td>(C) Most quakes are light shocks. They might be a nuisance, but they do not cause serious harm.</td>
</tr>
<tr>
<td>14. word: ____________________: n. something or somebody causing annoyance or inconvenience</td>
<td>(D) Computers help scientists predict earthquakes. However, it is still hard to know for certain where and when an earthquake will strike.</td>
</tr>
<tr>
<td>15. word: ____________________: v. to crash; to come together with a violent impact; to come into conflict</td>
<td>(E) An earthquake may be occurring nearby at this very moment, but it may be so slight that you are unaware of the incident.</td>
</tr>
<tr>
<td>16. word: ____________________: v. to foretell an event or events</td>
<td>(F) Earthquakes usually do not harm people directly. The injuries are caused when objects collide or smash into each other or when buildings fall down or catch fire.</td>
</tr>
<tr>
<td>17. word: ____________________: n. something that happens; an event</td>
<td>(G) One of the earliest recorded fatal earthquakes took place in Corinth, Greece, in A.D. 856. About forty-five thousand people were killed.</td>
</tr>
<tr>
<td>18. word: ____________________: v. to fall down or apart; to break down suddenly; n. the act of falling down</td>
<td>(H) After a severe earthquake, damage can be extensive. An entire apartment complex, for example, can be destroyed. It is shocking to see a set of buildings become a pile of rubble.</td>
</tr>
<tr>
<td>19. word: ____________________: adj. destructive; resulting in death; decisive; having to do with fate</td>
<td>(I) Many one- and two-story buildings survive serious earthquakes. They usually do not collapse unless their roofs are too heavy.</td>
</tr>
<tr>
<td>20. word: ____________________: adj. complicated; difficult; n. a group of related buildings; a group of feelings that influence a person's behavior</td>
<td>(J) After an earthquake, goods are left exposed, and, sometimes, a rash of burglaries occurs. This sudden increase in crime is usually temporary.</td>
</tr>
</tbody>
</table>
EXERCISE 3  
Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to collide with great force
   (A) bend
   (B) divide
   (C) rise
   (D) crash

24. an inferiority complex
   (A) deep wishes
   (B) interesting diagnosis
   (C) set of feelings
   (D) serious problem

22. a foundation of self-respect
   (A) basis
   (B) high expectation
   (C) definition
   (D) certain kind

25. to predict an earthquake
   (A) analyze
   (B) live through
   (C) describe
   (D) foretell

23. an earthshaking incident
   (A) party
   (B) event
   (C) story
   (D) visit

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. the collapse of homes
   (A) expansion
   (B) building
   (C) selling
   (D) painting

29. a great nuisance
   (A) annoyance
   (B) explanation
   (C) belief
   (D) help

27. a disastrous tidal wave
   (A) helpful
   (B) harmful
   (C) surprising
   (D) enormous

30. a rash decision
   (A) thoughtful
   (B) thoughtless
   (C) similar
   (D) ignorant

28. a fatal event
   (A) important
   (B) boring
   (C) free-for-all
   (D) life-giving
Lesson 4  CONTEXT: Amazing Nature

There They Go Again: Animal Migrations

Twice a year, in the spring and fall, certain animals travel hundreds and sometimes thousands of miles. These animals include birds, whales, bats, caribou, butterflies, and fish. Scientists are still trying to understand how animals find their way around the globe. Some birds, for instance, fly thousands of miles and return in the spring to the same nests they left in the fall. How do they find their way back?

In the following exercises, you will have the opportunity to expand your vocabulary by reading about animal migrations. Below are ten Vocabulary Words that will be used.

aviation  departure  disturb  instinct  miraculous
demonstration  detect  exception  locally  unfavorable

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

aviation

The Arctic Tern is a miracle of aviation. It flies about twenty-two thousand miles each year—as much as some airplanes!

Context: Structure: Sound:

Dictionary:
2. A demonstration was held at the university last Friday. Students wanted to show their support for blue whales, which are hunted when they migrate.

3. The departure of the Pacific salmon from the rivers marks the beginning of a long journey. Four years after leaving the rivers, the salmon will return and swim upstream against a fierce current.

4. Birds that travel at night detect the positions of the stars. Seeing the stars helps them travel in the right direction.

5. The destruction of the rain forest and other nesting places means that fewer songbirds breed each year. This problem upsets and disturbs many scientists.

6. Most mammals cannot fly. The bat is an exception. It can fly quite well.

7. Animals migrate by instinct. Salmon, for example, use their natural sense of smell to help them return to their original stream.

8. Whooping cranes are rare, endangered birds. Locally popular in Texas, where they spend the winter, they are eagerly welcomed to the area each year.

9. Hummingbirds, which weigh only one eighth of an ounce, do a miraculous thing every year. They fly about five hundred miles across the Gulf of Mexico. Amazingly, they make the trip in about ten hours!

10. There are many reasons that animals migrate. In some cases, unfavorable conditions, such as a lack of food or water, cause the animals to move.
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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</tr>
</thead>
</table>
| **11.** word: ____________________:
  *n.* the art or science of flying airplanes   | (A) Migration can be studied locally. Find out which creatures in your area migrate and where they go. |
| **12.** word: ____________________:
  *v.* to break up order or quiet; to upset someone emotionally; to bother | (B) After the departure of some animals in your area, observe whether others take their place for the season. |
| **13.** word: ____________________:
  *adj.* like a miracle; wonderful; almost beyond understanding | (C) At the nature center, the ranger held a demonstration to show how wildlife in our area changes with the seasons. |
| **14.** word: ____________________:
  *adv.* within a given area | (D) If you look carefully, you may detect bands attached to the legs of some migrating birds. These bands are placed there by scientists and are used to track the birds' movements. |
| **15.** word: ____________________:
  *n.* to behave in a way that is natural, or second nature; an aptitude or talent | (E) Researchers are still studying how birds use instinct when migrating. Some birds that fly by day automatically use the sun as a navigational tool. |
| **16.** word: ____________________:
  *adj.* not approved; not helpful | (F) As researchers come to understand some aspects of migration, others still seem miraculous. How can these animals and insects navigate so precisely? |
| **17.** word: ____________________:
  *n.* a person to whom or a case to which something does not apply; something left out | (G) When monarch butterflies migrate to and from Mexico, wind and other obstacles do not disturb them. |
| **18.** word: ____________________:
  *n.* the act of proving or showing something through example; an outward display of, or a gathering to express, an opinion or protest | (H) Birds that migrate at night can become confused by unfavorable weather conditions, such as heavy fog that lasts for a long period of time. |
| **19.** word: ____________________:
  *v.* to discover; to notice something not obvious | (I) People in aviation tell interesting stories. Pilots sometimes see thousands of migrating birds flying too high to be seen from the ground. |
| **20.** word: ____________________:
  *n.* the act of going away or leaving | (J) The humpback, a baleen whale, is an exception to many migrating animals. Unlike them, it travels to colder regions to find food. |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the science of aviation
   (A) diving
   (B) migration
   (C) biology
   (D) flying

22. to use instinct
   (A) inborn ability
   (B) understanding
   (C) intelligence
   (D) another method

23. a demonstration of the facts
   (A) simplifying
   (B) fight
   (C) showing
   (D) division

24. to detect migrating whales
   (A) hunt
   (B) follow
   (C) assist
   (D) discover

25. an exception, the flying bat
   (A) migrating mammal
   (B) special case
   (C) warmblooded mammal
   (D) specific example

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. an unfavorable climate
   (A) natural
   (B) agreeable
   (C) unhealth
   (D) rainy

27. the departure of the caribou
   (A) arrival
   (B) death
   (C) absence
   (D) leaving

28. to disturb a gathering of birds
   (A) restore calm to
   (B) openly observe
   (C) greatly annoy
   (D) track down

29. birds nesting locally
   (A) nearby
   (B) along the coast
   (C) within an area
   (D) far away

30. a miraculous event
   (A) unhealthy
   (B) amazing
   (C) ordinary
   (D) wonderful
Lesson 5  CONTEXT: Amazing Nature

Lava Alert at Hawaii’s Kilauea Volcano

Kilauea is one of the most active volcanoes in the world. It lies on the eastern slopes of the Mauna Loa volcano in Hawaii Volcanoes National Park. The park is located on the big island of Hawaii. Kilauea’s crater is two and a half miles long, two miles wide, and four hundred feet deep. At one point, a smaller crater within this large one held a lake of molten lava. Kilauea erupts regularly, and visitors to the park often see these eruptions.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Hawaii’s Kilauea volcano. These ten Vocabulary Words will be used.

caution    dread    generation    heroic    previous
congratulate  error    gratitude    involve    separation

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.

• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.

• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. caution  Backpackers enjoy the eighteen-mile Mauna Loa Trail. They must be aware that the high altitude makes breathing more difficult and use caution.

Context:
Structure:
Sound:

Dictionary:
2. generation

Devastation Trail leads through a forest that was burned by cinder and lava in 1959. An entire generation of trees, all from the same time period, were killed.

3. separation

Separation on the trails is something that all hikers on Kilauea should avoid. It is important for hikers to stay together.

4. gratitude

We thanked the park ranger for showing us the Thurston Lava Tube. We walked through the tube, which is more than 450 feet long, and we felt gratitude for the special experience.

5. heroic

The Hawaiians believed that the goddess Pele lived in the steaming crater. They thought that anyone brave enough to walk near the crater was truly heroic!

6. congratulate

Anyone spending a day on the trails should be congratulated, or praised, for their efforts.

7. dread

Some visitors to Kilauea feel dread. They are afraid the volcano might erupt and harm them.

8. previous

From 1823 to 1924, this crater was full of bubbling molten lava. Previous visitors had a thrill that today's tourists can only imagine.

9. error

It would be an error to say that no one has been injured by Kilauea. In 1924, a photographer was killed by a falling rock from the crater.

10. involve

A visit to the Volcano House, a famous hotel on the rim of the crater, can involve many activities. A typical visit, for example, may include watching a film of an eruption.
**EXERCISE 2**  
**Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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| 11. word: ______________________:  
_ n. a feeling of grateful appreciation for something received or something done_ | (A) Our **previous** visit to Kilauea was not as interesting as the trip this time.                                                    |
| 12. word: ______________________:  
_ n. a warning; carefulness; v. to warn_ | (B) Some fearful people **dread** walking into the Kilauea Iki crater. Although it is cool today, twenty-five years ago it was a boiling—and frightening—lake of lava. |
| 13. word: ______________________:  
_ v. to include; to relate to; to make busy; to make complicated_ | (C) A **heroic** Hawaiian queen once walked right up to the edge of the crater while Kilauea was erupting.                                |
| 14. word: ______________________:  
_ n. a wrong belief or opinion; a wrongdoing; a mistake_ | (D) To believe that Kilauea will stop erupting is an **error**. Scientists can tell you correctly that Kilauea is still active.          |
| 15. word: ______________________:  
_ v. to express pleasure for general good fortune or success_ | (E) I **caution** all visitors to Kilauea to avoid wandering off the trails. I warn them that it is easy and very dangerous to get lost! |
| 16. word: ______________________:  
_ adj. brave; strong and noble; like a hero_ | (F) I **congratulate** and applaud you for backpacking to the top of the volcano. Good for you!                                      |
| 17. word: ______________________:  
_ n. all the people born and living at about the same time and having similar experiences; the average period of time between the births of parent and child; bringing into being_ | (G) You will feel **gratitude** after you have walked through Sulfur Banks. I always feel thankful after I have passed by that foul-smelling area. |
| 18. word: ______________________:  
_ n. a setting or putting apart; a division_ | (H) The government is eager to **involve**, or include, people who want to preserve Hawaii Volcanoes National Park.                  |
| 19. word: ______________________:  
_ v. to look forward to with fear; n. great fear; adj. inspiring awe or fear_ | (I) The national park creates a **separation** between Hilo, a region of Hawaii, and southern Hawaii. The two parts of the island are divided by volcanoes. |
| 20. word: ______________________:  
_ adj. occurring before something or someone else in time or order_ | (J) Ruins in the national park show where people lived many **generations** ago.                                                      |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to caution about bubbling lava
   (A) warn
   (B) inform
   (C) excite
   (D) write

22. the dreaded Devestation Trail
   (A) steep
   (B) isolated
   (C) awe-inspiring
   (D) fun

23. the generation of steam from the volcano
   (A) relation
   (B) bringing forth
   (C) slowing down
   (D) explosion

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to congratulate the winner
   (A) show interest in
   (B) show feelings for
   (C) show sorrow for
   (D) show pleasure for

27. an error about Kilauea's elevation
   (A) correction
   (B) guideline
   (C) mistake
   (D) description

28. with gratitude for the wonders of the earth
   (A) too much concern
   (B) complete confusion
   (C) total respect
   (D) lack of thankfulness

24. to involve the Hawaiian government
   (A) inform
   (B) invade
   (C) insult
   (D) include

25. the separation from populated areas
   (A) tourists
   (B) pollution
   (C) setting apart
   (D) lack of help

29. the heroic mountain climber
   (A) timid
   (B) tired
   (C) brave
   (D) experienced

30. the previous volcanic eruptions
   (A) ancient
   (B) dangerous
   (C) following
   (D) minor
Lesson 6  CONTEXT: Amazing Nature

Going Batty: A Look at the Only True Flying Mammal

Have you ever been afraid of being bitten by a vampire bat when you were outside at night? Well, you will be glad to know that the bats have a bad reputation, not a bad bite. Most bats eat insects, though some eat fish and fruit. The vampire bat does eat blood, but it does not cause serious harm unless it has rabies. In fact, most bats are helpful to human beings. They eat tons of insects every night. In addition, bat guano, or manure, is a valuable fertilizer.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about bats. Below are ten Vocabulary Words that will be used in these exercises.

abdomen  competition  flexible  hoist  mobile
commotion  escort  foe  maximum  paralysis

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. abdomen

Moths are a favorite food of bats, but they can be hard to catch. Some moths have a pair of primitive ears located near the abdomen, the central part of the body. These ears help them hear pursuing bats.

Context:  Structure:  Sound:

Dictionary:
2. **commotion**
   Bat colonies are extremely noisy places. Yet, in spite of the commotion, mothers are able to locate their young by sound.

3. **competition**
   Roosting areas are often very crowded. There is a lot of competition for space as each bat struggles to claim its own territory.

4. **escort**
   When young bats begin to fly, they are often escorted by their mothers, who fly along next to them.

5. **paralysis**
   Vampire bats are generally harmless. People used to believe that a bite would cause paralysis, making it impossible for the victim to move.

6. **flexible**
   Unlike the vampire bat, which eats only blood, most insect-eating bats have a flexible diet. They can eat a wide variety of insects, from moths to mosquitoes.

7. **foe**
   Bats do not have many enemies because they hang from high, hard-to-get-at places. Snakes, owls, and hawks are foes of bats, however.

8. **hoist**
   Some bats eat fish. They swoop down on the water, snatch the fish, and hoist the fish into the air with their powerful hind claws.

9. **maximum**
   How many different kinds of bats are there? The maximum, or greatest, number is about nine hundred.

10. **mobile**
    Most bats have extremely mobile ears and noses. By moving them back and forth, bats are able to hear and smell sources of food.
**EXERCISE 2**  **Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<td>11. word: __________________________:</td>
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<tr>
<td>____________</td>
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<tr>
<td>n. the middle part of the body,</td>
<td></td>
</tr>
<tr>
<td>containing the stomach and other</td>
<td></td>
</tr>
<tr>
<td>organs; the belly</td>
<td></td>
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<tr>
<td>12. word: __________________________:</td>
<td></td>
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<tr>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>v. to lift or pull up; n. a tool or piece of</td>
<td></td>
</tr>
<tr>
<td>equipment used to pull things up</td>
<td></td>
</tr>
<tr>
<td>13. word: __________________________:</td>
<td></td>
</tr>
<tr>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>n. one or more persons who accompany another; v. to go with someone</td>
<td></td>
</tr>
<tr>
<td>14. word: __________________________:</td>
<td></td>
</tr>
<tr>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>adj. able to move or change easily; movable</td>
<td></td>
</tr>
<tr>
<td>15. word: __________________________:</td>
<td></td>
</tr>
<tr>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>n. confusion; noisy rushing around;</td>
<td></td>
</tr>
<tr>
<td>disturbance; violent motion</td>
<td></td>
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<tr>
<td>16. word: __________________________:</td>
<td></td>
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<tr>
<td>____________</td>
<td></td>
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<tr>
<td>n. an enemy</td>
<td></td>
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<tr>
<td>17. word: __________________________:</td>
<td></td>
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<tr>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>adj. able to bend without breaking;</td>
<td></td>
</tr>
<tr>
<td>easily influenced; easily changed</td>
<td></td>
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<tr>
<td>18. word: __________________________:</td>
<td></td>
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<tr>
<td>____________</td>
<td></td>
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<tr>
<td>n. partial or complete loss of a function;</td>
<td></td>
</tr>
<tr>
<td>a condition in which one cannot act</td>
<td></td>
</tr>
<tr>
<td>19. word: __________________________:</td>
<td></td>
</tr>
<tr>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>n. the greatest amount or number</td>
<td></td>
</tr>
<tr>
<td>possible or reached; adj. greatest</td>
<td></td>
</tr>
<tr>
<td>possible or reached</td>
<td></td>
</tr>
<tr>
<td>20. word: __________________________:</td>
<td></td>
</tr>
<tr>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>n. rivalry; contest</td>
<td></td>
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</tbody>
</table>

(A) Our class visited a bat cave last year. A park ranger was our escort, leading us through the cave.

(B) The ranger used a hoist to lift us into the cave. Then he moved the equipment aside so that we would not trip over it.

(C) The first time I saw a bat, I couldn’t move. The paralysis caused by my irrational fear affected my entire body.

(D) Bats are extremely mobile. They move easily around obstacles, even when flying very fast.

(E) A bat’s fingers support the flexible skin of its wings. When the fingers move, the wings can bend also.

(F) As with most mammals, a bat’s legs and tail are located below its abdomen, or stomach area.

(G) Bats eat insects that are the foes of farmers. Farmers hate these insects because the insects damage the crops.

(H) When tracking down fish, fish-eating bats look for commotion in the water. Where violent splashing can be seen, a bat’s dinner may be nearby.

(I) Bat experts estimate that about 750,000 bats live under the Congress Avenue bridge in Austin, Texas. This is the maximum number of bats ever found living in an urban area.

(J) My science class had a competition to see how many kinds of bats we could name. I won!
EXERCISE 3  Like Meanings and Opposite Meanings

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. a furry abdomen  
   (A) head  
   (B) foot  
   (C) tail  
   (D) belly

22. a competition for the best flyer  
   (A) fight  
   (B) contest  
   (C) hunt  
   (D) reward

23. an experienced escort  
   (A) guide  
   (B) expert  
   (C) scientist  
   (D) worker

24. to hoist into the air  
   (A) push  
   (B) look up  
   (C) pull up  
   (D) fly

25. paralysis caused by fear  
   (A) total panic  
   (B) loss of movement  
   (C) extreme worry  
   (D) confusion

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a sudden commotion  
   (A) confusion  
   (B) peacefulness  
   (C) movement  
   (D) mess

27. flexible in its diet  
   (A) movable  
   (B) unchangeable  
   (C) inventive  
   (D) interested

28. an imaginary foe  
   (A) enemy  
   (B) insect  
   (C) farmer  
   (D) friend

29. the maximum wingspan  
   (A) least possible  
   (B) measurable  
   (C) greatest possible  
   (D) wide

30. its mobile ears and head  
   (A) brown  
   (B) still  
   (C) furry  
   (D) movable
Lesson 7  CONTEXT: Amazing Nature

Horses: Galloping Through History

Fossil records show that the first horses appeared about fifty million years ago. About six thousand years ago, people began taming horses. That was the start of a long, productive, and friendly relationship. Over the years, horses have carried people in battle, worked their fields, provided transportation, run races, inspired art, and given friendship.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about horses and their relationship to people throughout history. Below are ten Vocabulary Words that will be used in these exercises.

dainty  discourage  inhale  regulate  vacuum
discomfort  earnest  linger  requirement  vault

EXERCISE 1  Wordbusting

Directions.  Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.  dainty

The first horses, now known as *equus* ("dawn horse"), were about the size of foxes. They were not dainty, though; they did not have delicate features.

Context: 

Structure: 

Sound: 

Dictionary:
2. discomfort ➔ Greek warriors around 1500 B.C. may have experienced some discomfort while riding in horse-drawn chariots. Bumping along on rough roads must have been painful at times.

3. linger ➔ Even the bravest fighters would not linger when they saw a war horse charging at them. Ancient stone carvings show soldiers fleeing from archers shooting arrows while riding fierce-looking horses.

4. discourage ➔ Christopher Columbus’s advisors did not discourage him from bringing horses to the New World in 1493, so they were evidently in favor of it.

5. earnest ➔ When American Indians first saw European horses in the 1400s, their surprise was no doubt earnest. Their response was sincere because horses had not been seen in the Americas since 9000 B.C.

6. inhale ➔ In King Louis XIV’s enormous stables at Versailles, a visitor could inhale without breathing in unpleasant fumes. The horses were so well cared for that a German prince once said they lived better than he did.

7. requirement ➔ Before motorized transportation, owning a horse was a requirement for many professionals. For example, most doctors had to ride horses while making their rounds to patients.

8. vacuum ➔ Removing horses from a pioneer’s farm certainly would have left a vacuum. What other animal could have taken its place?

9. vault ➔ Horses were once used for mail services, such as the famous Pony Express, because they could run fast and even vault obstacles in the roads. For example, the horse’s ability to jump over a fallen tree would save the rider time.

10. regulate ➔ The golden age of horse travel was from 1700 to 1900 in both Europe and North America. During that time, companies were formed to regulate and manage the stagecoach systems.
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

**COLUMN A**

11. word: ____________________:
   v. to continue to stay; to delay or loiter

12. word: ____________________:
   n. uneasiness; minor pain; lack of comfort

13. word: ____________________:
   n. an arched ceiling; a secure room for storing valuables; a burial chamber; a jump; v. to jump over

14. word: ____________________:
   v. to draw into the lungs; to breathe in

15. word: ____________________:
   adj. serious; not joking; sincere

16. word: ____________________:
   v. to take away courage or confidence; to advise (a person) against something

17. word: ____________________:
   n. something that is necessary or demanded; a necessity

18. word: ____________________:
   adj. delicate and pretty

19. word: ____________________:
   n. a completely empty space; a space left empty by the removal of something usually in it; v. to clean with a machine that works by suction

20. word: ____________________:
   v. to control, govern, or direct according to rule or system; to adjust to a certain standard

**COLUMN B**

(A) Knowledge of horses in art is a **requirement** in this class. Also needed is a knowledge of horses in sports.

(B) Throughout history, horses have been subjects of artists. Some paintings portray **dainty** show horses, and others show large, heavy workhorses.

(C) On the arched ceiling is a beautiful painting of horses. The artist used a very tall ladder to reach the **vault** to paint it.

(D) At the museum, I **lingered** to look at the bronze horses created by Frederic Remington while the rest of the group moved on.

(E) The **earnest** guide pointed out how realistic Remington's sculptures are. I could tell that the guide loved his job and took it seriously.

(F) President Andrew Jackson loved racing horses. Not being able to race horses would have left a **vacuum** in his life—a space that politics alone could not have filled.

(G) The best jockeys are confident of their abilities. They are not **discouraged** when they ride horses that have never won.

(H) I would not want to be a jockey because of the **discomfort** of bouncing on a racing horse—it seems very uncomfortable.

(I) Most horses used in polo matches tire after fifteen minutes of play. You can see them **inhale** deeply in frantic attempts to pull air into their lungs.

(J) The temperature must be **regulated** in some stables for the comfort of the horses. Adjusting the temperature is also important for their health.
EXERCISE 3  Like Meanings and Opposite Meanings  

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. vaulted the hurdle  
   (A) jumped over  
   (B) stood on  
   (C) looked over  
   (D) sat on

24. to discourage the young jockey  
   (A) discover  
   (B) praise  
   (C) help out  
   (D) advise negatively

22. a vacuum left by a retired racehorse  
   (A) filled space  
   (B) deep space  
   (C) last place  
   (D) empty space

25. a requirement for horse ownership  
   (A) suggestion  
   (B) necessity  
   (C) plan  
   (D) request

23. to regulate the American quarter horse show  
   (A) neglect  
   (B) approve  
   (C) control  
   (D) help

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. the circus pony’s dainty costume  
   (A) new and costly  
   (B) delicate and pretty  
   (C) heavy and ugly  
   (D) old and cheap

29. inhaled the dust from the racetrack  
   (A) breathed in  
   (B) blinded by  
   (C) go around  
   (D) breathed out

27. to linger by the Clydesdales  
   (A) hurry  
   (B) live  
   (C) stay  
   (D) sing

30. an earnest knight  
   (A) serious  
   (B) concerned  
   (C) joking  
   (D) happy

28. the horse’s discomfort  
   (A) uneasiness  
   (B) dance  
   (C) ease  
   (D) expression
Lesson 8  CONTEXT: Amazing Nature

Texas Dinosaurs

Sixteen different species of dinosaurs once lived in Texas. Some were small, and others were gigantic. Some were quiet plant eaters, and others were fierce meat eaters. They lived a long time ago—65 to 135 million years ago. Their fossils and footprints have been found in three areas of Texas: the Panhandle, North Central to West Texas, and the Big Bend area.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the dinosaurs of Texas. These ten Vocabulary Words will be used.

acquire  disguise  hibernate  impostor  reference
conceal  gasp  imitate  portion  terminal

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. acquire

After a museum is able to acquire the individual bones of a dinosaur, the hard work begins. Getting the bones is the easy part; it may take many months or even years before the skeleton can be fully assembled.

Context:  Structure:  Sound:  Dictionary:
2. conceal
   It would have been difficult for the pleurocoelus to conceal itself. It weighed thirty-five tons and was fifty feet long.

3. disguise
   If a chasmosaurus walked into your schoolyard today, would you be able to disguise it and keep it a secret? How could you make a seventeen-foot-long creature with a big, bony plate and horns on its head look like anything but a dinosaur?

4. gasp
   One can imagine the last gasp of an animal eaten by deinonychus, the “terrible claw” dinosaur. Its final breath would be drawn in terror.

5. hibernate
   When dinosaurs lived, Texas was a hot and humid marshland. There would have been no need for dinosaurs to hibernate, or go into an inactive state, as some animals do in winter.

6. imitate
   The acrocanthosaurus, or “high-spined reptile,” found in North Central to West Texas, imitated the tyrannosaurus by walking and using its claws and teeth in similar ways.

7. portion
   What portion of the body of a tenontosaur was its tail? More than half of this fifteen-foot-long dinosaur, which once lived in North Central to West Texas, was tail.

8. impostor
   Don’t be fooled by anyone who says he or she is a dinosaur expert and can show you a complete dinosaur skeleton no one else knows about. That person is probably an impostor.

9. reference
   Do you need reference material about dinosaurs in Texas? If you do, I can recommend several interesting books.

10. terminal
    The terminal days for dinosaurs came about sixty-five million years ago. There are several theories about what caused them to die out.
### EXERCISE 2  Context Clues

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<th>COLUMN A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>___ 11. word: ____________________</td>
<td>(A) Whatever event or events caused the end of the dinosaurs, the situation was <strong>terminal</strong>.</td>
</tr>
<tr>
<td>v. to inhale suddenly with surprise; to breathe with difficulty; n. a difficult inhalation of breath</td>
<td></td>
</tr>
<tr>
<td>___ 12. word: ____________________</td>
<td>(B) Many books about dinosaurs include <strong>references</strong> to Texas dinosaur finds.</td>
</tr>
<tr>
<td>v. to gain possession of</td>
<td></td>
</tr>
<tr>
<td>___ 13. word: ____________________</td>
<td>(C) Few visitors to the park can <strong>conceal</strong>, or hide, their awe when they see the gigantic footprints.</td>
</tr>
<tr>
<td>v. to give out in parts; n. an amount, share, or serving of something</td>
<td></td>
</tr>
<tr>
<td>___ 14. word: ____________________</td>
<td>(D) Artists have <strong>imitated</strong> the tracks at Dinosaur Valley State Park in North Central Texas, but seeing the copies cannot compare with seeing the real tracks.</td>
</tr>
<tr>
<td>n. a person who deceives others by pretending to be something he or she is not</td>
<td></td>
</tr>
<tr>
<td>___ 15. word: ____________________</td>
<td>(E) The scientist responsible for preserving the tracks is R. T. Bird. No one thought he was an <strong>impostor</strong> because it was clear that he was a true authority on dinosaur fossils.</td>
</tr>
<tr>
<td>adj. at the end of something; final; n. the ending point; a limit; either end of a transportation line</td>
<td></td>
</tr>
<tr>
<td>___ 16. word: ____________________</td>
<td>(F) To create a model of a dinosaur, an artist must <strong>acquire</strong> knowledge about the creatures. It takes much study for an artist to get enough information to correctly duplicate a dinosaur.</td>
</tr>
<tr>
<td>v. to hide something by changing its usual appearance; n. a costume</td>
<td></td>
</tr>
<tr>
<td>___ 17. word: ____________________</td>
<td>(G) Children often <strong>gasp</strong> when they suddenly see the big models of dinosaurs at the park. After their surprise, the children run to see the dinosaurs up close.</td>
</tr>
<tr>
<td>v. to spend the winter in an inactive state</td>
<td></td>
</tr>
<tr>
<td>___ 18. word: ____________________</td>
<td>(H) Park rangers <strong>portion</strong> the information they share, so visitors will not be overwhelmed with too much knowledge at once.</td>
</tr>
<tr>
<td>v. to hide; to keep secret</td>
<td></td>
</tr>
<tr>
<td>___ 19. word: ____________________</td>
<td>(I) Experts argue over whether dinosaurs were warm- or coldblooded, but no one believes they <strong>hibernated</strong> in cold weather, like some modern-day reptiles.</td>
</tr>
<tr>
<td>n. the directing to a source for information; a mention of something or somebody; the naming of a person who can offer recommendation; v. to mention a source; adj. used or usable for reference</td>
<td></td>
</tr>
<tr>
<td>___ 20. word: ____________________</td>
<td>(J) A dinosaur costume would be an excellent <strong>disguise</strong>!</td>
</tr>
<tr>
<td>v. to copy exactly; to act the same as</td>
<td></td>
</tr>
</tbody>
</table>

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Making New Words Your Own 33
EXERCISE 3 Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. gasped at seeing the dinosaur
   (A) exhaled slowly
   (B) smiled broadly
   (C) inhaled suddenly
   (D) laughed loudly

22. to hibernate like some mammals
   (A) spend winter in an inactive state
   (B) spend summer in an active state
   (C) spend winter in a southern state
   (D) spend fall in a restful state

23. to acquire knowledge
   (A) remember
   (B) lose
   (C) maintain
   (D) gain

24. your reference to a dinosaur egg
   (A) decision about
   (B) mention of
   (C) discovery of
   (D) talk of

25. a good Tyrannosaurus disguise
   (A) drawing
   (B) statue
   (C) body
   (D) costume

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a portion of a dinosaur fossil
   (A) whole
   (B) picture
   (C) part
   (D) likeness

27. conceals the fossil
   (A) keeps
   (B) hides
   (C) shows
   (D) takes

28. fossils sold by an impostor
   (A) deceiving, pretending person
   (B) doubting, sly person
   (C) honest, real person
   (D) unruly, dishonest person

29. the terminal footprint
   (A) first
   (B) final
   (C) second
   (D) greatest

30. imitated a flying reptile
   (A) followed the example of
   (B) pretended to be
   (C) searched for
   (D) acted differently from
Lesson 9  CONTEXT: Amazing Nature

Weird Weather: El Niño

Even in one place, no two years have exactly the same weather. Snow may pile high one year and not fall at all the next. One summer may be hotter than most others. One important factor in global weather variation is El Niño, a warm water current that occurs every few years in the Pacific Ocean. This warm current causes dramatic changes in weather around the world.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about El Niño and other mysterious weather phenomena. Below are ten Vocabulary Words that will be used.

bombard  lunar  pharmacy  receipt  static
bureau  particle  pierce  resign  surgery

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. bombard

While we are being bombarded with weather reports on the radio and television, we often do not understand the causes of weather patterns.

Context:

Structure:

Sound:

Dictionary:
2. bureau

The National Weather Service is a government department that predicts and studies the weather. Scientists at the weather bureau do not yet understand what causes El Niño. For this reason, they cannot always predict when the next El Niño will occur.

3. lunar

Lunar attraction, or the gravitational pull of the moon, causes ocean tides. The moon does not have much effect on ocean currents such as El Niño, however.

4. particle

A water particle that is caught up in an ocean tide will be carried either towards or away from the shore as the moon pulls the tide. However, if that same small molecule of water is caught in a current, it will be carried along in the current’s flow instead.

5. pierce

When El Niño pierces the normally cool waters of South America’s Pacific coast, disastrous changes occur. The effect of the warm current passing into cold waters damages ocean life there.

6. pharmacy

Plants and animals in the sea are affected by El Niño. Some of these organisms are of value to students of pharmacy. Pharmacists use some sea organisms to prepare drugs and medicines.

7. receipt

The jet stream has a major effect on world climates. For this reason, scientists are always eager for receipt of information about El Niño. Getting such news at the right time can help them predict weather trends.

8. resign

El Niño affects rainfall around the world. In 1991, the current caused severe flooding in parts of Texas. As the rains continued, many Texans had to resign themselves to, or accept, the fact that their homes were gone forever.

9. static

The 1998 flooding in Somalia occurred because El Niño caused severe rains that lasted for some time. When a weather system is static, the weather in an area remains unchanged for a long time.

10. surgery

The floods caused many injuries. As a result, doctors spent more time than usual in surgery, performing operations.
**EXERCISE 2**  
**Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

**COLUMN A**

11. word: ___________________  
   *v.* to pass into or through; to stab; to sharply affect the senses or feelings

12. word: ___________________  
   *n.* an operation; the operating room

13. word: ___________________  
   *n.* a chest of drawers; an agency, usually one that gives and collects information; a government department

14. word: ___________________  
   *n.* a receiving; proof of receiving

15. word: ___________________  
   *v.* to leave or offer to leave one’s job or office; to accept something passively

16. word: ___________________  
   *n.* a very small piece; a slight trace

17. word: ___________________  
   *v.* to attack verbally; to attack with bombs or to fire at with projectiles

18. word: ___________________  
   *n.* electrical discharges in the atmosphere that produce radio or television interference; *adj.* not moving; still

19. word: ___________________  
   *n.* the profession of preparing and dispensing medicines; a drugstore

20. word: ___________________  
   *adj.* of or on the moon; like the moon

**COLUMN B**

(A) My Uncle Ramón is a fisherman who lives in Arica, Chile. He suffers from arthritis. The pain is severe, but it cannot be helped by surgery.

(B) A friend of his owns a pharmacy, and Uncle Ramón went to her drugstore to get medicine for his pain.

(C) When he arrived, no one was there. Hearing static coming from a radio, he followed the crackling sound to the back room. The clerk there told Uncle Ramón that news of El Niño had just arrived.

(D) Uncle Ramón bought some arthritis medicine, and the clerk handed Uncle Ramón a sales slip. Walking outside, Uncle Ramón stuffed the receipt for his medicine in his pocket.

(E) He felt the first raindrops **pierce** through his shirt. “I should have known,” he thought, feeling the cold water on his skin. “My hands always hurt before a storm.”

(F) “Now we must **resign** ourselves to a poor fishing season. We must accept that El Niño will warm the ocean and kill many fish.”

(G) Uncle Ramón knew that he would be **bombarded** with questions when he got home. Aunt Nina would scold him for going out in a storm and ask him for news from town.

(H) Arriving home, he placed his medicine in one of the drawers of his **bureau,** or dresser.

(I) Through a window, he stared grimly at the gloomy, **lunar** paleness of the day outside. The gray landscape was veiled with rain.

(J) Rain was washing away nearly every **particle** of his hope for good fishing.
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to study pharmacy
   (A) business finance
   (B) medicines
   (C) the rulers of ancient Egypt
   (D) crop growing

22. an old bureau
   (A) long tunnel
   (B) chest of drawers
   (C) den
   (D) company of friends

23. emergency surgery
   (A) vehicle for transporting injured people
   (B) plan of action
   (C) attack
   (D) operation

24. the lunar timetable
   (A) of the ocean
   (B) of the sun
   (C) of the moon
   (D) impossible

25. to pierce their defenses
   (A) cut through
   (B) repair
   (C) prepare
   (D) calm down

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. the particles of glass
   (A) large, whole pieces
   (B) thin layers
   (C) tiny bits
   (D) cups and pitchers

27. to resign his position
   (A) accept
   (B) change
   (C) formally place a signature
   (D) improve

28. to bombard the fort
   (A) attack
   (B) build
   (C) float
   (D) defend

29. a static situation
   (A) active
   (B) hopeless
   (C) a measure of performance
   (D) statewide

30. due on receipt
   (A) availability
   (B) sending
   (C) request
   (D) a specific day
Lesson 10  CONTEXT: Amazing Nature

Mark Twain's Mighty Mississippi

The Adventures of Huckleberry Finn by Mark Twain (1835–1910) tells the story of a boy living near the Mississippi River before the Civil War. Like Huck, Mark Twain, whose real name was Samuel Clemens, grew up along the Mississippi. He worked for a time as a riverboat pilot, but he is most famous for his writing.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Mark Twain's Mississippi. Below are ten Vocabulary Words that will be used in these exercises.

conviction  gossip  license  ransom  suspicion
flammable  jeopardy  pry  stray  toll

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. conviction

In Adventures of Huckleberry Finn, Huck pretends to be Tom Sawyer. In real life, a person pretending to be someone else could face conviction and spend time in jail.

Context:  Structure:  Sound:

Dictionary:
2. gossip

When he was a boy, Twain loved to hear people gossip. He especially enjoyed rumors and tall tales told by people who had traveled on the Mississippi.

3. license

Twain longed to work on a steamboat. He felt that working on the river would give him the license to be free and independent.

4. pry

While traveling down the Mississippi River, Twain managed to convince a pilot to teach him how to steer a steamboat. However, it was not easy to pry the knowledge out of the pilot.

5. flammable

Mississippi steamboats were powered by boilers. Flammable materials, such as wood or coal, were burned in the boilers.

6. toll

After the Civil War, steamboats were replaced by the railroad. The change took a toll on the small Riverside towns, which lost money because they depended on the steamboats for trade.

7. stray

When he was eighteen, Mark Twain decided that he wanted to wander for a while. He strayed from Missouri to New York and Philadelphia and then finally returned to the Mississippi River.

8. jeopardy

Twain's finances were in jeopardy when he lost a great deal of money in investments between 1881 and 1894.

9. ransom

Twain also lost money when his publishing company failed in 1894. He was left with a debt that seemed as high as the ransom for the release of a king.

10. suspicion

Toward the end of his life, Twain developed a strong suspicion of people. He seemed to believe that people in general were greedy and untrustworthy.
### EXERCISE 2  Context Clues

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<th>COLUMN B</th>
</tr>
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<tbody>
<tr>
<td>___ 11. word: __________________</td>
<td>(A) Twain received his pilot’s license in 1859. This permit gave him permission to operate steamboats.</td>
</tr>
<tr>
<td>v. to wander from a place; fail to concentrate; adj. wandering; lost; lone; n. person or thing that wanders or is lost</td>
<td>(B) Steamboats were made out of wood. This means that they were flammable and burned easily.</td>
</tr>
<tr>
<td>___ 12. word: __________________</td>
<td>(C) During the years that Mark Twain was a riverboat pilot, lives were often in jeopardy due to steamboat boiler explosions.</td>
</tr>
<tr>
<td>n. in danger; at risk</td>
<td>(D) To make river travel less dangerous, the government sent boats to pry, or remove, obstacles from the water.</td>
</tr>
<tr>
<td>___ 13. word: __________________</td>
<td>(E) The toll for traveling on the river was low when Twain was alive. Now it costs much more.</td>
</tr>
<tr>
<td>n. a charge for; a fare; an amount lost or taken; v. to ring a bell slowly</td>
<td>(F) The Mississippi River is badly polluted today. Many people have a suspicion that some industries are dumping dangerous materials into the river illegally.</td>
</tr>
<tr>
<td>___ 14. word: __________________</td>
<td>(G) Twain became a stray again after the Civil War began in 1861. He wandered all over the United States and Europe.</td>
</tr>
<tr>
<td>n. formal permission; a legal document giving formal permission; v. to give permission formally</td>
<td>(H) Twain was a humorous gossip who loved to tell stories about his years on the Mississippi.</td>
</tr>
<tr>
<td>___ 15. word: __________________</td>
<td>(I) Twain held a conviction about humor. He deeply believed that humor could illustrate certain human qualities and actions.</td>
</tr>
<tr>
<td>v. to raise or move by force; to obtain with difficulty; to peer or snoop; n. a tool for raising or moving something</td>
<td>(J) In <em>The Adventures of Tom Sawyer</em>, Tom and Huck discover a treasure. They find enough money to ransom a dozen hostages.</td>
</tr>
<tr>
<td>___ 16. word: __________________</td>
<td></td>
</tr>
<tr>
<td>n. the act of suspecting guilt; tending to cause others to believe or suspect guilt</td>
<td></td>
</tr>
<tr>
<td>___ 17. word: __________________</td>
<td></td>
</tr>
<tr>
<td>n. holding strongly to a belief; convinced; being found legally guilty of a crime</td>
<td></td>
</tr>
<tr>
<td>___ 18. word: __________________</td>
<td></td>
</tr>
<tr>
<td>n. a person who spreads rumors; idle talk or rumors; v. to spread rumors</td>
<td></td>
</tr>
<tr>
<td>___ 19. word: __________________</td>
<td></td>
</tr>
<tr>
<td>n. the price paid for the release of a hostage; v. to pay money for such a release</td>
<td></td>
</tr>
<tr>
<td>___ 20. word: __________________</td>
<td>adj. easily set on fire</td>
</tr>
</tbody>
</table>

**Making New Words Your Own**
EXERCISE 3
Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. putting lives in jeopardy
   (A) comfortable surroundings
   (B) an unsafe situation
   (C) a safe situation
   (D) order

22. a license to operate a boat
   (A) permission
   (B) training
   (C) desire
   (D) request

23. to express a conviction
   (A) doubt
   (B) desire
   (C) belief
   (D) promise

24. to ransom the captives
   (A) kidnap
   (B) injure seriously
   (C) pay to release
   (D) frighten terribly

25. to toll a bell
   (A) study
   (B) ring
   (C) cast out
   (D) repair

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a flammable fuel
   (A) expensive
   (B) fireproof
   (C) smelly
   (D) hot

27. the gossip about life on the river
   (A) serious discussion
   (B) bad news
   (C) rumors
   (D) idle talk

28. to pry into personal affairs
   (A) ask about
   (B) stay out of
   (C) fall
   (D) snoop

29. the stray cat that begs for food
   (A) lost
   (B) beautiful
   (C) unhappy
   (D) homebound

30. a suspicion that it will rain
   (A) knowledge
   (B) guess
   (C) worry
   (D) bet
Lesson 11  CONTEXT: People and Places

Checking Out the Chimps with Jane Goodall

From the time she was a little girl, Jane Goodall wanted to work with animals. When she grew up, she became an ethologist—someone who studies animal behavior. She worked with Louis Leakey, who was studying animals and early humans. In 1960, Jane Goodall began studying chimpanzees in Gombe, Tanzania. She became very close to several individual chimpanzees and was able to correct many misunderstandings about the animals.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Jane Goodall. These ten Vocabulary Words will be used.

analyze  debate  essential  offspring  reaction
career  document  identical  publicity  thorough

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

analyze  In order to analyze the behavior of chimpanzees, Jane Goodall decided to live with them. This allowed her to examine their actions in detail.

Context:  Structure:  Sound:

Dictionary:
2. Jane Goodall began her career working as a secretary. Soon she was able to begin working with animals, something she had always wanted to do.

3. Louis Leakey supported Goodall because he knew she was thorough. He believed that only someone who was very exact and who paid close attention to details should do the study.

4. Jane Goodall debated with scientists who did not believe that chimps would eat meat. She argued her case by showing them evidence.

5. Every night, Goodall wrote in her journal about her experiences with the chimpanzees. She wanted to document everything she had seen during the day.

6. An essential for Goodall was a good pair of binoculars. Without them, she would have had trouble with her research.

7. Humans and chimpanzees have some identical features. For instance, chimpanzees have thumbs that are almost exactly like human thumbs.

8. Goodall realized that most chimps travel in small groups. She also noticed that mothers usually carry their young offspring under their bodies.

9. Goodall received a lot of publicity because of her work with chimpanzees. This public attention helped her raise money for her research.

10. When Goodall first began to study chimpanzees, they were afraid of her. She was not concerned about their reaction because she believed they would soon respond with trust.
Directions. Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

**COLUMN A**

11. word: _____________________
   adj. necessary; n. something that is necessary; a necessary element

12. word: _____________________
   adj. done from beginning to end; complete; painstakingly accurate

13. word: _____________________
   n. any material which makes something known to the public; public attention

14. word: _____________________
   to argue; to take part in a formal discussion; discussion of a question

15. word: _____________________
   exactly alike; duplicate

16. word: _____________________
   response to something

17. word: _____________________
   written record; v. to provide as proof or art

18. word: _____________________
   work one does all one's life; a job; rapidness; v. to move at full speed; to rush; pursuing an activity as a life's work

19. word: _____________________
   a hild or a young animal; a result; descendant

20. word: _____________________
   examine in detail; to study the nature of thing

**COLUMN B**

(A) Money was **essential** to Goodall's research. Without funding, she would not have been able to continue her research.

(B) Although people may think that all chimps are **identical**, individual chimps are quite different in their appearances and actions.

(C) Jane Goodall was interested in **analyzing**, or looking closely at, the relationships between male and female chimpanzees.

(D) Once, Goodall was startled by three chimpanzees **career**ing through the forest. As they raced by, they bared their teeth at her.

(E) How did the chimps respond when Jane Goodall's son was born? Their **reaction** was one of curiosity.

(F) Jane Goodall discovered that female chimps have only one baby, or **offspring**, every five or six years.

(G) Jane Goodall was **thorough** when she studied the chimpanzees. She recorded every detail about them.

(H) Written **documents** by Jane Goodall and her assistants in Africa are studied by students of animal behavior.

(I) Jane Goodall often speaks in the United States. Advance **publicity** lets people know when and where she will speak.

(J) The **debate** about how to protect the chimpanzees continues. It is a good sign, though, that people care enough to discuss the question.
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to analyze animal communication
   (A) listen to
   (B) examine
   (C) understand
   (D) be a part of

22. Louis Leakey’s document
   (A) degree
   (B) written record
   (C) life story
   (D) spoken word

23. the offspring of a discussion
   (A) parents
   (B) topic
   (C) result
   (D) wish

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a career animal expert
   (A) angry
   (B) lonely
   (C) occasional
   (D) responsible

27. to debate environmental issues
   (A) agree on
   (B) argue about
   (C) outline
   (D) explain

28. an identical response
   (A) the same
   (B) unusual
   (C) opposite
   (D) poor

29. essential for health
   (A) required
   (B) unnecessary
   (C) meaningful
   (D) prescribed

30. a thorough study
   (A) expensive
   (B) correct
   (C) humorous
   (D) incomplete
Lesson 12  CONTEXT: People and Places

Looking for Green Gables: Anne’s Prince Edward Island

Anne Shirley is the title character of the novel Anne of Green Gables by Lucy Maud Montgomery (1874–1942). Anne is like her creator in many ways. Both lived on and loved Prince Edward Island, Canada’s smallest province. Many tourists come to the island to see its beauty and to visit the house used as the model for Anne’s house, Green Gables.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Anne of Green Gables and Prince Edward Island. Below are ten Vocabulary Words that will be used in these exercises.

biography  determination  notion  respectable  scholar
destination  generous  profession  routine  self-confidence

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. biography

Any biography of Lucy Maud Montgomery includes information about Prince Edward Island. Known as P.E.I., the island is a major part of her life’s story.

Context:

Structure:

Sound:

Dictionary:
2. **destination**
   I had long wanted to go to P.E.I. because I had read all eight of the Anne books and the story of Montgomery’s life. When I set out on my vacation last summer, the island was my destination.

3. **determination**
   My determination to go to P.E.I., which is located in the Gulf of St. Lawrence, was great. I also had a firm intention to visit all the places described in the Anne novels.

4. **generous**
   A generous aunt gave me money to go to P.E.I. She showed me pictures that she had taken of Prince Edward Island National Park.

5. **notion**
   Once actually on P.E.I., I had the notion to drive around and look at the farms. It was a good idea, because many farmers were out harvesting the potatoes for which the island is famous.

6. **profession**
   Farming is one of the main professions on the island, which has extremely rich red soil. Another popular occupation is fishing, especially fishing for lobsters and oysters.

7. **respectable**
   The Prince Edward Island lobster is a respectable meal. I went to a community lobster dinner where I had plenty of oysters that were also of excellent quality.

8. **routine**
   At the dinner, some local children put on an entertaining routine based on Anne of Green Gables. Of course, a red-haired girl played Anne in the skit and pretended not to like the color of her hair.

9. **scholar**
   I was lucky to meet a woman who was a real Anne of Green Gables scholar. She offered to share her vast knowledge with me.

10. **self-confidence**
    My new friend said she admired Anne’s self-confidence. She said that reading the Anne books had helped her to become more sure of herself.
**EXERCISE 2  **Context Clues 

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
</table>
| 11. word: _________________  
  *n.* a whim; an idea; a vague thought | (A) I didn’t plan my activities on P.E.I. but acted on whim. A sudden notion to see Charlottetown, the island’s capital, resulted in lots of fun. |
| 12. word: _________________  
  *n.* a belief in oneself and one’s abilities | (B) I had a **determination** to see the village of Cavendish. It was my purpose to go to the place called Avonlea in Montgomery’s books. |
| 13. word: _________________  
  *n.* a firm intention; firmness of purpose | (C) The house called Green Gables once belonged to Montgomery’s cousins, a **respectable** brother and sister who ran an equally proper farm. |
| 14. word: _________________  
  *adj.* worthy of esteem; proper; fairly good in quality or quantity | (D) I wonder if they were as **generous** as the unselfish brother and sister, Matthew and Marilla, who welcomed Anne. |
| 15. word: _________________  
  *n.* the story of a person’s life | (E) When touring the house, I could imagine Anne’s summer **routine** as a child. Each day she helped in the kitchen, wrote, and daydreamed. |
| 16. word: _________________  
  *adj.* willing to give or share; unselfish; ample | (F) I think working at Green Gables for the Canadian park service would be a wonderful **profession**. All my reading should be good background for such a career. |
| 17. word: _________________  
  *n.* the place toward which someone or something is going | (G) After I went through Green Gables, Anne’s Haunted Woods nearby was my next **destination**. |
| 18. word: _________________  
  *n.* an occupation; a declaration | (H) P.E.I. is where both Montgomery and Anne learned to believe in themselves. I could feel their **self-confidence** there. |
| 19. word: _________________  
  *n.* a learned or knowledgeable person; a student | (I) When I was in college, a fellow **scholar** once told me that the Micmacs, an American Indian people, lived on Prince Edward Island. |
| 20. word: _________________  
  *n.* a regular procedure; a custom; a theatrical skit; *adj.* occurring on a regular basis | (J) I later read a **biography** of the French explorer Jacques Cartier, who came to the island in 1534. The account of his life is fascinating. |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. a respectable Canadian author
   (A) favorite
   (B) disliked
   (C) famous
   (D) esteemed

22. the teaching profession
   (A) equipment
   (B) community
   (C) occupation
   (D) work force

23. a Canadian scholar
   (A) person who studies
   (B) person who coaches
   (C) person who drives
   (D) person who fishes

24. a notion to paint a landscape
   (A) hope
   (B) chance
   (C) order
   (D) idea

25. reading a biography
   (A) story about the history of Canada
   (B) story of a person’s life
   (C) map
   (D) list of a writer’s books

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. routine tours of Green Gables
   (A) unpredictable
   (B) regular
   (C) hourly
   (D) enjoyable

27. a generous donation to Parks Canada
   (A) welcome
   (B) unwelcome
   (C) selfish
   (D) unselfish

28. a feeling of determination
   (A) purposelessness
   (B) firmness
   (C) unusualness
   (D) originality

29. an island destination
   (A) view
   (B) starting point
   (C) end point
   (D) summer storm

30. a writer’s self-confidence
   (A) belief in oneself
   (B) concern over finishing a book
   (C) lack of faith in oneself
   (D) hope in the ability to create
Lesson 13  CONTEXT: People and Places

If You Like Peanut Butter, Thank George Washington Carver

Imagine life without peanut butter! George Washington Carver (1864–1943) was a scientist who developed more than three hundred products from the peanut. Carver was born into slavery. He eventually went to college and later joined the faculty of Tuskegee Institute. His interest in the peanut caused it to become a major part of agriculture in the South.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about George Washington Carver. Below are ten Vocabulary Words that will be used in these exercises.

- ceremony
- consent
- ignite
- management
- quarantine
- conduct
- fragrant
- interrupt
- plead
- scheme

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

- Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

**ceremony**

George Washington Carver’s funeral service was well attended. At the ceremony, people were reminded of his amazing contributions to science.

Context:  Structure:  Sound:

Dictionary:
2. consent  
In 1896, Carver consented, or agreed, to direct the department of agriculture at Tuskegee Institute. He conducted most of his research at Tuskegee from 1896 until his death.

3. conduct  
Carver conducted hundreds of experiments in his lab. Under his direction, many products were developed.

4. ignite  
Carver's laboratory equipment included burners for heating. It was important to ignite the burners carefully to avoid setting a fire.

5. fragrant  
Peanut milk was one of Carver's first widely used inventions. The fragrant, sweet-smelling liquid was a substitute for cow's milk.

6. interrupt  
Carver testified before a committee of Congress in 1921. The committee was so interested in his unusual peanut products that they frequently interrupted his talk to ask questions.

7. management  
Carver helped the peanut industry in the South. The management of various companies asked for his help with a variety of problems. The business directors appreciated Carver's knowledge.

8. plead  
If Carver had ever threatened to leave Tuskegee Institute, its directors probably would have pleaded with him, begging him to stay.

9. quarantine  
Carver worked with some plants that were diseased. He had to quarantine these plants by setting them apart from the others. Then the other plants would not catch the diseases.

10. scheme  
Carver's scheme was for southern farmers to be more productive. He planned to provide them more possibilities.
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<th>COLUMN A</th>
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</tr>
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</table>
| **11.** word: ________________  
*n.* behavior; *v.* to lead; to direct | (A) George Washington Carver was frequently **quarantined**, or kept apart, from other children. |
| **12.** word: ________________  
*n.* a carefully arranged plan; a plot; an orderly combination of things; *v.* to construct a plan; to plot | (B) Carver would sometimes **interrupt** his work in the lab to stop and research new ideas. |
| **13.** word: ________________  
*n.* an isolation or restriction of movement to keep disease from spreading; *v.* to set apart | (C) Carver **schemed** to make crop rotation, the planting of different crops in different seasons, a common practice. Farmers who followed Carver's plan found that all their crops improved. |
| **14.** word: ________________  
*v.* to set on fire; to start burning; to excite | (D) One of Carver's inventions was a kind of soap made from peanuts. The soap had a pleasing, fragrant smell. |
| **15.** word: ________________  
*n.* a formal act or ritual; the service at which such an act is performed | (E) A popular speaker, Carver was in great demand. Organizations such as schools and the YMCA **pleaded** with him to speak to them. |
| **16.** word: ________________  
*v.* to break in upon; to stop or obstruct | (F) When he traveled, Carver often left the **management**, or direction, of his experiments to other scientists. |
| **17.** word: ________________  
*v.* to agree with; to give approval or permission for something; *n.* an agreement; permission | (G) Carver was well known for his polite **conduct.** His behavior was imitated by many of his students. |
| **18.** word: ________________  
*adj.* having a pleasant smell; sweet-smelling | (H) Carver was a champion of the rights of African Americans. He often **ignited** passions and made people eager for justice. |
| **19.** word: ________________  
*v.* to offer as an excuse; to declare oneself in court to be guilty or not guilty; to beg | (I) Carver asked some of his students to write to him after they left Tuskegee Institute. Most of them were glad to **consent.** They readily agreed to keep in touch. |
| **20.** word: ________________  
*n.* the act of controlling; one or more persons who direct a group or business | (J) **Without ceremony,** Carver often led informal nature tours. |
**EXERCISE 3**

**Like Meanings and Opposite Meanings**

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. a formal ceremony  
   (A) ritual  
   (B) classroom  
   (C) statement  
   (D) suit

22. to interrupt suddenly  
   (A) finish  
   (B) break in  
   (C) inform  
   (D) find

23. to plead ignorance  
   (A) avoid  
   (B) overcome  
   (C) find the cause of  
   (D) explain

24. to conduct an experiment  
   (A) be the leader of  
   (B) follow after  
   (C) create a design for  
   (D) carry through

25. a scheme to find more uses for peanuts  
   (A) grant  
   (B) plan  
   (C) lab  
   (D) reason

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. quarantined for a short time  
   (A) mixed in  
   (B) ill  
   (C) kept apart  
   (D) healthy

27. to consent to do more research  
   (A) hope  
   (B) plan  
   (C) dream  
   (D) refuse

28. a fragrant flower  
   (A) stinking  
   (B) yellow  
   (C) sweet  
   (D) blooming

29. to ignite a match  
   (A) light  
   (B) put out  
   (C) freeze  
   (D) steam

30. the industry’s management  
   (A) workers  
   (B) scientists  
   (C) bosses  
   (D) teachers

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54 LESSON 13
Lesson 14  CONTEXT: People and Places

Just Where Did the Red Fern Grow? Appalachia . . .

Wilson Rawls's (1913–1984) Where the Red Fern Grows is a story of love and triumph. A boy forms a deep friendship with two dogs who give their lives to save him from danger. The young-adult novel is set in Appalachia, a region in the southeastern mountains of the United States. This area has some of the country's most beautiful scenery. Every year, thousands of hikers walk along the Appalachian Trail, which runs for more than two thousand miles between Georgia and Maine.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Appalachia. These ten Vocabulary Words will be used.

- architect
- betray
- desperate
- district
- eternal
- glimpse
- realm
- sacrifice
- victorious

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. architect

Special cabins and lodges for hikers can be found along the Appalachian Trail. Architects designed these buildings to be simple and comfortable.

Context:Structure:Sound:

Dictionary:
2. betray: The hounds Old Dan and Little Ann in *Where the Red Fern Grows* would never turn against their owner. They were too faithful to betray him.

3. eternal: The theme of the book is an eternal, or everlasting, one—the close relationships that develop between humans and animals.

4. victim: The narrator of *Where the Red Fern Grows* is seriously injured when he becomes the victim of a mountain lion attack.

5. sacrifice: Old Dan and Little Ann make a sacrifice for their owner. They give up their lives to save him.

6. desperate: As many young people leave Appalachia for jobs in cities, their hometown citizens may become desperate. How will the towns survive without young people?

7. district: The Appalachian Trail is over two thousand miles long. It passes through many districts, running through county after county and state after state from Maine to Georgia.

8. glimpse: Driving on the Blue Ridge Parkway, one can glimpse secluded mountain meadows. A driver should not be tempted to take a longer look, though, because the road is high and winding!

9. victorious: People concerned about the environment have been at least partially victorious in Appalachia. They have won protection for several endangered species.

10. realm: The Appalachians are a realm for wildlife. Bears and bobcats are the rulers of this animal kingdom.
**EXERCISE 2 Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<tr>
<th>COLUMN A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11. word: ________________ n. a person who designs plans for the construction of buildings or other structures</td>
<td>(A) Out in the woods, the main character in <em>Where the Red Fern Grows</em> felt like a king ruling his own small <strong>realm</strong>.</td>
</tr>
<tr>
<td>12. word: ________________ adj. in a state resulting from a loss of hope; having a great need</td>
<td>(B) The boy’s grandfather in <em>Where the Red Fern Grows</em> would never <strong>betray</strong> his grandson. He always tells the boy the truth.</td>
</tr>
<tr>
<td>13. word: ________________ v. to glance at; to see briefly; n. a brief, quick view</td>
<td>(C) The red fern grew on the hounds’ grave. It was an <strong>eternal</strong> symbol of love that would last forever.</td>
</tr>
<tr>
<td>14. word: ________________ n. something offered to the gods; something given up for something of greater value; v. to offer something; to give up something of value for something else</td>
<td>(D) Most <strong>architects</strong> in Appalachia live in the cities, where they can find work designing buildings.</td>
</tr>
<tr>
<td>15. word: ________________ v. to deceive; to turn against someone</td>
<td>(E) Some people who live in Appalachia give up high salaries to move there. They are willing to make this <strong>sacrifice</strong> to live in such a beautiful place.</td>
</tr>
<tr>
<td>16. word: ________________ adj. existing forever; everlasting</td>
<td>(F) Some Appalachian school <strong>districts</strong> are very large in area but small in population. Such area divisions can make it difficult for families with school-age children to get the children to school.</td>
</tr>
<tr>
<td>17. word: ________________ n. a person who is injured; one who suffers from some loss</td>
<td>(G) Poverty is a serious problem in parts of Appalachia. Many people are <strong>desperate</strong> in their need for food and medical care.</td>
</tr>
<tr>
<td>18. word: ________________ n. a kingdom; an area</td>
<td>(H) In some parts of Appalachia, birds and animals, <strong>victims</strong> of development, have lost much of their home territory.</td>
</tr>
<tr>
<td>19. word: ________________ n. a defined area or region; a geographical or political division</td>
<td>(I) If you look carefully, you can sometimes <strong>glimpse</strong> a deer as it leaps swiftly through the woods.</td>
</tr>
<tr>
<td>20. word: ________________ adj. having gained a victory; winning</td>
<td>(J) Victorious hikers celebrate the achievement of their goal when they reach the end of the Appalachian Trail.</td>
</tr>
</tbody>
</table>
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the best architect
   (A) high school teacher
   (B) building designer
   (C) shipbuilder
   (D) coal miner

22. a district of West Virginia
   (A) region
   (B) writer
   (C) school
   (D) trail

23. a mountain realm
   (A) lion
   (B) stream
   (C) path
   (D) area

24. a sacrifice for love
   (A) proof
   (B) offering
   (C) prayer
   (D) hope

25. the victim of a fierce attack
   (A) injured person
   (B) muggler
   (C) eyewitness
   (D) root cause

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to betray a friend
   (A) support
   (B) hurt
   (C) describe
   (D) deceive

27. a desperate feeling
   (A) sad
   (B) hopeful
   (C) confused
   (D) angry

28. an eternal flame
   (A) temporary
   (B) enormous
   (C) everlasting
   (D) warm

29. to glimpse a cougar
   (A) run from
   (B) fear
   (C) stare at
   (D) shoot

30. a victorious group of people
   (A) losing
   (B) large
   (C) committed
   (D) bold
Lesson 15  CONTEXT: People and Places

From Tipis to Igloos: How American Indians Adapted to the Land

When you think of traditional American Indian homes, what image comes to mind? Housing styles depended somewhat on climate and the raw materials available. Tradition and patterns of use were other factors that went into the design of American Indian houses. The Plains Indians, for example, moved often, so they built portable houses.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the traditional houses American Indians have made. Below are ten Vocabulary Words that will be used in these exercises.

abundant descriptive establish possess survey
barrier desirable flourish prehistoric terrain

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. abundant

Igloos are domed houses built from blocks of snow. Although snow is abundant in the Arctic, only certain kinds of snow can be used to make igloos.

Context: Structure: Sound:

Dictionary:
2. barrier → The Plains peoples also took advantage of snow as a building material. In the winter, they would bank snow around the bases of their tipis as a barrier against wind.

3. desirable → Igloos can be made only in the winter when snow is plentiful. On the other hand, tipis made desirable houses all year long. They could be lined for warmth in winter or opened up to the fresh air in summer.

4. descriptive → To make tipis, tightly stitched buffalo hides were stretched over long poles. In one descriptive passage, a Spanish explorer gives a detailed account of a heavy rainstorm. He noted that no rain passed through the buffalo skin.

5. establish → The Pueblo peoples built their homes from stone, wood, and adobe. When a Pueblo woman married, her husband would establish a home for them by building a new room onto her family's house.

6. flourish → The Pueblos of the Southwest seem to do everything with a flourish. They built large, apartment-house villages and made beautiful pottery and woven cloth.

7. possess → Some Pueblo villages were built on high mesas. These towns possess breathtaking views of the surrounding mountains and valleys.

8. prehistoric → Scientists believe that the Pueblo peoples are distant relatives of the prehistoric Anasazi. No written records exist to tell us about the Anasazi.

9. survey → Scientists survey Anasazi ruins and compare them with modern Pueblo structures. Through this kind of careful examination, they are able to draw conclusions about how the Anasazi might have lived.

10. terrain → Anasazi ruins blend smoothly into the terrain of the desert Southwest. These American Indian houses often look like part of the land, like the canyon walls on which they are built.
### Exercise 2: Context Clues

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. word: ______________:_adj. concerned with describing; presented in detail</td>
<td>(A) Meghan is a sixth-grader who needs information to establish her own theory on American Indian homes.</td>
</tr>
<tr>
<td>12. word: ______________:_v. to thrive; to succeed; to wave about; _n. anything done in a showy way</td>
<td>(B) Meghan’s theory is that the abundant water in one area or the lack of water in another area affected American Indian house styles.</td>
</tr>
<tr>
<td>13. word: ______________:_n. the ground or a piece of ground; a piece of ground for some use</td>
<td>(C) In the American Southwest, where water is scarce, American Indians were able to flourish. They adapted their lives to the climate and were able to do well.</td>
</tr>
<tr>
<td>14. word: ______________:_adj. plentiful; more than enough</td>
<td>(D) In the library, Meghan finds a detailed, descriptive article about the Pueblos.</td>
</tr>
<tr>
<td>15. word: ______________:_v. to set up; to bring about; to prove</td>
<td>(E) Meghan learns that the Pueblos live in the Southwest. For centuries, they built attractive houses from earth, stone, water, and wood. Many are still desirable dwellings.</td>
</tr>
<tr>
<td>16. word: ______________:_n. a detailed study; _v. to inspect or review in detail; to view or consider</td>
<td>(F) Meghan reads that the building styles of the Pueblos are divided into two types. The eastern Pueblos live near the Rio Grande. The western Pueblos live on drier terrain in New Mexico and Arizona.</td>
</tr>
<tr>
<td>17. word: ______________:_v. to have something; to have as an attribute or quality</td>
<td>(G) The lack of ground water is not much of a barrier to the western Pueblos. They are able to overcome the shortage by collecting rainwater.</td>
</tr>
<tr>
<td>18. word: ______________:_n. something that prevents passage; a blockade; anything that separates</td>
<td>(H) Meghan now possesses considerable information about the two different building methods. The western Pueblos, for example, use more stone and less water in building.</td>
</tr>
<tr>
<td>19. word: ______________:_adj. before recorded history</td>
<td>(I) The article also discusses the Anasazi, the Pueblos’ prehistoric ancestors. Meghan would like to study these ancient people.</td>
</tr>
<tr>
<td>20. word: ______________:_adj. worth wanting or having; worthwhile; pleasing, attractive</td>
<td>(J) Meghan’s well-researched survey supports her theory. She is happy with her study of different types of dwellings.</td>
</tr>
</tbody>
</table>
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. moving with a flourish
   (A) jerking motion
   (B) stilted movement
   (C) wide sweep
   (D) waving about

22. Meghan’s descriptive essay
   (A) boring
   (B) detailed
   (C) exciting
   (D) dangerous

23. a prehistoric ax
   (A) before recorded history
   (B) before the American Revolution
   (C) after written language
   (D) after recorded history

24. a published survey
   (A) a traditional law
   (B) a book about the ocean
   (C) a report on a broad area
   (D) a long, historical poem

25. rugged terrain
   (A) a small cave
   (B) waterfalls
   (C) a state highway
   (D) an area of ground

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. abundant snow
   (A) old
   (B) available
   (C) scarce
   (D) useful

27. to possess sturdy houses
   (A) lack
   (B) build
   (C) decorate
   (D) own

28. a high barrier
   (A) collar
   (B) opening
   (C) wall
   (D) maintain

29. to establish a cultural center
   (A) organize
   (B) make happen
   (C) govern
   (D) bring to an end

30. desirable housing
   (A) unwanted
   (B) interesting
   (C) practical
   (D) sturdy

Lesson 15
Lesson 16  CONTEXT: People and Places

Kipling's Just So Stories: Myths of Nature

In Just So Stories, Rudyard Kipling (1865–1936) creates myths of the world's beginnings. These stories explain how the camel got its hump, why the elephant's trunk is so long, and how the leopard got its spots. Kipling lived and traveled in India in the late 1890s. Some of his other books are The Jungle Book, Captains Courageous, and Kim. The Just So Stories are some of his best-loved tales.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Kipling's Just So Stories. These ten Vocabulary Words will be used.

dramatic  feat  irregular  marvel  satisfy
extraordinary  inaccurate  leisure  numerous  vicinity

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. dramatic

In "How the Whale Got His Throat," a mariner makes a whale very uncomfortable by jumping up and down. The mariner used dramatic gestures, as if he were on stage.

Context:  Structure:  Sound:

Dictionary:
2. satisfy  
Kipling's whale cannot satisfy his hunger even though he eats all but one fish in the sea.

3. extraordinary  
Early readers of Kipling found his stories extraordinary. They had never read such amazing tales.

4. feat  
In "The Beginning of the Armadillos," the hedgehog learns how to swim—an unusual feat. His remarkable act allows him to escape from a jaguar.

5. inaccurate  
Kipling's story "How the Camel Got His Hump," is inaccurate, but these tales do not attempt to be factual.

6. irregular  
A man gives the leopard spots by pressing his fingers against the fur. The spots are not irregular but are spaced evenly in groups of five.

7. leisure  
In "The Cat That Walked by Himself," the cat gains the right to live a life of leisure. Because a woman is grateful to him, he is fed without having to do any work.

8. marvel  
When the elephant's child returns from visiting the crocodile, his family is surprised by his appearance. They think his wonderful new trunk is a marvel.

9. numerous  
A Parsee places numerous cake crumbs inside a rhinoceros' skin. There are so many crumbs that the rhinoceros is very uncomfortable and itchy.

10. vicinity  
The hedgehog and tortoise live in the vicinity of the Amazon River. In this area, they find lots of food to eat.
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<tbody>
<tr>
<td>11. word: ________________________________</td>
<td>(A) No one should call Kipling's <em>Just So Stories</em> <strong>inaccurate</strong> accounts. Their purpose is to entertain and amuse.</td>
</tr>
<tr>
<td>adj. pertaining to drama or theater; having the forced qualities of a drama; striking</td>
<td></td>
</tr>
<tr>
<td>12. word: ________________________________</td>
<td>(B) In “The Butterfly That Stamped,” a very <strong>dramatic</strong>, striking thing occurs when the butterfly stamps his foot: The palace disappears!</td>
</tr>
<tr>
<td>n. something that is wonderful or surprising; v. to be amazed at something</td>
<td></td>
</tr>
<tr>
<td>13. word: ________________________________</td>
<td>(C) In “Old Man Kangaroo,” the kangaroo is amazed. He <strong>marvels</strong> at the change in himself.</td>
</tr>
<tr>
<td>adj. not straight; uneven; not following established rule or method</td>
<td></td>
</tr>
<tr>
<td>14. word: ________________________________</td>
<td>(D) In “The Cat That Walked by Himself,” the dog, horse, and cow all stay nearby, in the vicinity of the cave.</td>
</tr>
<tr>
<td>v. to fill the needs or requirements of; to free from doubt</td>
<td></td>
</tr>
<tr>
<td>15. word: ________________________________</td>
<td>(E) The mariner accomplishes a remarkable <strong>feat</strong> in “How the Whale Got His Throat.” He uses his suspenders to tie a set of bars in the whale's throat.</td>
</tr>
<tr>
<td>n. free and unoccupied time; spare time; freedom from work</td>
<td></td>
</tr>
<tr>
<td>16. word: ________________________________</td>
<td>(F) The jaguar is confused by the tortoise and the hedgehog. He is never <strong>satisfied</strong>, or fully sure, about which is which.</td>
</tr>
<tr>
<td>adj. very many; consisting of many people or things</td>
<td></td>
</tr>
<tr>
<td>17. word: ________________________________</td>
<td>(G) The jaguar is also confused when the hedgehog and tortoise act in an <strong>irregular</strong> way. They do not follow the rules that the jaguar's mother had set out for him.</td>
</tr>
<tr>
<td>n. a remarkable deed or accomplishment</td>
<td></td>
</tr>
<tr>
<td>18. word: ________________________________</td>
<td>(H) In “Old Man Kangaroo,” the kangaroo has no <strong>leisure</strong> when he is being chased by the dingo. There is simply no time to rest.</td>
</tr>
<tr>
<td>n. the state of being close by; the area surrounding a particular place; the neighborhood of a place</td>
<td></td>
</tr>
<tr>
<td>19. word: ________________________________</td>
<td>(I) When the leopard enters the forest, he thinks the other animals look <strong>extraordinary</strong>. Each is different from the others.</td>
</tr>
<tr>
<td>adj. markedly different from the usual; amazing; exceptional</td>
<td></td>
</tr>
<tr>
<td>20. word: ________________________________</td>
<td>(J) The elephant child is curious about many things. They are too <strong>numerous</strong> to list.</td>
</tr>
<tr>
<td>adj. not correct; not exact</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. a dramatic appearance
   (A) ordinary
   (B) elegant
   (C) striking
   (D) meaningful

22. the feat of the camel
   (A) remarkable deed
   (B) hump
   (C) original owner
   (D) appearance

23. the leisure to read the stories
   (A) desire
   (B) free time
   (C) request
   (D) requirement

24. inaccurate information
   (A) truthful
   (B) unimportant
   (C) incorrect
   (D) unbiased

25. the vicinity of the river
   (A) banks
   (B) village
   (C) fish
   (D) neighborhood

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. an extraordinary elephant child
   (A) usual
   (B) young
   (C) annoying
   (D) odd

27. irregular spots
   (A) uneven
   (B) brown
   (C) evenly spaced
   (D) widely spaced

28. to marvel about rhinoceros skin
   (A) be curious
   (B) be bored
   (C) be amazed
   (D) be scared

29. numerous fishes
   (A) few
   (B) a dozen
   (C) twenty
   (D) very many

30. to satisfy the elephant child's curiosity
   (A) frighten away
   (B) laugh at
   (C) decrease
   (D) be shocked by
Lesson 17 CONTEXT: People and Places

The Vikings: Adventuring to North America

History books used to teach that Columbus was the first European to reach North America. A recent discovery, however, indicates that the Vikings reached North America five hundred years before Columbus. Anne Stine, an archaeologist, discovered the remains of a Viking encampment in northern Newfoundland. Many scientists today believe that the Vikings did not stop only in Newfoundland but traveled as far south as Massachusetts or New York.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the Vikings in North America. These ten Vocabulary Words will be used.

- ambitious
- exclam
- honorable
- portrait
- wardrobe
- envy
- heir
- oath
- reign
- yacht

EXERCISE 1 Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. ambitious

The people who lived in Scandinavia from the ninth to the twelfth centuries were known as Vikings. Ambitious young Viking men, that is, those who wanted to get ahead, traveled to find fortune.

Context: Structure: Sound:

Dictionary:
2. envy
At that time, Scandinavia was not as rich as the rest of Europe, partly because the soil there was not as good for farming as that in France and England. For this reason, the Vikings may have envied their richer neighbors.

3. exclaim
The Vikings raided the countries to the south. Although the people of England and France exclaimed loudly, no one answered their cries for help, and the raids continued.

4. oath
The Vikings were feared and hated throughout Europe for their warlike behavior and their cursing. They are famous for their violent actions and loud oaths.

5. wardrobe
An important part of a Viking’s wardrobe was his suit of armor, made of thick animal hides. His clothing also included a long, heavy shirt, leather shoes, and a leather helmet.

6. yacht
Viking ships were light and fast. Still, they were very different in design from today’s yachts, which are used for pleasure cruises or racing. Viking ships carried horses, cows, pigs, and warriors on long, difficult journeys.

7. heir
The Vikings colonized new territory. The Viking Naddod laid claim to Iceland. His great-grandnephew, Erik the Red, was the heir to this family tradition of colonization. He colonized Greenland.

8. reign
Most Norse legends are about the deeds of a king and the events that happened during the period of his reign.

9. honorable
Old Norse sagas, or legends, depict the warriors as honorable men. These stories indicate that Erik the Red and his son, Leif Eriksson, were respected by the Viking people.

10. portrait
From the Norse legend Erik’s Saga, we can piece together a portrait of Erik the Red. The picture that emerges is of a clever, brave, and confident man.
**EXERCISE 2**  
**Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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</tr>
</thead>
</table>
| 11. word: ________________  
* n. a person who inherits another's property or traits | (A) Long ago, the Vikings **reigned** over the huge northern island of Greenland. The Vikings also ruled **Iceland**. |
| 12. word: ________________  
* n. dislike or uneasiness because of another person's possessions or advantages; v. to be jealous of | (B) The settlement of Greenland—a harsh place with long, cold, dark winters—was an **ambitious** project. It took much effort to carry out. |
| 13. word: ________________  
* n. a drawing, painting, sculpture, photograph, or description of someone | (C) Eventually the settlement was abandoned because no new people came to the colony, and the settlers left no **heirs** to receive their holdings. |
| 14. word: ________________  
* n. one's collection of clothes; a closet, cupboard, or room for clothes | (D) Because life was hard in Greenland, the Greenlanders might have envied people who lived in warmer places. |
| 15. word: ________________  
* adj. greatly desirous of something; eager; demanding great effort or skill | (E) A piece of carved ivory that looks like a **portrait** of a Viking was discovered in an old Eskimo camp. This likeness is evidence that the Vikings had contact with the Eskimos. |
| 16. word: ________________  
* v. to cry out; to speak suddenly in surprise or anger | (F) Until recently, there was no proof that the Vikings had traveled south along the Canadian coast. Then, one woman promised to carry out her dream. She made an **oath** to discover the truth about the Vikings. |
| 17. word: ________________  
* n. a formal declaration of honesty or loyalty; a swear word; a curse | (G) This woman was Anne Stine, an archaeologist. One summer she sailed a **yacht** down Canada's coast. |
| 18. word: ________________  
* n. a small boat for pleasure or racing | (H) You can imagine how Stine must have **exclaimed** when she discovered the ruins of a Viking village in Newfoundland. |
| 19. word: ________________  
* n. a power or rule over; a period of rule; v. to rule or have power over | (I) Stine made a careful study of the ruins. There were no signs of the clothing that made up the Vikings' **wardrobes**; the cloth had rotted. |
| 20. word: ________________  
* adj. worthy of being honored or respected; having a sense of right and wrong | (J) In their own way, Viking warriors were **honorable** men. They had their own concept of right and wrong. Right was bravery, and wrong was giving up without a fight. |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. a solemn oath
   (A) decision
   (B) lecture
   (C) comment
   (D) declaration

22. an empty wardrobe
   (A) closet for clothes
   (B) large glass bottle
   (C) small ship
   (D) suitcase

23. the heir to a fortune
   (A) child
   (B) inheritor
   (C) judge
   (D) lawyer

24. a life-size portrait
   (A) young tree
   (B) full-length mirror
   (C) picture of someone
   (D) suit of armor

25. a private yacht
   (A) car
   (B) beach
   (C) meadow
   (D) boat

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. the ambitious Viking
   (A) halfhearted
   (B) violent
   (C) athletic
   (D) eager

27. a feeling of envy
   (A) jealousy
   (B) sympathy
   (C) pride
   (D) desire

28. to exclaim with anger
   (A) whisper
   (B) scream
   (C) threaten
   (D) explain

29. to reign justly
   (A) organize
   (B) dominate
   (C) abuse
   (D) serve

30. an honorable leader
   (A) worthy of respect
   (B) honest
   (C) not respectable
   (D) conquering
Lesson 18  CONTEXT: People and Places

Desert Mysteries: Prehistoric Civilizations

Until about seven thousand years ago, our ancestors did not know how to grow food. The Cochise people, American Indians of Mexico and the Southwestern United States, were the first people to grow corn. Through the work of archaeologists, people who study the things that ancient peoples have left behind, we have learned about how the Cochise lived. Their artifacts include pottery, houses, and ancient garbage dumps.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the ancient civilizations of the Southwest. Below are ten Vocabulary Words that will be used in these exercises.

arid  counterfeit  investment  luxurious  relate  solitary
knapsack  ornamental  request  transparent

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. arid

The Southwest is a primarily arid region. To grow there, plants must be able to survive with little rainfall.

Context:  Structure:  Sound:

Dictionary:
2. **investment**  
The Hohokam were the descendants of the ancient Cochise. The Hohokam lived near rivers in southern Arizona. They made a huge **investment** of time and energy to create irrigation canals.

3. **knapsack**  
On a hike out to the ruins of the Hohokam city, you will need to carry water in a **knapsack**. Once, Hohokam canals flowed into the city. Now, the only water around is what you carry on your back.

4. **luxurious**  
The Hohokam ruins are near present-day Phoenix, Arizona. Life in this ancient city was comfortable, even **luxurious**. Harvests were rich, so some people probably had time to relax.

5. **ornamental**  
Archaeologists have discovered decorative, **ornamental** jewelry and crafts made by the Hohokam.

6. **relate**  
Scientists **relate** these decorative objects to the lifestyle of the people who made them. Because these objects would have taken time to make, scientists believe that the Hohokam must have had a lot of spare time.

7. **counterfeit**  
Many people are eager to own ancient carvings and pottery. For this reason, some dishonest people make **counterfeit** artifacts.

8. **request**  
If you ask for information on the religious beliefs of the Hohokam, your **request** cannot be granted easily. Some archaeologists believe that the large, thick-walled Hohokam ruins were once temples. Others think they might have been forts.

9. **solitary**  
Imagine that you stand at the foot of one of these **solitary** buildings. You are struck by the loneliness of the place. Who built this massive structure with its five-foot-thick adobe walls? Where did these people go?

10. **transparent**  
The answer to this question is far from **transparent**. No one knows what happened to the great Hohokam civilization. By the time the Spanish arrived, the Hohokam cities had been abandoned.
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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</tr>
</thead>
<tbody>
<tr>
<td>___ 11. word: ____________________ n. an imitation intended to deceive; v. to make an imitation in order to deceive; adj. made in imitation of something</td>
<td>(A) Randy is interested in ancient Anasazi people who once lived in the Southwest. He decides to take a camping trip to that area. He packs a tent and clothes into his <strong>knapsack</strong>.</td>
</tr>
<tr>
<td>___ 12. word: ____________________ n. the act of asking for something; something asked for; v. to ask for</td>
<td>(B) He visits the Anasazi cliff dwellings at Mesa Verde National Park. It will be hard to <strong>relate</strong> to his family the drama of these ancient houses. A snapshot will not tell the whole story.</td>
</tr>
<tr>
<td>___ 13. word: ____________________ n. a bag or case worn on the back</td>
<td>(C) After lunch, Randy decides to take a hike along the Petroglyph Trail. The trail is <strong>solitary</strong>. Randy doesn’t meet anyone.</td>
</tr>
<tr>
<td>___ 14. word: ____________________ adj. decorative</td>
<td>(D) The trail leads to a large stone panel with markings cut into it. These markings are called <strong>petroglyphs</strong>. Randy wonders if the markings have meaning or if they are only <strong>ornamental</strong>.</td>
</tr>
<tr>
<td>___ 15. word: ____________________ adj. living or being alone; without others; single; only; lonely, empty</td>
<td>(E) At the park museum, Randy asks a favor. He requests that a park ranger explain the petroglyphs to him.</td>
</tr>
<tr>
<td>___ 16. word: ____________________ n. something purchased for future profit; effort spent with the expectation of return</td>
<td>(F) She tells Randy, “Archaeologists have made a great <strong>investment</strong> of time to answer that question. So far, their efforts have not paid off.”</td>
</tr>
<tr>
<td>___ 17. word: ____________________ adj. fond of or enjoying luxury; splendid; rich; comfortable; expensive</td>
<td>(G) In the museum, Randy sees a large display of ancient Anasazi baskets. The collection demonstrates that the Anasazi led productive lives, not <strong>arid</strong> ones.</td>
</tr>
<tr>
<td>___ 18. word: ____________________ adj. capable of being seen through; easily understood; very clear</td>
<td>(H) He wonders how the fragile baskets could have survived. The ranger assures him that they are not <strong>counterfeit</strong>. They are the real thing.</td>
</tr>
<tr>
<td>___ 19. word: ____________________ v. to tell the story of; to connect or associate; to have some connection to</td>
<td>(I) Randy camps in the Mesa Verde campground. His tent is not <strong>luxurious</strong>. However, he feels that the splendor of nearby Anasazi Cliff Palace is better than any four-star hotel.</td>
</tr>
<tr>
<td>___ 20. word: ____________________ adj. not enough rainfall; not interesting; not fertile</td>
<td>(J) Through the <strong>transparent</strong> plastic of his tent window, he sees the same stars the Anasazi saw.</td>
</tr>
</tbody>
</table>
EXERCISE 3 Like Meanings and Opposite Meanings

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the arid region
   (A) productive
   (B) infertile
   (C) distant
   (D) sandy

22. a financial investment
   (A) something bought for future profit
   (B) a business expense
   (C) a salary
   (D) a person who buys stocks and bonds

23. to carry my knapsack
   (A) folding chair
   (B) lantern
   (C) backpack
   (D) hammer

24. to request a favorite song
   (A) offer
   (B) open
   (C) discard something
   (D) ask for something

25. to relate a myth
   (A) remember
   (B) repeat often
   (C) tell
   (D) shout happily

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a counterfeit artifact
   (A) broken
   (B) genuine
   (C) ancient
   (D) worthless

27. designed to be ornamental
   (A) useful
   (B) cheap
   (C) expensive
   (D) pleasing

28. a solitary example
   (A) bland
   (B) excellent
   (C) multiple
   (D) important

29. the transparent lake
   (A) easily reached
   (B) deep
   (C) very clouded
   (D) inviting

30. the luxurious temple
   (A) large
   (B) restored
   (C) foreign
   (D) plain
Lesson 19  CONTEXT: People and Places

_Haystacks and Waterlilies: Impressions of Monet_

French painter Claude Monet (1840–1926) led a movement called *Impressionism*. He painted his personal response to—his impression of—natural and human-made objects. At first, Monet and other Impressionist painters were not accepted by the public, but eventually people came to appreciate Impressionist art. Monet moved from Paris to an estate at Giverny where he painted his famous pictures of gardens and waterlilies.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Claude Monet. These ten Vocabulary Words will be used.

_appropriate  contribute  gorgeous  inviting  ordinarily
assume  cultivate  hearty  occasion  quantity

EXERCISE 1  Wordbusting

**Directions.** Follow these instructions for this word and the nine words on the next page.

- Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. _appropriate_

At an exhibit in 1874, Monet showed a painting called *Impression: Sunrise*. An art critic ridiculed the exhibit by using the term "impressionism." These artists then _appropriated_ the term, using it to describe their work.

Context:

Structure:

Sound:

Dictionary:
2. **assume**

   Monet is very popular today. However, do not assume, or accept as true, that he was popular during his lifetime unless you study the facts.

3. **contribute**

   Monet contributed greatly to the world of art. He gave other artists a new way of looking at light and nature.

4. **ordinarily**

   When he moved to the country, Monet's life fell into a pattern. He ordinarily woke up around four or five in the morning to see what the weather was like.

5. **cultivate**

   At Giverny, Monet was able to cultivate a beautiful garden. He loved to grow plants.

6. **gorgeous**

   The Art Institute of Chicago has several of Monet's most gorgeous paintings of waterlilies. I have never seen anything more magnificent!

7. **inviting**

   Some of Monet's paintings are especially inviting. Looking at the waterlilies, for instance, you almost feel tempted to walk into the water.

8. **hearty**

   Monet had a hearty relationship with his friends; he was warm and friendly with them.

9. **occasion**

   For Monet, as for most artists, every sale of a painting was an occasion, a special cause for celebration.

10. **quantity**

    Monet was his own harshest critic and destroyed hundreds of pictures. Fortunately, a large quantity of paintings still remain for our pleasure today.
EXERCISE 2 Context Clues

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

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<tbody>
<tr>
<td>___ 11. word: __________________ adj. right for the purpose; suitable; proper; v. to take for one's own or exclusive use</td>
<td>(A) Another school of painting in fashion about the same time as Impressionism was Realism. Realist artists ordinarily tried to make their paintings look exactly like their subjects.</td>
</tr>
<tr>
<td>___ 12. word: __________________ adj. very warm and friendly; enthusiastic; satisfying and plentiful; strong and healthy</td>
<td>(B) Sometimes it takes time to develop a liking for a certain style of painting. Have you cultivated an appreciation of Impressionism, or do you prefer Realist painting?</td>
</tr>
<tr>
<td>___ 13. word: __________________ n. a favorable time; an opportunity; a special time or event for celebration</td>
<td>(C) Monet's early critics did not think his paintings were appropriate. They felt the Impressionists made improper use of their subjects.</td>
</tr>
<tr>
<td>___ 14. word: __________________ v. to take upon oneself; to undertake; to put on; to suppose something to be a fact; to take for granted</td>
<td>(D) Public approval of Impressionism contributed to Monet's success. This approval helped bring about acceptance by art critics.</td>
</tr>
<tr>
<td>___ 15. word: __________________ adj. magnificent; splendid; beautiful</td>
<td>(E) Monet became a successful artist and was able to buy a country estate with a certain amount, or quantity, of his income.</td>
</tr>
<tr>
<td>___ 16. word: __________________ adv. usually; in a normal manner</td>
<td>(F) At Giverny, Monet built a gorgeous bridge in the waterlily garden. He painted this beautiful bridge many times.</td>
</tr>
<tr>
<td>___ 17. word: __________________ n. an amount; a portion</td>
<td>(G) Generally, Monet was not attracted by images of the city. He found nature a more inviting subject.</td>
</tr>
<tr>
<td>___ 18. word: __________________ v. to prepare and use land for growing crops; to grow plants, crops; to improve or develop</td>
<td>(H) Living in the country gave Monet an appetite. He ate a hearty, satisfying breakfast every morning before setting about his work.</td>
</tr>
<tr>
<td>___ 19. word: __________________ adj. tempting; attractive; enticing</td>
<td>(I) Monet loved to take trips. Any event away from his home became an occasion for travel.</td>
</tr>
<tr>
<td>___ 20. word: __________________ v. to give to a common fund or cause; to assist in bringing something about</td>
<td>(J) Monet assumed the responsibility for his large family. His success made it possible for him to support them well.</td>
</tr>
</tbody>
</table>
**EXERCISE 3** Like Meanings and Opposite Meanings

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to assume a big project
   (A) work on
   (B) undertake
   (C) ask about
   (D) finish

22. an occasion for a celebration
   (A) costume
   (B) poor reason
   (C) opportunity
   (D) ordinary time

23. to cultivate relationships with other artists
   (A) develop
   (B) end
   (C) watch
   (D) ruin

24. a hearty approach to life
   (A) cautious
   (B) unhappy
   (C) uninteresting
   (D) enthusiastic

25. a quantity of paint
   (A) splash
   (B) amount
   (C) gallon
   (D) cup

26. an appropriate question
   (A) suitable
   (B) obvious
   (C) improper
   (D) interesting

27. the gorgeous waterlilies
   (A) very beautiful
   (B) faded and wilted
   (C) underwater
   (D) yellowish

28. an inviting story
   (A) unappealing
   (B) long
   (C) brief
   (D) familiar

29. to contribute a small amount
   (A) find
   (B) give
   (C) take away
   (D) ask for

30. ordinarily pleasant
   (A) with enthusiasm
   (B) unusually
   (C) daily
   (D) usually
Lesson 20  CONTEXT: People and Places

Island Hopping in the Caribbean

The Caribbean islands—Jamaica, Cuba, and Puerto Rico—are the largest—are famous for colorful fish and coral and for rare tropical birds. Because the islands are separated from one another by water, each island has its own culture, history, and languages. People speak Spanish in Puerto Rico and Cuba, but French is spoken in Haiti. On the island of Aruba, people speak a language called Papiamento.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the Caribbean islands. These ten Vocabulary Words will be used:

- boast
- contrast
- disadvantage
- exert
- import
- precipitation
- eliminate
- export
- luscious
- tradition

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. boast

Carnival takes place on the island of Trinidad from late February to early March. Trinidadians boast about their Carnival, proudly claiming that it is the best celebration in the world.

Context:

Structure:

Sound:

Dictionary:
2. contrast

The lush vegetation of Trinidad forms a contrast to the dry, rocky landscape of Aruba. These islands, seven hundred miles apart, are very different.

3. disadvantage

One disadvantage of Aruba's dry climate is that there is very little fresh water on the island.

4. eliminate

The St. Vincent parrot is a rare bird that lives only on the island of St. Vincent. This species is in danger of extinction because the destruction of island forests threatens to eliminate the parrot's natural habitat.

5. exert

Seasonal storms exert themselves on the islands of the Caribbean. Every year, hurricanes blow in forcefully from the Atlantic and strike the islands.

6. export

Bananas, which are grown on many of the islands and sold all over the world, are a major Caribbean export.

7. import

There are not many farms on the island of St. Eustatius. People who live on St. Eustatius must import most of their food from other places.

8. luscious

Spices such as cinnamon are grown in the Caribbean and used in the delicious local dishes. These dishes are so luscious that people all over the world enjoy them.

9. precipitation

On the beaches of Jamaica, the weather is almost always warm and clear. High in the Blue Mountains, however, there is much precipitation in the forms of both rain and snow.

10. tradition

Brightly painted houses are a Caribbean tradition. People have believed for a long time that bright, cheerful colors bring good luck.
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<td>_____ 11. word: _______________</td>
<td>(A) The relaxed life style of my cousins in the Virgin Islands is such a contrast to the hustle and bustle of my life here in New York City.</td>
</tr>
<tr>
<td>v. to talk proudly about oneself; to brag</td>
<td>(B) My brother ran into the water at St. Thomas Beach in such a hurry that he did not notice the water was full of jellyfish. As a result of his precipitation, he was badly stung.</td>
</tr>
<tr>
<td>_____ 12. word: _______________</td>
<td>(C) Our cousins told us an old story about Sir Francis Drake. According to tradition, the explorer used Magen Bay Beach as a lookout.</td>
</tr>
<tr>
<td>v. to show differences between; n. a striking difference</td>
<td>(D) No doubt Drake discovered how luscious the Caribbean is. He may have preferred the warm, colorful islands to life in England.</td>
</tr>
<tr>
<td>_____ 13. word: _______________</td>
<td>(E) My uncle Marcus told me that tourism is of great import in the Virgin Islands. The economics of the islands depend on tourism.</td>
</tr>
<tr>
<td>n. something brought in from another country or place; importance; v. to bring in goods from another country</td>
<td>(F) While some islanders do not like the tourism, it will probably never be eliminated because it is so important to the islands’ economy.</td>
</tr>
<tr>
<td>_____ 14. word: _______________</td>
<td>(G) Although it is tempting just to relax, travelers should exert themselves to see the real life of the islands.</td>
</tr>
<tr>
<td>n. the handing down of stories, beliefs, or customs through generations; a custom</td>
<td>(H) The island of Grand Cayman boasts a sea turtle farm. To check the truth of this claim, we went to see the farm.</td>
</tr>
<tr>
<td>_____ 15. word: _______________</td>
<td>(I) Sea turtle meat is not usually exported to other countries. Instead, it is sold to restaurants on the island.</td>
</tr>
<tr>
<td>n. a drawback; a handicap</td>
<td>(J) A girl I met speaks English, Dutch, and Papiamento. She was surprised that I speak only one language. I told her that in New York it is not a disadvantage to know only English.</td>
</tr>
<tr>
<td>_____ 16. word: _______________</td>
<td></td>
</tr>
<tr>
<td>n. a bringing on suddenly; a sudden fall or rush; snow, rain, or sleet</td>
<td></td>
</tr>
<tr>
<td>_____ 17. word: _______________</td>
<td></td>
</tr>
<tr>
<td>n. something sent to another place or country; v. to carry or send goods to another country for sale</td>
<td></td>
</tr>
<tr>
<td>_____ 18. word: _______________</td>
<td></td>
</tr>
<tr>
<td>v. to put forth vigorously</td>
<td></td>
</tr>
<tr>
<td>_____ 19. word: _______________</td>
<td></td>
</tr>
<tr>
<td>v. to take out, remove, get rid of</td>
<td></td>
</tr>
<tr>
<td>_____ 20. word: _______________</td>
<td></td>
</tr>
<tr>
<td>adj. very pleasing to the tastes or smell; pleasing to the senses; lavishly adorned; excessively sweet</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 3  
**Like Meanings and Opposite Meanings**

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to boast about a skill  
   (A) worry  
   (B) talk  
   (C) brag  
   (D) know  

22. a Jamaican tradition  
   (A) celebration  
   (B) custom  
   (C) culture  
   (D) history  

23. to exert influence  
   (A) maintain  
   (B) put forth  
   (C) demand  
   (D) give away  

24. heavy precipitation  
   (A) a surprise  
   (B) rainfall  
   (C) evaporation  
   (D) pressure  

25. to export bananas  
   (A) send to another country  
   (B) return to the farmers  
   (C) eat a great deal of  
   (D) use as a medicine  

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a strong contrast  
   (A) difference  
   (B) dislike  
   (C) similarity  
   (D) opinion  

27. an unfortunate disadvantage  
   (A) handicap  
   (B) aid  
   (C) disaster  
   (D) inability  

28. to import oil  
   (A) send to another country  
   (B) offer for sale  
   (C) increase the price of  
   (D) set on fire  

29. the luscious peaches  
   (A) rotten  
   (B) forbidden  
   (C) delicious  
   (D) early  

30. to eliminate a choice  
   (A) keep  
   (B) forget  
   (C) think about  
   (D) get rid of
Lesson 21  CONTEXT: Ecology and Environment

Down to the Sea with Jacques Cousteau

Jacques Cousteau (1910–1997), a French underwater explorer, became interested in the sea during his service in the French Navy. His friendship with two other sailors led to the three men working together for many years. They studied the shark and the whale, dove for sunken treasure, and explored a coral sea. What made these adventures possible was a ship named Calypso and the scuba tank that Cousteau and Emile Gagnan invented.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Cousteau’s ship, Calypso. These ten Vocabulary Words will be used:

appreciate  entertain  inform  mammoth  theme
braille     genuine   inspiration   text   visual

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. appreciate

The Calypso was an old United States minesweeper being used as a ferry after World War II. Cousteau learned to appreciate such a vessel. He understood the worth of a ship that could hold a crew of thirty people, a helicopter, and a hot-air balloon.

Context:

Structure:

Sound:

Dictionary:
2. **mammoth**
   
   A 139-foot-long ship may seem mammoth to some. *Calypso* is small compared to many other ships, although it has two engines, a repair workshop, and walk-in refrigerators.

3. **braille**
   
   Cousteau's adventures in the *Calypso* helped to open the sea to people much as the system of braille opened the world of books to the blind.

4. **inspiration**
   
   Cousteau's work aboard *Calypso* is an inspiration to amateurs and scientists alike. He had a strong influence on others who wished to explore the sea.

5. **genuine**
   
   Cousteau's team acquired a two-person exploration submarine. It had no propeller, and it could take divers to depths of 1150 feet—a chance for some genuine adventure.

6. **text**
   
   In 1967, *Calypso* set out on a three-year expedition. During this trip, the first twelve films of the TV series, *The Undersea World of Jacques Cousteau*, were filmed. A text, or written work, about the sea may be interesting, but a film is especially gripping.

7. **entertain**
   
   Cousteau entertained audiences with his award-winning movies about the sea. The films *The Silent World* and *World Without Sun* held the interest of thousands of viewers.

8. **inform**
   
   The films made by the crew of *Calypso* have served to inform viewers about underwater life. Audiences learned about life forms they never knew existed.

9. **theme**
   
   Cousteau has also written books about his adventures. The theme, or subject, of his work is the fascinating world beneath the sea. *Diving Companions*, for example, talks about two sea lions living aboard *Calypso*.

10. **visual**
    
    The many photographs in Cousteau's books are a visual treat for the reader.
**EXERCISE 2**  
**Context Clues**

**Directions.** Scan the definitions in Column B. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column B with the correct Vocabulary Word from Column A. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<tr>
<td>____ 11. word: ____________________________</td>
<td>(A) I dive off Calypso. I swim underwater with a scuba tank on my back. “Is this a genuine experience? Am I really here?” I ask myself.</td>
</tr>
<tr>
<td>adj. connected with sight; having qualities that can be seen</td>
<td>(B) “That sea elephant over there reminds me of the long-extinct mammoth, a woolly elephant. Am I dreaming?”</td>
</tr>
<tr>
<td>____ 12. word: ____________________________</td>
<td>(C) I appreciate all the tips and advice that the crew gave me. I am grateful because it is my first solo dive. I begin to adjust to the light. Many strange sights float past me.</td>
</tr>
<tr>
<td>n. a topic, subject, or main idea of a written work, sermon, speech, and so on</td>
<td>(D) The crew informed me just last night that I had to find the lost treasure. Why didn’t they tell me sooner?</td>
</tr>
<tr>
<td>____ 13. word: ____________________________</td>
<td>(E) Suddenly, a shark crosses my path. I entertain the idea of going back to the surface and to the safety of the ship. Then I think about the importance of my mission.</td>
</tr>
<tr>
<td>v. to give knowledge of something to; to tell someone something</td>
<td>(F) My dive has been an inspiration to me. I suddenly feel creative! I am going to write a book about my adventures.</td>
</tr>
<tr>
<td>____ 14. word: ____________________________</td>
<td>(G) What will my book be about? The theme will be the wonders of the sea, but its exact title will have to wait until later.</td>
</tr>
<tr>
<td>n. an inhaling; a strong influence; a stimulus to creativity</td>
<td>(H) My sister will insist that my book be put into Braille, a system of writing that she can read by touch.</td>
</tr>
<tr>
<td>____ 15. word: ____________________________</td>
<td>(I) The text, or the words, of the book will be easy to put into Braille with a special typewriter.</td>
</tr>
<tr>
<td>n. a type of extinct elephant; adj. huge</td>
<td>(J) The visual part of the book, the photographs and drawings I make, will appear in full color. I wake up... Couteau’s book, <em>The Shark: Splendid Savage of the Sea</em>, lies next to my bed. I guess it was only a dream.</td>
</tr>
<tr>
<td>____ 16. word: ____________________________</td>
<td></td>
</tr>
<tr>
<td>adj. real; true; authentic; honest</td>
<td></td>
</tr>
<tr>
<td>____ 17. word: ____________________________</td>
<td></td>
</tr>
<tr>
<td>v. to hold the interest of and give pleasure to; to amuse; to think about or consider; to give hospitality to guests</td>
<td></td>
</tr>
<tr>
<td>____ 18. word: ____________________________</td>
<td></td>
</tr>
<tr>
<td>n. a written work; the main part of a piece of writing</td>
<td></td>
</tr>
<tr>
<td>____ 19. word: ____________________________</td>
<td></td>
</tr>
<tr>
<td>v. to think well of; to understand; to recognize the worth of and to be grateful for; to raise the price or value of</td>
<td></td>
</tr>
<tr>
<td>____ 20. word: ____________________________</td>
<td></td>
</tr>
<tr>
<td>n. a system of writing for the blind in which the fingers are used to read</td>
<td></td>
</tr>
</tbody>
</table>

**Making New Words Your Own**

85
**EXERCISE 3  Like Meanings and Opposite Meanings**

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. an inspiration to us
   (A) burden
   (B) comfort
   (C) bitter disappointment
   (D) strong influence

22. a visual image
   (A) painted
   (B) something that can be seen
   (C) connected with touch
   (D) invisible to the human eye

23. the theme of the story
   (A) last paragraph
   (B) hidden threat
   (C) main idea
   (D) level of interest

24. to read braille
   (A) a system of writing for the blind
   (B) a very ancient form of writing
   (C) a military code
   (D) sign language

25. to read the text
   (A) written work
   (B) title
   (C) introduction
   (D) sign language

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a mammoth fish
   (A) gentle
   (B) tiny
   (C) intelligent
   (D) endangered

27. to appreciate someone’s help
   (A) scorn
   (B) understand
   (C) protect
   (D) imagine

28. to be entertained by dolphins
   (A) interested
   (B) studied
   (C) photographed
   (D) bored

29. a genuine interest
   (A) valuable
   (B) strong
   (C) fake
   (D) real

30. to inform the captain
   (A) withhold facts from
   (B) speak to quietly
   (C) answer directly
   (D) discuss openly with
Lesson 22  CONTEXT: Ecology and Environment

What Is the Forecast for Brazil’s Rain Forest?

The largest tropical rain forest in the world is located in Brazil’s Amazon region. Many valuable woods and plants are found in this rain forest, as well as hundreds of species of animals. Today, Brazil’s rain forest is threatened. Scientists worry that the mass cutting of trees may affect the world’s climate and that many species of plants and animals may become extinct.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Brazil’s rain forest. These ten Vocabulary Words will be used.

campaign  conscience  furious  plot  urge
characteristic  doubtless  juvenile  reduction  widespread

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.

• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.

• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. campaign

A campaign to save the rain forests is underway. People hope to achieve the goal of saving the tropical forests through a series of planned actions.

Context: Structure: Sound:

Dictionary:
2. A major characteristic of Brazil's rain forest is the canopy. This unique feature is formed by the overlapping tops of trees. It acts as an umbrella over the forest.

3. In the forest, juvenile trees are dwarfed by taller ones. These young trees have to struggle to find sunlight.

4. Doubtless, many miners, farmers, and others will continue to resist efforts to save the rain forest. Of course, these people are concerned about making a living. They are afraid of what will happen if their activities are limited by the government.

5. Farmers have burned trees on certain plots in the rain forest. They then plant crops on these areas of ground.

6. Many of Brazil's farmers become extremely angry when they are told not to burn down trees in the rain forest. They feel that they have a right to earn a living and are furious when people tell them they cannot farm there.

7. Scientists worry that the destruction of the rain forests will have widespread effect. In fact, they expect the results to be felt all around the world.

8. Less burning of the rain forest would lead to a reduction in the amount of carbon dioxide in the air. Too much carbon dioxide might lead to global warming.

9. You must decide for yourself whether the destruction of the rain forest should be stopped. Let your conscience help you decide what is right and what is wrong.

10. I urge you to find out as much as you can about the tropical rain forests. Once you have, you may want to persuade others to do the same.
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ 11. word: __________________: adj. young, immature, childish; n. a young person, child or youth</td>
<td></td>
</tr>
<tr>
<td>______ 12. word: __________________: adv. certainly; probably; adj. sure</td>
<td></td>
</tr>
<tr>
<td>______ 13. word: __________________: n. a lessening; anything made by lessening something; the amount by which something is made smaller</td>
<td></td>
</tr>
<tr>
<td>______ 14. word: __________________: n. a small area of ground marked off for special use; a plan to do something dishonest; a story line; v. to plan secretly</td>
<td></td>
</tr>
<tr>
<td>______ 15. word: __________________: adj. occurring over a wide area; widely distributed or spread</td>
<td></td>
</tr>
<tr>
<td>______ 16. word: __________________: adj. full of rage; moving violently; intense</td>
<td></td>
</tr>
<tr>
<td>______ 17. word: __________________: n. a series of planned actions to achieve a goal; v. to promote a person actively for political office; to promote a cause</td>
<td></td>
</tr>
<tr>
<td>______ 18. word: __________________: adj. typical; n. a distinguishing feature</td>
<td></td>
</tr>
<tr>
<td>______ 19. word: __________________: v. to beg or plead; to persuade; to call forth; v. an impulse to do a certain thing</td>
<td></td>
</tr>
<tr>
<td>______ 20. word: __________________: n. a knowledge or sense of right and wrong, with a leaning toward doing right</td>
<td></td>
</tr>
</tbody>
</table>

(A) Some people plot to smuggle endangered birds and other animals into the United States. They make their plans secretly because smuggling is a crime.

(B) A characteristic or normal day in the rain forest is very warm and humid. There is always a good chance that it will rain.

(C) The rain forest frequently experiences furious, or intense, thunderstorms.

(D) Cattle ranching and farming are becoming widespread in Brazil. Throughout the rain forest, huge ranches are appearing.

(E) A reduction in the number of trees in the rain forest means that fewer birds can nest there. Fewer trees will cause problems for monkeys and other animals, too.

(F) One environmentalist had an urge to write to Brazilian officials. From that sudden act, she eventually organized a meeting of top government leaders.

(G) Doubtless, much of Brazil’s rain forest will be destroyed, probably within the next few years.

(H) Juveniles in the United States might not understand how the destruction of the rain forest touches them. It is hard for young people to see how something happening thousands of miles away can change their lives.

(I) If you were running for political office in Brazil, would you campaign to save the rain forest? Or would you put forward some other cause?

(J) The consciences of Brazil’s elected officials will probably seal the fate of the rain forest. They have to balance what is right today with what is right for the future.
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. a campaign to save the rain forest
   (A) most important goal
   (B) planned actions
   (C) desire
   (D) end result

22. the conscience of the voters
   (A) knowledge of the world
   (B) concerns about nature
   (C) sense of right and wrong
   (D) lack of power

23. a furious biologist
   (A) active
   (B) well-educated
   (C) secretive
   (D) very angry

24. the plot of a novel about Brazil
   (A) author
   (B) publisher
   (C) story line
   (D) last chapter

25. an urge to speak
   (A) impulse
   (B) request
   (C) permission
   (D) reason

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a characteristic gesture
   (A) kind
   (B) unusual
   (C) inexperienced
   (D) youthful

27. doubtless, action must be taken
   (A) eagerly
   (B) maybe
   (C) sadly
   (D) impatiently

28. a juvenile worker
   (A) elderly
   (B) poor
   (C) native
   (D) working

29. a reduction of species
   (A) increase
   (B) count
   (C) small number
   (D) decrease

30. widespread logging
   (A) environmentally safe
   (B) limited by law
   (C) restricted
   (D) widely practiced
Lesson 23  CONTEXT: Ecology and Environment

Jean of the Environment: Jean Craighead George

"Save the whales!" "Recycle your plastic!" Today, the environment is a major topic of conversation, study, and even advertising. Jean Craighead George helps younger readers learn about the environment while entertaining them with her novels and nonfiction books. George explores the Yu'pik and Inupiat cultures in Alaska and the Seminole culture in Florida. Her book, *My Side of the Mountain*, is the story of a boy who survives in the wilderness by living in a hollow tree trunk for a year.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Jean Craighead George. These ten Vocabulary Words will be used.

applaud  inexpensive  persuade  remedy  temporary
guidance  issue  protest  revolution  villain

Exercise 1  Wordbusting

**Directions.** Follow these instructions for this word and the nine words on the next page.

- Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. **applaud**

   Book reviewers **applaud** Jean Craighead George's writing. In fact, *Julie of the Wolves*, a novel about a Native Alaskan girl, received high praise: It was awarded the Newberry Medal in 1972.

   **Context:**

   **Structure:**

   **Sound:**

   **Dictionary:**
2. **issue**
   In her book, *Who Really Killed Cock Robin? An Ecological Mystery*, George talks about the issue of chemical pollution and its far-reaching effects. The question of pollution and other current environmental topics are often themes in George's books.

3. **temporary**
   In *One Day in the Alpine Tundra*, George gives us a glimpse of a meadow in the mountains of Wyoming. Damage to that fragile world of plants and animals may be only temporary. How can we be sure the damage will not be permanent?

4. **protest**
   Some people protest, or demonstrate, against environmental dangers. Others, like Jean Craighead George, have chosen to study and write about nature.

5. **persuade**
   George does not try to persuade, or convince, people to care about nature. She merely takes us to spend the winter with a pack of wolves or to search for food with baby alligators.

6. **villain**
   George avoids blaming villains in her stories. Instead of pointing to specific "bad guys," she coaxes her readers to understand the impact of their actions on nature.

7. **revolution**
   Some people think it will take a revolution to bring about the drastic changes needed to save our planet, but people like George work to bring about change in a peaceful way.

8. **guidance**
   Under George's guidance, her children carried out projects to learn more about nature. With their mother's advice, one son started his own chemical-free garden.

9. **inexpensive**
   Fortunately, there are many inexpensive ways to become a naturalist. You can make a bird feeder, study trees, plant flowers, or collect insects. All of these are very low-cost ways of starting an environmental project.

10. **remedy**
    Knowledge is a remedy for many environmental problems, but knowledge without action cannot cure ills.
EXERCISE 2  Context Clues ❚ ❖

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

**COLUMN A**

11. word: ____________________:
   adj. costing little; low-priced; cheap

12. word: ____________________:
   v. to put forth or distribute; to publish; n. a question to be decided; something put out in many copies; offspring

13. word: ____________________:
   v. to cause to do something; to convince

14. word: ____________________:
   v. to speak strongly against; to object; n. an objection; a demonstration against

15. word: ____________________:
   v. to show enjoyment or approval by clapping hands; to praise

16. word: ____________________:
   n. leadership; advice and assistance

17. word: ____________________:
   n. a person who commits great crimes; a wicked or evil person; a criminal

18. word: ____________________:
   n. the movement of an object around another object; a turning motion; the forceful overthrow of a government; complete or radical change

19. word: ____________________:
   n. a cure or correction; v. to cure or correct

20. word: ____________________:
   adj. lasting for only a certain time; not permanent

**COLUMN B**

(A) Dear Ms. George:
   Our sixth-grade class plans to issue a video magazine on the environment. We will put the first one out next month and would like to have your opinion on our ideas.

(B) The magazine will be inexpensive, because our costs are low. The only profit we seek is a healthier world.

(C) We plan to report on environmental protests because we think that people are interested in knowing who speaks out against polluters.

(D) We will ask how the protesters plan to remedy the problems that concern them. Then we will compare their solutions with those offered by experts in the environmental field.

(E) Do you think protesters can persuade people to change their old habits, or do you think that demonstrating is not the way to convince people to change?

(F) What if everyone started to recycle plastic? We think it would be a real revolution, and we hope our video magazine will help bring about this great change.

(G) In the video, we will also offer our audience some guidance on recycling. We believe people need some direction and help in this area.

(H) After all, our planet is not a temporary home. If we plan on the human race being here for good, we need to care for the earth.

(I) We will also name some of the villains in the environmental game, such as people who pollute our air, soil, or water.

(J) We hope that students will applaud when they see our video. We hope that adults will be pleased and will clap for us, too.
EXERCISE 3  Like Meanings and Opposite Meanings

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to issue a new book
   (A) publish
   (B) write
   (C) buy
   (D) read

22. a violent revolution
   (A) disaster
   (B) overthrow of the government
   (C) complete stop
   (D) election of the president

23. helpful guidance
   (A) question
   (B) work
   (C) advice
   (D) knowledge

24. to persuade them to change
   (A) begin
   (B) attempt
   (C) wish
   (D) convince

25. to applaud her effort
   (A) understand
   (B) watch over
   (C) approve of
   (D) help with

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to remedy the situation
   (A) correct
   (B) worsen
   (C) explain
   (D) notice

27. an inexpensive product
   (A) necessary
   (B) cheap
   (C) costly
   (D) dangerous

28. to protest the decision
   (A) praise
   (B) object to
   (C) make
   (D) change

29. the story’s villain
   (A) character
   (B) writer
   (C) criminal
   (D) hero

30. a temporary solution
   (A) permanent
   (B) brief
   (C) sudden
   (D) poor
Lesson 24  CONTEXT: Ecology and Environment

Balancing Society and the Environment: Global Warming

A blanket of carbon dioxide and other gases surrounds the earth. This blanket is part of the earth’s atmosphere and has warmed the earth for many thousands of years. Originally, the gases were produced by natural processes. For example, a volcanic eruption releases carbon dioxide into the air. Some of this gas is then used by green plants or absorbed by the ocean. The rest rises into the atmosphere and becomes part of the blanket.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about global warming. These ten Vocabulary Words will be used.

adjust  candidate  disgust  employer  hazard
ballot  corporation  dissolve  foul  merchandise

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. adjust  Many scientists believe the earth’s blanket of carbon dioxide is out of balance. These scientists say that if we don’t adjust, or change, our behavior, global warming may result.

Context:  Structure:  Sound:

Dictionary:
2. The blanket of gases is becoming thicker, environmentalists say. As a result, the earth may be getting warmer. Global warming would be a hazard, endangering plants and animals.

3. Scientists say that some industries contribute to possible global warming more than others. Some corporations burn a lot of coal, oil, or gas.

4. Many people feel disgust at the sight of litter on the highway, but other threats to the environment do not seem sickening at all. They come from things we take for granted, like automobiles and airplanes.

5. Cars use fossil fuel that releases gases into the air. Scientists say that we must change our everyday habits. Our environmental problems will not just dissolve, or fade away, into thin air.

6. Environmentalists tell us that one way to protect the environment is to use products that do not contribute to global warming. These products are environmentally friendly merchandise.

7. Changing our behavior is difficult, however, especially when a company that is a major employer is forced to make changes that lead to a loss of jobs.

8. We must not continue to foul our environment. Environmentalists say that we can help stop pollution and prevent global warming if we develop cleaner technologies and conserve energy.

9. One way that we can change our behavior is by conserving, or saving, energy. Because our government can make laws that deal with conservation, people can express their views on the environment through the ballot, or vote.

10. Many candidates who run for government offices want to protect the environment. They feel that a healthy, balanced environment is in everyone's best interest.
**EXERCISE 2**  Context Clues

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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<tbody>
<tr>
<td>11. word: ______________________: n. a danger; an obstacle; v. to attempt</td>
<td>(A) When gasoline is burned, carbon dioxide is released. Carbon dioxide <strong>dissolves</strong> into the air and becomes part of the blanket surrounding the earth.</td>
</tr>
<tr>
<td>12. word: ______________________: v. to break up; to disappear</td>
<td>(B) In everyday life, it is almost impossible to notice carbon dioxide. Unlike many gases, it has no <strong>foul</strong> smell. Carbon dioxide is odorless.</td>
</tr>
<tr>
<td>13. word: ______________________: n. a ticket by which a vote is cast; a list of people running for office</td>
<td>(C) Employers can help to cut down on pollution by encouraging the people who work for them to carpool or ride buses to their jobs.</td>
</tr>
<tr>
<td>14. word: ______________________: v. to change so as to fit; to become used to</td>
<td>(D) Many <strong>corporations</strong> encourage workers to ride bicycles to work. These businesses provide special parking spaces for the bikes.</td>
</tr>
<tr>
<td>15. word: ______________________: adj. offensive to the senses; dirty; evil; unfavorable; (in baseball) not fair; v. to cause or to become dirty or rotten</td>
<td>(E) Not all products that are <strong>merchandised</strong> as environmentally safe are truly safe. We must not be fooled by tricky methods of selling goods.</td>
</tr>
<tr>
<td>16. word: ______________________: n. a person who seeks or is proposed for an office, award, and so on; a person or thing destined for a certain end</td>
<td>(F) If you want to buy environmentally friendly goods, do not just <strong>hazard</strong> a guess as to which products are really safe. Educate yourself.</td>
</tr>
<tr>
<td>17. word: ______________________: n. goods that are bought and sold; v. to trade on or advertise a particular product</td>
<td>(G) It may be hard to <strong>adjust</strong> to a new way of shopping. Many people are not used to looking for environmentally friendly products.</td>
</tr>
<tr>
<td>18. word: ______________________: n. a business firm or organization that is run by a group of people and that has many of the legal rights of an individual</td>
<td>(H) Pollution <strong>disgusts</strong> most people. If we do not change our behavior, say environmentalists, pollution will become even more sickening.</td>
</tr>
<tr>
<td>19. word: ______________________: n. a person, business firm, and so on, that hires people to work for wages or salary</td>
<td>(I) In an election, environmental laws are often an item on the <strong>ballot</strong>. Some people vote based on what impact the laws will have on jobs. Others consider the laws’ effect on the environment.</td>
</tr>
<tr>
<td>20. word: ______________________: n. a feeling of extreme distaste or dislike; v. to sicken</td>
<td>(J) Environmentalists say that we must work to prevent global warming. If we do not, the earth will become a <strong>candidate</strong> for worldwide environmental problems—a sad destiny for all of us.</td>
</tr>
</tbody>
</table>
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the store’s merchandise
   (A) location
   (B) goods
   (C) popularity
   (D) recycling bin

22. to adjust the temperature
   (A) study scientifically
   (B) increase
   (C) correct or change
   (D) lower gradually

23. to mark the ballot
   (A) legal contract
   (B) sworn statement by a politician
   (C) ticket by which a vote is cast
   (D) driver’s license

24. the new corporation
   (A) tax system
   (B) government agency that studies the law
   (C) court of law
   (D) business firm

25. the candidate for president
   (A) person who seeks office
   (B) president’s trusted advisor
   (C) someone who studies the weather
   (D) famous person

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to dissolve
   (A) stay solid
   (B) eat with water
   (C) use as fuel
   (D) study carefully

27. an understanding employer
   (A) high school teacher
   (B) neighbor
   (C) worker
   (D) partner

28. a health hazard
   (A) risk
   (B) mistake
   (C) mystery
   (D) safety

29. filled with disgust
   (A) pleasure
   (B) sense of doubt
   (C) feeling of hatred
   (D) shock

30. a foul smell
   (A) pleasing
   (B) dim
   (C) incredible
   (D) hopeful
Lesson 25  CONTEXT: Ecology and Environment

The Arabian Oryx and Other Endangered Species

The Arabian oryx is a kind of antelope with long, straight horns. It is one of the few animals that lives in the Arabian desert. For years, it has been hunted for sport. The Phoenix Zoo saved the animal from extinction by starting a breeding herd. The antelopes were then reintroduced into their native habitat. Many species, however, have become extinct, or wiped out, while the populations of others have declined. What can be done to save these animals?

In the following exercises, you will have the opportunity to expand your vocabulary by reading about endangered wildlife. These ten Vocabulary Words will be used.

absorb  cooperate  mourning  omit  security
complaint  debt  offense  regret  tension

EXERCISE 1  Wordbusting 🏅

Directions. Follow these instructions for this word and the nine words on the next page.

- Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

Because so many of the earth's species are threatened with extinction today, it is hard to absorb all the facts about them. It takes some time for the information to sink in and make sense.

Context:  Structure:  Sound:

Dictionary:
Many complaints are filed against people who export endangered animals such as the woolly monkey. These protests rarely lead to action, however.

People await the return of the whooping cranes to the Texas coast every year with great tension. They feel a strain not knowing how many birds will survive the long journey from Canada.

It would be a mistake to omit the Japanese crested ibis and the noisy scrub bird from the endangered species list. They are both in danger of extinction.

Those people who nearly wiped out the oryx should regret their actions. I wonder how many of them feel sorry about what they did.

Some endangered animals find security only in zoos, where they are protected from danger.

When endangered species in zoos do not bear live young, there is mourning, or grief, for the loss of a species.

Some biologists have taken the offense in the fight to save endangered animals. They think more animals might become extinct unless the problems are attacked right away.

Several nations began to cooperate in wildlife conservation after the United Nations was formed in 1945. They realized they needed to work together in order to protect endangered species.

The Nature Conservancy and other groups have been buying wilderness land from countries that are in debt. The countries then use the money to pay what they owe, and land that endangered species live on is protected.
**EXERCISE 2**

**Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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</table>
| ____ 11. word: ____________________
n. a protest; a written or spoken expression of pain, annoyance, or discontent | (A) Many people live with a false sense of security about endangered animals. They are not aware that the numbers of certain species are dangerously low. |
| ____ 12. word: ____________________
n. the expression of grief at someone’s death; the period during which one grieves for the dead; adj. of grief | (B) There was a period of mourning when the last Carolina parakeet died in 1910. Many people grieved the loss of this beautiful bird. |
| ____ 13. word: ____________________
v. to soak up; to take up the attention of | (C) The hunting of the Javan rhinoceros is a serious offense, or crime. |
| ____ 14. word: ____________________
n. a strain; a state of strained relations | (D) When talking about endangered animals, do not omit the Bali tiger of Indonesia. No endangered creature should be overlooked. |
| ____ 15. word: ____________________
v. to feel sorry about or mourn; to feel remorseful; n. a troubled feeling | (E) Scientists are absorbed with the study of the pink pigeon of Mauritius. They pay close attention to how many of these pigeon chicks are hatched each year. |
| ____ 16. word: ____________________
n. something owed by one person to another; the state of owing | (F) Tension exists between poachers and those who want to protect endangered animals. These uneasy relations have sometimes resulted in violent conflicts. |
| ____ 17. word: ____________________
v. to leave out | (G) Scientists and government officials have cooperated in order to help the wild nenes of Hawaii. By working together, they have helped increase the population of this bird. |
| ____ 18. word: ____________________
n. the feeling of being safe or certain; safety; an organization that guards an area; an assurance of repayment of a loan or debt | (H) Because humans have caused many species’ disappearance, some environmentalists feel that we owe a debt to the species that remain. |
| ____ 19. word: ____________________
v. to work with others for a shared cause or purpose | (I) One way to help endangered animals is to send a written complaint to your local newspaper. Your letter should express your feelings about the trouble facing these animals. |
| ____ 20. word: ____________________
n. a crime; the feeling of hurt; something that greatly upsets; the side that attacks | (J) Feeling troubled about extinct animals will not bring them back. Regret can, however, cause people to act to protect today’s endangered species. |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the biologists' complaint
   (A) supporting statement
   (B) explanation
   (C) protest
   (D) key interview

22. a large debt
   (A) antelope
   (B) popular movement
   (C) woods beetle
   (D) amount owed

23. to cooperate to help the oryx
   (A) work together
   (B) protest
   (C) think of ways
   (D) decide

24. mourning extinct animals
   (A) painting
   (B) looking for
   (C) studying
   (D) grieving for

25. to absorb the information
   (A) present
   (B) soak up
   (C) dismiss
   (D) ask about

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to regret the outcome
   (A) feel worried about
   (B) feel sorry about
   (C) feel afraid of
   (D) feel good about

27. to omit the giant panda
   (A) hunt
   (B) include
   (C) study
   (D) sketch

28. security for all animals
   (A) protection
   (B) hope
   (C) danger
   (D) zoos

29. the biologists' offense
   (A) fighters
   (B) offering
   (C) losers
   (D) defense

30. the tension between biologists and poachers
   (A) state of ease
   (B) discussions
   (C) state of strain
   (D) payment of debt
Lesson 26  CONTEXT: Ecology and Environment

Peter Rabbit Would Have Been Proud of Beatrix Potter

Do the names Peter Rabbit, Flopsy, Mopsy, and Cottontail sound familiar? They were all created by Beatrix Potter (1866–1943), a quiet woman who dearly loved both animals and children. Potter also loved the Lake District of England and wanted to preserve it. In her later years she became involved with the National Trust, which bought and cared for land so that the countryside would not be changed by development.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Beatrix Potter. These ten Vocabulary Words will be used.

amateur intrusion privacy resident simplify
duplicate keen rebel self-respect sympathy

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. amateur

In addition to writing and illustrating children’s books, Beatrix Potter was an amateur scientific illustrator. Her hobby involved painting watercolors of plants and fungi.

Context: Structure: Sound:

Dictionary:
In her artwork, Potter tried to duplicate nature. She wanted the drawings to look exactly like what she saw.

Potter was a very private person who did not want intrusion, or interference, in her personal life.

Potter was always keen about animals and nature. Everyone around her was aware of her strong feelings on these subjects.

Potter wrote her journals in code to protect her privacy. She wanted to be sure that the details of her personal life could not be made public.

As a child, Potter always obeyed her parents and other adults; she was never a rebel.

Potter told stories about her pet rabbit, Peter. To make sure the stories would be easy for children to understand, she simplified her language.

As a resident of the Lake Country, Potter had a special interest in it. She wanted to preserve the area that was her home.

Potter had healthy, positive feelings about herself and her accomplishments. She probably developed this strong sense of self-respect early in life.

Potter was in sympathy with the aims of the National Trust. She shared its belief that the Lake Country should be preserved.
**EXERCISE 2**  
*Context Clues*  

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

<table>
<thead>
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</table>
| 11. word: __________________ :  

*n.* a person who resists authority; *v.* to resist authority or control  

12. word: __________________ :  

*adj.* exactly alike; *n.* an exact copy; *v.* to make an exact copy  

13. word: __________________ :  

*v.* to make easier or less complex  

14. word: __________________ :  

*adj.* living in a place for a period of time; *n.* a person who lives in a place  

15. word: __________________ :  

*n.* a beginner, not a professional; *adj.* of or done by someone acting for pleasure rather than for pay  

16. word: __________________ :  

*n.* the act of forcing oneself on others; an unmasked-for interruption  

17. word: __________________ :  

*n.* a withdrawal from public company; one's private life; secrecy  

18. word: __________________ :  

*n.* a sameness in feeling; a feeling of agreement with an idea  

19. word: __________________ :  

*n.* a high regard for oneself and one's worth as a person  

20. word: __________________ :  

*adj.* sharp; shrewd; strongly felt; enthusiastic

(A) Potter wanted children to have **self-respect**, to have a sense of their own worth.

(B) Potter first told the story of Peter Rabbit in a letter. **Duplicates** of the story, along with exact copies of her original pictures, were later printed in a book.

(C) Potter had a **keen** sense of pleasure in the way of life in the countryside. She felt a deep connection to the land.

(D) Potter was an **amateur** naturalist. She studied nature for her own pleasure.

(E) Although she enjoyed her **privacy**, Potter also liked the company of others.

(F) Potter had **sympathy** with those who felt it was important to preserve the countryside. She shared their belief in its worth.

(G) As an adult, Potter became a **rebel**. She resisted the control of developers in the countryside.

(H) Potter was concerned about the **intrusion** of developers into the rural Lake Country. By buying land and preserving it, she blocked their attempt to force themselves into the area.

(I) Potter wanted to give the parcels of land she bought to the National Trust. To **simplify** the process, she left all the land to the Trust when she died, rather than hand it over bit by bit while she was still alive.

(J) A **resident** conservationist, Potter picked up litter and planted trees in her own neighborhood during the last ten years of her life.
EXERCISE 3

Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to duplicate Potter's journal
   (A) copy
   (B) decode
   (C) create
   (D) read

22. an unwelcome intrusion
   (A) group
   (B) interruption
   (C) following
   (D) question

23. keen about Peter Rabbit
   (A) enthusiastic
   (B) worried
   (C) very friendly
   (D) afraid

24. not lacking self-respect
   (A) selfishness
   (B) bravery
   (C) high regard for oneself
   (D) care for others

25. a sympathy with children
   (A) shared understanding
   (B) desired result
   (C) playfulness
   (D) a deep sense of loneliness

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. an amateur writer
   (A) professional
   (B) intelligent
   (C) unknown
   (D) poor

27. a desire for privacy
   (A) friendship
   (B) children
   (C) secrecy
   (D) company

28. to rebel against nature
   (A) obey
   (B) resist
   (C) speak
   (D) study

29. a resident children's author
   (A) popular
   (B) quiet
   (C) young
   (D) visiting

30. to simplify the language for children
   (A) newly invent
   (B) listen to
   (C) make harder
   (D) speak clearly
Lesson 27  CONTEXT: Ecology and Environment  

Pandas: Cute Is Not Everything

Giant pandas are adorable, with black ears, noses, and eye patches. If you have seen one you are lucky, for they are very rare. Pandas live in the mountain forests of China, where they eat mostly bamboo shoots. There used to be thousands of them. Today, only about a thousand wild pandas live in a small area. China gave two pandas—Ling-Ling and Hsing-Hsing—to the United States. Both lived at the National Zoo until they died in the 1990s. The Chinese government has also loaned pandas to a few U.S. wildlife parks.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about pandas. These ten Vocabulary Words will be used.

captivity  eavesdrop  prey  provoke  threat

decrease  migrate  prohibit  survival  tragedy

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

- Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.  

**captivity**  

Only a few giant pandas live in captivity today. Although they are not free, they are safe and protected.

Context:  

Structure:  

Sound:  

Dictionary:
2. **decrease**

The number of giant pandas in the wild has **decreased**. It has fallen to about one thousand and may continue to fall.

3. **eavesdrop**

Scientists use radio collars to keep track of pandas. The radios do not allow scientists to **eavesdrop** on, or hear, the bears, only to locate them.

4. **prey**

Giant pandas have been the **prey** of hunters, who have shot them for their fur.

5. **provoke**

What could **provoke** hunters to kill pandas? The answer is obvious: As long as people are willing to buy their fur, the pandas will be in danger.

6. **prohibit**

The Chinese government now **prohibits** hunting the giant panda. It wants to prevent hunters from wiping out the pandas.

7. **threat**

People are a **threat** to the giant pandas in several ways. Even if people do not hurt the animals, they can cause great harm to them by cutting down forests.

8. **survival**

The **survival** of giant pandas in the wild depends on the supply of bamboo. When the bamboo is cut down, many pandas will die of starvation.

9. **migrate**

Pandas have had to **migrate** as forests have been cut. If they do not move from place to place, they are not able to find food.

10. **tragedy**

It is always a **tragedy** when a panda dies in the wild. Because there are so few pandas, the death of a young panda is an even worse disaster.
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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| **11.** word: ____________________  
  *n.* to listen secretly to a private conversation | (A) The dangers facing the giant pandas prey on, or disturb, the minds of environmentalists. |
| **12.** word: ____________________  
  *n.* imprisonment; the condition of being held against one's will | (B) The survival of the giant pandas cannot be taken for granted. Without our help, they may not live. |
| **13.** word: ____________________  
  *n.* the act or fact of living or existing | (C) Public awareness of the pandas' situation should provoke the necessary action to save them. Awareness is always the first step in causing changes to occur. |
| **14.** word: ____________________  
  *n.* an animal hunted and killed for food by another animal; a person or thing that is hunted; *v.* to hunt or kill for food; to rob; to weigh heavily (upon) | (D) When the pandas run out of food, they sometimes migrate from the mountain forests to farmland to find more to eat. |
| **15.** word: ____________________  
  *v.* to become smaller; to lessen; *n.* a lessening | (E) A decrease, or decline, of human settlements in the mountains would probably help the giant pandas. |
| **16.** word: ____________________  
  *n.* a statement or action of intended harm; an indication of danger | (F) Hungry wild pandas are sometimes captured and fed to prohibit them from starving. |
| **17.** word: ____________________  
  *v.* to refuse to permit; to prevent | (G) The Chinese government has made threats to those who think about hunting pandas. The government warns that hunters will be severely punished. |
| **18.** word: ____________________  
  *n.* an event bringing great suffering; a disaster; a serious play about such events | (H) About forty giant pandas live in captivity around the world. If they could choose, I am sure they would rather live in freedom in the mountain forests of China! |
| **19.** word: ____________________  
  *v.* to cause action; to stir up feelings; to irritate | (I) The story of the little panda cub crushed by its mother is very sad. It is a subject on which a playwright could base a tragedy. |
| **20.** word: ____________________  
  *v.* to move from one place to another | (J) At wildlife parks with pandas, if you eavesdrop, you can always overhear people talk about how cute the bears are. |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the captivity of endangered species
   (A) freedom
   (B) health
   (C) imprisonment
   (D) value

22. to eavesdrop on the conversation
   (A) listen
   (B) interrupt
   (C) whisper
   (D) repeat

23. to provoke another
   (A) produce
   (B) deny
   (C) cease
   (D) annoy

24. the lion preys
   (A) escapes
   (B) is killed
   (C) sleeps
   (D) hunts

25. a decrease in the number of pandas
   (A) mistake
   (B) lessening
   (C) increase
   (D) change

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to make a threat
   (A) example
   (B) assurance
   (C) disaster
   (D) statement

27. to migrate in search of food
   (A) move from place to place
   (B) make noises
   (C) stay in one place
   (D) roll over logs

28. to prohibit hunting
   (A) expect
   (B) allow
   (C) dislike
   (D) license

29. survival in zoos
   (A) dying off
   (B) existing
   (C) breeding
   (D) playing

30. the tragedy of the rare panda
   (A) disaster
   (B) story
   (C) death
   (D) comedy
Lesson 28  CONTEXT: Ecology and Environment

Catching the Sun for Energy

Where do we get unlimited, free energy? One source is the sun, which we often take for granted. As the earth gets more crowded and there are fewer energy resources, people are starting to look toward the sun. As a result, someday you may live in a solar house! Its enormous windows would face south. Your water would be heated by flat plates that collect heat from the sun. In summer, your home could be air-conditioned with solar power.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about solar energy. These ten Vocabulary Words will be used.

benefit  reckless  responsibility  suburbs  unite
obvious  resemble  severe  unfortunate  vocal

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

benefit  

A clear benefit of solar energy is that it does not cause pollution. In this way it is an improvement over the burning of oil and coal.

Context:  Structure:  Sound:

Dictionary:
2. obvious
   It is obvious that we will have to develop new kinds of energy. Clearly, the earth is running out of fuels like oil that cannot be renewed.

3. reckless
   We can no longer be reckless with the earth's resources. We must be careful and think about the future.

4. responsibility
   The responsibility for developing clean energy sources lies with us. We have a duty to protect the environment now so that future generations can enjoy it.

5. severe
   There were severe shortages of oil and natural gas during the 1970s and 1980s. These serious shortages sped up the development of solar technology.

6. suburbs
   New solar homes are being built in many American suburbs. It is often less expensive to build such homes outside city limits.

7. resemble
   Solar homes resemble homes that are powered by electricity. From the outside, they look very much the same, but flat panels on the roof usually show that a home uses solar power.

8. unite
   Solar furnaces are made up of several mirrors that unite to focus the sun's rays on one spot. Bringing together energy collected by these mirrors can generate electricity.

9. vocal
   Many builders are vocal about the advantages of solar energy. They speak out about its low cost and its lack of pollution.

10. unfortunate
    It is unfortunate that so few people make use of solar energy. It is unlucky for our environment that we remain tied to oil and gas.
EXERCISE 2  Context Clues

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

**COLUMN A**

____ 11. word: ____________________:
   n. the areas just outside a city; the towns surrounding a city

____ 12. word: ____________________:
   adj. easy to see or understand; evident

____ 13. word: ____________________:
   adj. capable of making sounds; connected to the voice; inclined to express oneself with speech

____ 14. word: ____________________:
   adj. having or bringing bad luck; not favorable; unlucky

____ 15. word: ____________________:
   n. something that adds to the improvement of a condition; an event to raise money for a cause; v. to do good to

____ 16. word: ____________________:
   adj. careless; not caring about future results

____ 17. word: ____________________:
   n. the state of being dependable; an obligation; a duty

____ 18. word: ____________________:
   v. to bring or join together for a common cause; to make into one

____ 19. word: ____________________:
   v. to be similar to; to look like

____ 20. word: ____________________:
   adj. serious; strict or very critical

**COLUMN B**

(A) Everyone should accept the responsibility of saving energy. This is an important duty.

(B) To use only fossil fuels for energy is reckless; people need to develop alternative sources of energy.

(C) Scientists and engineers have united to study solar energy. Together they have made progress.

(D) Solar energy is caused by nuclear reactions that take place in the sun. The reactions resemble, or are like, the reactions that take place in nuclear bombs.

(E) Sadly, we use only a small fraction of the solar energy that reaches the earth. It is unfortunate that we have not found more ways to harness it.

(F) Solar cells power many small electronic devices, such as calculators. One obvious advantage is that you never need to replace the batteries. A clear drawback is that they need light in order to work.

(G) In 1940, the first solar home was built in a suburb near Chicago.

(H) A benefit was held recently to raise money for solar energy research. The governor was the guest of honor.

(I) The tone of the governor's speech was severe. Looking stern, she told us that we should support solar energy research.

(J) Before the event, vocal supporters of solar energy formed a rally. You could hear their voices from several blocks away.
**EXERCISE 3**  
*Like Meanings and Opposite Meanings*

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to benefit the environment  
   (A) do good for  
   (B) speak out for  
   (C) clean up  
   (D) write about

22. to resemble nuclear energy  
   (A) create  
   (B) control  
   (C) contrast with  
   (D) be similar to

23. a responsibility to future generations  
   (A) letter  
   (B) duty  
   (C) friend  
   (D) release

24. a severe shortage of funding  
   (A) improved  
   (B) unknown  
   (C) serious  
   (D) mild

25. to unite different groups  
   (A) form  
   (B) split apart  
   (C) speak to  
   (D) bring together

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. an obvious advantage  
   (A) cheap  
   (B) related  
   (C) unclear  
   (D) free

27. the reckless use of resources  
   (A) careful  
   (B) gradual  
   (C) careless  
   (D) generous

28. homes in the suburbs  
   (A) national parks  
   (B) inner cities  
   (C) mountains  
   (D) seashores

29. an unfortunate event  
   (A) expected  
   (B) lucky  
   (C) exciting  
   (D) popular

30. a vocal supporter  
   (A) young  
   (B) shouting  
   (C) tired  
   (D) silent
Lesson 29 CONTEXT: Ecology and Environment

For the People and for the Future: U.S. National Parks

If not for Yellowstone's famous geysers, we might not have a National Park System. In 1870, fabulous tales of these geysers prompted General Henry D. Washburn to visit the area. Another man, Judge Cornelius Hedges, suggested that the land should be protected from mining and lumbering. Two years later, Yellowstone became the first national park. Today, many types of natural and historic sites are preserved.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the United States' national parks. These ten Vocabulary Words will be used.

anthem   courteous   justify   promotion   rehearsal
compliment   engage   nominate   quality   specify

EXERCISE 1 Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

- Figure out the word's meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. anthem

Have you ever heard the song "America the Beautiful"? It is probably the best-known anthem to the magnificence of the United States. Do you recall the memorable words praising the sky and mountains?

Context: Structure: Sound:

Dictionary:
2. **compliment**
   Those words of praise are not simply a formal *compliment*. Instead, they express the heartfelt feelings of millions of people.

3. **justify**
   Today, nature has become precious. Many animals have become endangered. Fragile beaches are at risk. What reason can *justify* their destruction?

4. **nominate**
   To protect our natural wealth, we must *nominate* and elect people who will conserve our heritage. The future depends on how we manage our resources today.

5. **courteous**
   In fact, the United States was the first nation to have a national park. Now, over 350 parks are protected. *Courteous* park rangers politely give visitors information about the natural features of the parks.

6. **engage**
   In the parks, anyone can find sights to *engage* the senses. What tourist has not been charmed and captivated by the majesty of the Grand Canyon?

7. **promotion**
   The National Park Service need not attract visitors through advertising or other types of *promotion*. In fact, the parks regularly fill up and have to turn campers away.

8. **qualify**
   Most parks require an entrance fee. However, people sixty-two years of age or older can enter free with a Golden Age Passport. Likewise, people with physical impairments may *qualify* for a Golden Access Passport and free entry.

9. **rehearsal**
   If you want to visit a national park, be sure to plan ahead. New campers are often surprised at the difficulty. If you want to set up a wilderness camp, you might plan a *rehearsal* near your home as practice for the real thing.

10. **specify**
    In some areas, cabins, motels, and hotels are available. You need to make your reservations months early! Remember to *specify* dates and your exact needs.
**EXERCISE 2**  **Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

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| ___ 11. word: ___________________  
* n. a song of praise or devotion | (A) Before I give an oral report, I like to have a **rehearsal**. I asked my mother to listen to a run-through of my draft. |
| ___ 12. word: ___________________  
* n. something said in admiration, praise, or flattery; v. to congratulate; to praise | (B) "Imagine the last notes of the national anthem fading away," I told her, to set the tone. Then I began my speech. |
| ___ 13. word: ___________________  
* n. a repeating for practice before a future performance or event; a practice | (C) "Ladies and gentlemen, I would like to tell you about Big Bend National Park. Its beauty alone justifies, or is reason for, its membership in our National Parks System. |
| ___ 14. word: ___________________  
* v. to name or appoint to a position | (D) "Let me **specify** the benefits it offers. Over 800,000 acres of unspoiled land await visitors. The park contains desert, springs, and the Rio Grande. |
| ___ 15. word: ___________________  
* v. to draw into; to fascinate; to enter in conflict with; to take part in; to hire | (E) "During my visit, we **engaged** a guide to lead us through some of the rougher country. This hired guide led us through Boquillas Canyon. |
| ___ 16. word: ___________________  
* n. an advancement in rank or pay; the furthering of a cause; the advertisement of a product or event | (F) "Our **courteous** guide was not only thoughtful, he was extremely knowledgeable about the fossils that can be found in the park. |
| ___ 17. word: ___________________  
* adj. polite and considerate towards others; well-mannered | (G) To **qualify** for a job here, you need to be very well informed about the park. |
| ___ 18. word: ___________________  
* v. to show to be just, right, and reasonable | (H) All the wildlife at Big Bend—beaver, deer, and the rare panther—are well protected. I **compliment** the staff of Big Bend. They deserve praise for their good work. |
| ___ 19. word: ___________________  
* v. to define, mention, or describe in detail; state definitely | (I) "They guard some of our most priceless treasures. In my opinion, they should all receive **promotions** to advance their careers. |
| ___ 20. word: ___________________  
* v. to explain by narrowing down or describing the specific characteristics of; to be fit for a position | (J) "I hope that we continue to **nominate**, or name, such responsible people to safeguard the future of this great bend in the Rio Grande." |
EXERCISE 3  Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to justify your actions
   (A) plan ahead
   (B) describe in detail
   (C) show reasons for
   (D) recall to mind

22. to proudly nominate
   (A) approach boldly
   (B) accept a prize
   (C) name as a candidate
   (D) give a speech

23. a hurried rehearsal
   (A) funeral
   (B) practice
   (C) turnaround
   (D) graduation

24. the national anthem
   (A) constitution
   (B) military
   (C) song
   (D) flag

25. to qualify for a job
   (A) announce in advance
   (B) research in detail
   (C) make a good argument
   (D) be suited for

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to specify details
   (A) generalize
   (B) measure
   (C) memorize
   (D) attend to

27. her promotion of the project
   (A) hurrying
   (B) creation
   (C) opinion
   (D) blocking

28. a compliment to the chef
   (A) insult
   (B) tragedy
   (C) message
   (D) essay

29. to engage in conflict
   (A) draw swords
   (B) withdraw
   (C) bully
   (D) maintain

30. a courteous attitude
   (A) polite
   (B) foolish
   (C) rude
   (D) serious
Lesson 30  CONTEXT: Ecology and Environment

Making the Great Lakes Great Again

Superior, Michigan, Huron, Erie, and Ontario are the five Great Lakes. These lakes border eight states: Minnesota, Wisconsin, Michigan, Illinois, Indiana, Ohio, Pennsylvania, and New York. The Great Lakes are among the fifteen largest lakes in the world. If you stand on the shore of any one of them, it will seem as if you are standing at the edge of an ocean. In fact, the lakes are so large that they are sometimes called inland seas.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the Great Lakes. These ten Vocabulary Words will be used.

apologize  associate  hesitate  pollute  superior
application  frantic  impatience  reservoir  toxic

EXERCISE 1  Wordbusting ⬤

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. apologize

Some companies apologize for the past pollution of the Great Lakes. Their regrets, combined with stricter regulations, have visibly improved water quality in the lakes.

Context:  Structure:  Sound:  

Dictionary:
2. **application**  
Scientists hope that the **application** of new technology will help to reduce the effects of pollution. Putting these new technologies into practice may help cut pollution at its source.

3. **associate**  
Are your friends and classmates concerned about pollution? Talk to the people you **associate** with about the pollution problem in the Great Lakes.

4. **frantic**  
Many people who live near the Great Lakes are very concerned with the safety of their homes. As water levels in the lakes rise steadily, lake-shore residents are **frantic** with worry that they will lose their homes to the lake.

5. **hesitate**  
Lakeshore homeowners feel that there is no time to lose. They call for quick action, urging the government not to **hesitate** in reducing water levels.

6. **impatience**  
It's not hard to understand the **impatience** of these homeowners. They hate any delay because in a few years' time their houses may be swallowed by the lakes.

7. **pollute**  
Some people feel that protecting the environment should come first, and impure water is a major concern. They point out that industrial chemicals, municipal wastes, and runoff from rain **pollute** the waters in the United States.

8. **reservoir**  
Pollution in the Great Lakes is threatening at least one water **reservoir**. High levels of dangerous chemicals have been found in the water supply.

9. **superior**  
Today, knowledge of the Great Lakes' environmental problems is **superior** to that of any time in the past. Thanks to modern science, we have the best and most thorough knowledge of the lakes ever.

10. **toxic**  
Now we know that many of the wastes discharged into the Great Lakes are **toxic** to humans and other species. If fish die as a result of these harmful wastes, how can the water be safe for humans?


**EXERCISE 2: Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

**COLUMN A**

11. word: ____________________________:
   v. to join with others; to connect different things together; n. a person with whom one works; adj. having less than full status

12. word: ____________________________:
   adj. poisonous; giving harm

13. word: ____________________________:
   v. to express regret for a fault or wrong

14. word: ____________________________:
   adj. wild with anger, pain, or worry

15. word: ____________________________:
   n. a place where water is collected and stored; a large supply of something

16. word: ____________________________:
   v. to make dirty; to make impure or corrupt

17. word: ____________________________:
   v. to pause or stop momentarily; to delay because of feeling unsure

18. word: ____________________________:
   adj. high or higher in order, status, or rank; greater in quality or value

19. word: ____________________________:
   n. the method of putting something to use; continued effort; a form to be filled out with information

20. word: ____________________________:
   n. annoyance because of delay; restless eagerness to do something

**COLUMN B**

(A) It is a sunny fall day on Lake Erie. Sixteen sixth-grade students are filled with impatience as they line up to climb aboard a small tugboat. They cannot wait to start their trip!

(B) Finally, the captains of the boat arrive. They are sorry for their lateness, and they apologize.

(C) The captains, Pat and Chuck Potter, are reservoirs of valuable information about the Great Lakes area. They have a great supply of facts and figures memorized.

(D) Pat tells the students that they should associate the foamy water they see at the base of a low dam with pollution. There is a definite connection.

(E) The students do not hesitate at guessing the source of the pollution. They instantly remember the nearby factories.

(F) Pat explains the causes of this poisonous pollution. She says that many of the factories have been releasing toxic wastes into the lakes for years.

(G) Pat points out a fertilizer plant. "That plant has just filled out an application for a new waste dump. The paperwork has been completed."

(H) "The old dump has already killed the surrounding plants. We are working at a frantic pace to see that no new dumps are allowed. We are trying to beat the clock."

(I) Pat reminds us that strict U.S. regulations on pollution are superior to those in Canada. As a result, some U.S. companies go there to dump their wastes.

(J) On the return trip, the students agreed that it was sad to realize how many harmful wastes have polluted the Great Lakes.
EXERCISE 3  Like Meanings and Opposite Meanings

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the polluted reservoir  
   (A) river that runs into one of the  
   (B) treatment plant for impure water  
   (C) a factory that creates smog  
   (D) water supply

22. the application of new technology  
   (A) use  
   (B) discovery  
   (C) understanding  
   (D) scientific method

23. to pollute the mind  
   (A) educate  
   (B) dirty  
   (C) destroy  
   (D) weaken

24. her business associate  
   (A) admirer  
   (B) office  
   (C) enemy  
   (D) partner

25. do not hesitate  
   (A) wait briefly  
   (B) fall suddenly  
   (C) enter quickly  
   (D) cry loudly

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to apologize for one's actions  
   (A) have regret  
   (B) be proud  
   (C) resist  
   (D) repeat

27. the toxic chemicals  
   (A) deadly  
   (B) weak  
   (C) harmful  
   (D) harmless

28. our growing impatience  
   (A) anger  
   (B) patience  
   (C) impossibility  
   (D) unhappiness

29. a frantic attempt  
   (A) violent  
   (B) foolish  
   (C) frenzyed  
   (D) calm

30. a superior method  
   (A) faster  
   (B) uncertain  
   (C) worse  
   (D) better
Building Your Vocabulary

One way to build your vocabulary is to learn the different meanings of a single word. Another way is to learn how to make new words by using prefixes and suffixes. A third way is to learn about the origins of words. Learning about the origins of words will help you remember the words' meanings. The following exercises will help you build on, and remember, vocabulary.

## HOW TO DO EXERCISE 1

### Multimeaning

Words often have more than one meaning. In a Multimeaning exercise, you will read a boldface Vocabulary Word in a sentence. You will then read four more sentences that use the same Vocabulary Word. Your job is to choose the sentence that uses the Vocabulary Word in the same way as it is used in the first sentence. Here is an example of a Multimeaning exercise:

The fog of nineteenth-century London was, in fact, **foul** air caused by pollution.

(A) Soot from the city's many chimneys would also **foul** the air.

(B) In this setting, Detective Sherlock Holmes tracks down **foul** murderers and other evil-doers.

(C) Nothing keeps Holmes from the chase. He goes out into the streets of London even in a thunderstorm or other **foul** weather.

(D) Waste dumped into London's river Thames had made the waterway **foul**.

In the first sentence, the air was **foul** because of pollution. Pollution makes things dirty or impure. **Foul** is used as an adjective to mean dirty or impure. How does this compare to the uses of the word in choices A, B, C, and D?

- In choice A, **foul** is a verb meaning to pollute or make dirty.
- In choice B, **foul** means evil, not dirty.
- In choice C, **foul** is used to describe weather, and it means unfavorable or stormy.
- In the correct choice, D, **foul** again describes something made dirty or impure.

## HOW TO DO EXERCISE 2

### Word Analysis

**Prefixes and Suffixes**

The following items will give you practice in identifying the kinds of prefixes and suffixes that you will run into again and again as you read. In each of these items, you will read two words. Both words will contain the same prefix or suffix. You will be asked to identify the choice that describes the meaning of the prefix or suffix as it is used in both words. Here is an example of a prefix exercise:

- **readjust**  **rewrite**

  (A) after
  (B) with
  (C) before
  (D) again
Hint #1 The second word will usually be a word that you already know well. For example, you probably already know that rewrite means “to write again.”

Hint #2 The first word or its root (in this case, adjust) is a word you learned in Making New Words Your Own. When you remember that rewrite means “to write again,” you can guess that readjust means “to adjust again.” That leads you to the correct choice, D.

Note: The tables in the front of this book list some common prefixes and suffixes. These tables will help you to complete the exercises on Prefixes and Suffixes in the lessons that follow.

Word Origins
Many words in the English language come from Greek, Latin, French, and other languages. Word Origins exercises will give you practice in learning the roots of Vocabulary Words. In these exercises, you will be asked to identify the choice that best completes the sentence.

Here is an example of a Word Origins exercise:

\[
\begin{align*}
\text{debt} & \quad \text{decrease} & \quad \text{definite} & \quad \text{descriptive} \\
\end{align*}
\]

The Latin word *crescere*, “to grow,” combined with the prefix *de-* , “away,” gives us the word ____.

Hint #1 Compare the Latin root to the list of words provided above the item. If you remove *de-* from all of the choices, the part of the word left that most resembles the Latin root would be *crease*, from the word *decrease*.

Hint #2 The choices in Word Origins will be Vocabulary Words you studied in Making New Words Your Own. In the introduction to Making New Words Your Own, you learned that to decrease means “to grow smaller.” Decrease is the correct response.
Lesson 1 CONTEXT: Amazing Nature
Has Anyone Seen the Abominable Snowman?

EXERCISE 1 Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. Would you like to interview the author of the new best-selling book about the Abominable Snowman?
   (A) During his interview for the job of forest ranger, my brother was asked his opinion about Bigfoot.
   (B) Following the most recent sighting of the Loch Ness monster, the police granted an interview to the national news media.
   (C) If I could go to Africa, I would interview some people who claim to have seen a dinosaur in Lake Telle.
   (D) The interview on the morning talk show revealed some fascinating information about huge flying reptiles seen in Asia.

2. The morning session of the conference included a talk by a scientist who studies unusual sea creatures.
   (A) During its fall session, the college offered a course on mysterious creatures of the world.
   (B) The conference’s most interesting session, which was held from ten to eleven o’clock, was about the book On the Track of Unknown Animals by Bernard Heuvelmans.
   (C) It was just after a session of wood-chopping that Mr. Brehm claims to have seen Bigfoot.
   (D) A bill to protect the Bigfoot was proposed when the state’s legislature was in session from August to September.

EXERCISE 2 Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. indefinite incomplete
   (A) not
   (B) less
   (C) very
   (D) beyond

4. unexpectedly uninterested
   (A) very
   (B) with
   (C) not
   (D) greater than
Suffixes

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. summarize magnetize 6. reliable undeniable
   (A) undo (A) full of
   (B) without (B) practice of
   (C) person who does (C) able to be
   (D) make (D) about

Word Origins

**Directions.** Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

- astonished
- conference
- definite
- deny
- descendant
- doubt
- doubtful
- innumerable
- interview
- journalism
- leg
- legendar
- majority
- navigator
- quote
- session
- symbol
- summarize
- symbol
- twilight
- unexpected
- vivid

7. The Middle English word *astonica*, meaning "to stun," carries over into Modern English as the word ____________________.

8. The Latin word *denagare* means "to say no," as does the English word ____________________.

9. By combining the Latin word *numerus*, meaning "number," the prefix *in-*, meaning "not," and the suffix *-able*, meaning "able to be," we get the English word ____________________.

10. The Middle English word *liht*, meaning "to shine," is combined with the Old English word *twi* to form the Modern English word ____________________.
Lesson 2

CONTEXT: Amazing Nature

Traveling Down Tornado Alley

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. To see a good demonstration of how a tornado forms, go to the Mid-America Museum in Hot Springs, Arkansas.
   (A) Following the deadly tornadoes, the people staged a demonstration in front of city hall to protest the city's safety procedures.
   (B) After our home was destroyed by a tornado, we appreciated the community's sincere demonstration of concern.
   (C) The salesperson's demonstration failed to convince us that the fence could withstand a tornado.
   (D) The demonstration against the new law was postponed because a tornado was sighted south of town.

2. The tornado's 200-mile-per-hour winds ripped the little store right off its foundation.
   (A) The tornado picked up a car and set it down on the foundation of a nearby house that had been blown away.
   (B) The family established the charitable foundation to help victims of natural disasters such as tornadoes.
   (C) There is a foundation in actual events for describing one section of the country as Tornado Alley.
   (D) The foundation of our Emergency Readiness Team is the preparedness of its members.

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. undetected unhappy
   (A) against
   (B) extremely
   (C) not
   (D) into

4. coincidental cooperate
   (A) together
   (B) able
   (C) without
   (D) act
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. detection depression
   (A) like
   (B) state of
   (C) person who does
   (D) study of

6. predictable forgettable
   (A) not capable of being
   (B) against
   (C) capable of being
   (D) act of

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

- aviation
- departure
- fatal
- miraculous
- collapse
- defect
- foundation
- nuisance
- collide
- disastrous
- incident
- predict
- complex
- disturb
- instinct
- rash
- demonstration
- exception
- locally
- unfavorable

7. The Middle English word *nusance*, meaning “annoyance,” became the Modern English word _____________.

8. We get a hint of the meaning of the word _____________ when we learn that the Latin word *avis* means “bird.”

9. The Latin word *collidere*, meaning “to strike together,” is related to our word _____________.

10. You may recognize the Latin *instinctus*, meaning “instigation,” “prompt,” or “enthusiasm” in the Modern English word _____________.
Lesson 3  CONTEXT: Amazing Nature

Tangled in a Spider’s Web

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. I would like for you to escort me through the passage—it is full of spiders.
   (A) My sister’s escort for the prom looks like Jeff Daniels, the actor who starred in the movie Arachnophobia, which is about the fear of spiders.
   (B) I had to escort my little brother and his Cub Scout troop through the museum’s spider house.
   (C) As their escort, I told the group the common name for each spider, such as the wolf spider and the crab spider.
   (D) When the museum’s rare spider collection was transferred to another museum, it was given a police escort.

2. Since the 1950s, each generation of young readers has enjoyed the book Charlotte’s Web by E. B. White.
   (A) The speaker said that the generation, or production, of new pesticides is harmful to spiders.
   (B) Some scientists have spent their careers studying the generation, or procreation, of spiders.
   (C) I think our generation is less frightened of spiders than people my grandparents’ age, but I could be wrong.
   (D) The university’s generation of money for research of spider habits was slow.

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. reinvolve reread
   (A) lacking
   (B) with
   (C) not
   (D) again

4. immobile impatient
   (A) very
   (B) toward
   (C) not
   (D) with
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. heroic fantastic
   (A) unrelated to
   (B) state of being
   (C) of or related to
   (D) somewhat

6. separation completion
   (A) act of
   (B) unable to
   (C) able to
   (D) full of

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

abdomen dread generation maximum
caution error gratitude mobile
commotion escort heroic paralysis
competition flexible hoist previous
congratulate foe involve separation

7. Not much was changed in the Middle English word fo, meaning “enemy,” to make our Modern English word ________________

8. From the Greek word paralyein, meaning “to weaken,” we get our English word ________________

9. The Latin word errare, which means “to go astray,” gives us the English word ________________

10. We can still see the Latin word congratulari, meaning “to rejoice with someone,” in the English word ________________
Lesson 4  CONTEXT: Amazing Nature
Wild About Animals

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. I became curious about beavers when my teacher made reference to the amazing dams they build using wood and mud.
   (A) Wild Animals of North America, published by the National Geographic Society, is an excellent reference book.
   (B) My cousin Tanya, a dolphin trainer, received a glowing reference from her former boss for her new job with the sea-life park.
   (C) I'm going to use Dr. Nabors, a retired biologist, as a reference for my report about weaver ants.
   (D) Your reference to armadillos jumping when they are startled reminded me of a funny cartoon.

2. During our trip to Australia, we saw three kangaroos vault a fence, easily clearing it.
   (A) Drawings of cats, which were sacred to the ancient Egyptians, were found on the inner walls of the vault.
   (B) The vault of the snow leopard is a wonder to behold.
   (C) Would you like to see a snow leopard vault a snowy canyon?
   (D) The photographer kept the negatives of the award-winning pictures of the duckbill platypus in a vault at the bank.

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. discomfort  disapprove
   (A) for
   (B) after
   (C) opposite
   (D) into

4. deregulate  defrost
   (A) undo
   (B) do the same as
   (C) do more than
   (D) state of
**Suffixes**

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. imitative competitive
   (A) tending to
   (B) resulting in
   (C) not like
   (D) one who does

6. concealment excitement
   (A) state of
   (B) without being
   (C) suitable for
   (D) resulting in

**Word Origins**

**Directions.** Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

- assault  disguise impostor regulate
- conceal earnest inhale requirement
- dainty gasp linger terminal
- discomfort hibernate portion vacuum
- discourage imitate reference vault

7. The Latin word *imponere*, meaning “place up on,” has given us the English word ____________.

8. Our English word ____________ comes from the Old Norse word *geispa*, which means “a short catching of the breath.”

9. The Latin word *partio*, meaning “part,” evolved into the English word ____________.

10. The Middle English word *deinte*, which means “excellent,” gives us the Modern English word ____________.
Lesson 5  CONTEXT: Amazing Nature

Einstein Started Somewhere, Too

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. This year, a toll of one dollar was charged to process each entry in the regional science fair.
   (A) I wanted to call my friend in Seattle to tell him about the science fair, but the toll was too much.
   (B) Working night and day on her science fair entry really has taken a toll on Janice’s health.
   (C) For her project, Sabina decided to toll church bells and measure the time of sound vibrations.
   (D) The rainstorm took a heavy toll on the number of people willing to come out to the science fair.

2. Because I do not have my driver’s license, one of my parents drove me to the beach to get sea water for my experiment.
   (A) “Who gave you license to use my bowls and measuring cups for your experiment?” my mother asked.
   (B) One of my experiments involved cooking fresh-caught fish, so I had to get a fishing license.
   (C) In order for the Fish and Game Department to license me, I had to have parental permission.
   (D) My sister joked that the letters on our car license plate, YAE, must stand for “Young Albert Einstein.”

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. antistatic  antifreeze
   (A) between
   (B) for
   (C) against
   (D) together

4. nonflammable  nonfiction
   (A) before
   (B) very
   (C) not
   (D) against
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in the pair.

5. suspicious courageous 6. surgery robbery
   (A) one who does               (A) act or practices of
   (B) state of                  (B) extremely
   (C) away from                (C) one who does
   (D) full of                  (D) of or pertaining to

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

bombard  jeopardy  pierce  static
bureau   license    pry   stray
conviction lunar ransom surgery
flammable particle receipt suspicion
gossip   pharmacy resign toll

7. The Old English word godsbibe, meaning “godparent,” later came to be godship, meaning “good friend.” In Modern English, this word has become ________________, something good friends often do.

8. Raunson, meaning “to buy back,” is a Middle English word that became the Modern English word ________________.

9. From the Latin word recipere, meaning “to receive,” we get the word ________________ — a paper we receive to show we have paid for something.

10. You may recognize the French word bombe, meaning “bomb,” in the Modern English word ________________.
Lesson 6  CONTEXT: People and Places
A Career in Anthropology

EXERCISE 1  Multimeaning ☞

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. If you choose a career in anthropology, you could study people's physical or cultural characteristics.
   (A) You might study how in some cultures most people career through life, while in other cultures people prefer a slower pace.
   (B) The science of anthropology has moved through this century in full career, making rapid progress.
   (C) L.S.B. Leakey, who did much research in Africa, was a career anthropologist and archaeologist.
   (D) Mary Catherine Bateson, the daughter of famed anthropologist Margaret Mead, entered the same career as her mother.

2. An anthropologist's life can be extremely interesting, but there is always some routine involved with every job.
   (A) In her field work, Margaret Mead's routine varied somewhat with the locations.
   (B) The routine lives of members of a society are studied by anthropologists.
   (C) The actors presented a routine based on Margaret Mead's first encounters with young Samoan girls.
   (D) Traveling to faraway islands was a routine for Margaret Mead.

EXERCISE 2  Word Analysis ☞

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. predetermined  prearranged
   (A) against
   (B) into
   (C) before
   (D) after

4. self-confidence  self-guiding
   (A) regarding others
   (B) doubly
   (C) not of the self
   (D) of the self
Suffixes

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. reaction  confusion
   (A) result of  
   (B) capable of  
   (C) without  
   (D) before

6. respectable  thinkable
   (A) incapable of being  
   (B) nearly  
   (C) capable of being  
   (D) full of

Word Origins

**Directions.** Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

- analyze
- biography
- career
- debate
- destination
- determination
- document
- essential
- generous
- identical
- notion
- offspring
- profession
- publicity
- reaction
- respectable
- routine
- scholar
- self-confidence
- thorough

7. The Latin word *notio*, meaning “coming to know,” has added one letter and changed meaning to become the English word ________________

8. We can easily see the French word *publicité*, meaning “public information,” in the English word ________________

9. The French word *analyser*, which means “to separate into basic principles,” gives us the English word ________________

10. There is not much difference in the Old English word *ofspring*, meaning “to spring from,” and the Modern English word ________________
Lesson 7  CONTEXT: People and Places

Mexico City: Then and Now

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. Have you read about the conduct of the Aztecs during the terrible two-year drought that began in 1450?
   (A) It was the great King Montezuma I (1390?–1469?) who had to conduct the Aztecs’ efforts to survive the drought years.
   (B) It was also up to the king to conduct the many military battles that extended the empire from the Pacific Ocean to the Gulf of Mexico.
   (C) Aztec parents taught their children important rules about conduct.
   (D) The musician will conduct his own composition, “Warriors of the Sun.”

2. While hurrying through Mexico City’s Chapultepec Park, did you glimpse the giant cypress known as the Tree of Montezuma?
   (A) Our tour allowed time for only a glimpse of the Alameda, the city’s central park.
   (B) Fortunately, we had time for much more than a glimpse of the unearthed Great Temple of the Aztecs.
   (C) The air was hazy, so it was difficult to glimpse the mountains surrounding Mexico City.
   (D) Even a glimpse of the snow-covered peaks is impressive.

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. reignite recapture
   (A) before
   (B) never
   (C) first
   (D) again

4. uninterrupted unwanted
   (A) after
   (B) half
   (C) not
   (D) again
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. management arrangement
   (A) unable to
   (B) act or state of
   (C) one who
   (D) into

6. sacrificial residential
   (A) not related to
   (B) state of
   (C) pertaining to
   (D) resulting in

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

- architect
- betray
- ceremony
- conduct
- consent
- desperate
- district
- eternal
- fragrant
- glimpse
- ignite
- interrupt
- management
- plead
- quarantine
- realm
- sacrifice
- scheme
- victim
- victorious

7. From the Greek word architekton, meaning “chief carpenter,” comes the English word
   ________________________

8. The Modern English word __________________ comes from the Middle English word realme. Realme, in turn, comes from the Latin word regere, meaning “to rule.”

9. The Medieval Latin word districtus, meaning “an area of jurisdiction or rule,” became the Modern English word ____________________.

10. Originally, the English word __________________ meant “to isolate for forty days,” because it came from the Italian word quarantina, meaning “forty days.”
Lesson 8  CONTEXT: People and Places
Rocky Roads and Snake River Canyon

EXERCISE 1  Multimeaning

**Directions.** Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. The magazine editors made a **survey** about people's knowledge of the Rocky Mountains.
   (A) It would be a big job to **survey** all 3,000 miles of the Rocky Mountains.
   (B) The **survey** proves that a wide variety of animals make the Rockies their home.
   (C) Government officials said they will **survey** the damage caused by forest fires in the Southern Rockies.
   (D) The Geological Service has to **survey** the mountains with instruments before section markers are put in place.

2. Many **dramatic** views of the mountains can be seen while traveling the Going-to-the-Sun Road in Glacier National Park.
   (A) At a local theater, we saw a **dramatic** production about mountaineers in the Rockies.
   (B) The lead actor, who made many sly comments directly to the audience, was a master of **dramatic** irony.
   (C) As we sat around the bonfire in our Rocky Mountain camp, each of us gave **dramatic** tellings of our earlier camping experiences.
   (D) Float trips near Jackson, Wyoming, provide views of some **dramatic** scenes in the Snake River Canyon.

EXERCISE 2  Word Analysis

**Prefixes**

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. **extra**ordinary  **extraterrestrial**
   (A) less than
   (B) beyond
   (C) part of
   (D) different from

4. **irregular**  **irresponsible**
   (A) between
   (B) within
   (C) extremely
   (D) not
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. establishment government
   (A) process of
   (B) possession of
   (C) lack of
   (D) of or relating to

6. leisurely kindly
   (A) state of
   (B) within
   (C) likeness
   (D) without

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

abundant barrier
descriptive desirable

establish extraordinary flourish

irregular feat numerous

prehistoric satisfy terrain

7. The Old French word fait, meaning “an act or deed,” has become the English word ________________.

8. The Old French word barrière, meaning “bar,” has become the English word ________________.

9. The old French word merveille, meaning “wonder,” became the Middle English marvail and the Modern English word ________________.

10. The Latin words vicus, meaning “village,” and vicinus, meaning “near,” helped form the English word ________________.
Lesson 9  CONTEXT: People and Places  

Dazzled by Diamonds

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. Did the empress request her garnet or her opal earrings?
   (A) The sign in the museum states that detailed information about the queen's jewels is available on request.
   (B) The tour guide told a legend about one king's request that grains of solid gold be sprinkled in the duck pond.
   (C) Please request that the tour guide find out whether the emeralds are from Colombia.
   (D) Teresa's request is to see the pear-shaped Spoonmaker Diamond.

2. The dishonest man's plan was to counterfeit bills and use them to buy jewels.
   (A) Did he really counterfeit the jewels by using plastic and paint?
   (B) The saleswoman could tell that the customers' interest in the gems was counterfeit.
   (C) Experts verified that the three diamonds from South Africa were not counterfeit.
   (D) The counterfeit was detected quickly by the experienced jeweler.

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. unambitious  unfriendly
   (A) less
   (B) not
   (C) always
   (D) again

4. dishonorable  disconnected
   (A) nearly
   (B) opposite
   (C) of or relating to
   (D) away from
Suffixes

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in the pair.

5. investment  
   pavement
   (A) one who does  
   (B) product or thing  
   (C) into  
   (D) bringing about

6. heiress  
   princess
   (A) female  
   (B) male  
   (C) one who does  
   (D) without

Word Origins

**Directions.** Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

- ambitious  
- heir  
- oath  
- request  
- arid  
- honorable  
- ornamental  
- solitary  
- counterfeit  
- investment  
- portrait  
- transparent  
- envy  
- knapsack  
- reign  
- wardrobe  
- exclaim  
- luxurious  
- relate  
- yacht

7. If you know that the j in the Dutch word ‘jacht-schip’ (‘chasing ship’) is pronounced as a y, then you will know the origin of the English word ________________.

8. The Modern English word ________________ comes from the Latin word *aridus*, meaning "to be dry."

9. The Middle English word *oath*, meaning “a solemn vow,” became the Modern English word ________________.

10. The Middle English word *knappen*, “to eat,” and the Dutch word *zac*, or “sack,” were combined to make the Dutch word *knapzak*. This word eventually came into Modern English as the word ________________.
Lesson 10  CONTEXT: People and Places
Japan and The Japanese

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. I assume you know that the Japanese islands are located along the “Ring of Fire.”
   (A) Did his uncle assume the debts of the soybean farm in southern Japan?
   (B) He will assume the management of the farm, too.
   (C) The teacher should not assume that everyone in the class knows the names of Japan’s four main islands.
   (D) The women will assume traditional Japanese robes called kimonos.

2. It would be interesting to contrast farming methods in Japan with those in China.
   (A) The book shows the basic contrast between the public gardens and parks in Japan and those in the United States.
   (B) The contrast in this picture of Tokyo is not very good, so I cannot identify the details.
   (C) In contrast, the fishing industry in Japan is modern.
   (D) Will she contrast Mount Fuji with other volcanoes in Japan?

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. disadvantage  disloyalty
   (A) like
   (B) opposite of
   (C) distant
   (D) different

4. inaccurate  incorrect
   (A) not
   (B) into
   (C) extremely
   (D) often
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. hearty sticky 6. traditional musical
   (A) belief or practice (A) belief or practice of
   (B) without (B) unlike
   (C) capable of (C) of, like, suitable for
   (D) characterized by (D) without

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

appropriate cultivate gorgeous occasion
assume disadvantage hearty ordinarily
boast eliminate import precipitation
contrast exert inviting quantity
contribute export luscious tradition

7. We get the English word ____________ from the Latin word quantus, meaning “how great.”

8. The English word ____________ comes from the Latin word importare, meaning “to bring in.”

9. We can see the Old French word gorgias, meaning “beautiful, glorious,” in the English word ____________.

10. The English word ____________ comes from the Latin noun occasios, which means “accidental opportunity” or “fit time.”
Lesson 11  CONTEXT: Ecology and Environment

Writers with a Message

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. In Bill Peet's book *Farewell to Shady Glade*, the animals want to preserve their small plot.
   (A) A brave rabbit wants to plot an attack against the humans' machines.
   (B) The old raccoon says such a plot will not work because the machines are too powerful.
   (C) The plot of the book revolves around the animals' move to a new Shady Glade.
   (D) You'll be glad to hear that the animals find a safe, new plot to call their own.

2. Would it be a mammoth task for you to write your own picture book about the environment?
   (A) The main character in your book could be a woolly mammoth that arrives in the modern world.
   (B) This animal from the past could view pollution as a mammoth problem facing the modern world.
   (C) Perhaps the mammoth would want to tackle some polluting companies.
   (D) If you want, you could try drawing your mammoth in the style of Dr. Seuss.

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. subtext  submarine
   (A) beneath
   (B) away from or out of
   (C) above or atop
   (D) less

4. uncharacteristic  unable
   (A) over
   (B) very
   (C) not
   (D) into
Suffixes

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. informant assistant
   (A) one who does
   (B) capable of being
   (C) between
   (D) one who does not

6. visualize computerize
   (A) make
   (B) not seeing
   (C) do away with
   (D) state of

Word Origins

**Directions.** Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

- appreciate
- braille
- campaign
- characteristic
- conscience
- doubtless
- entertain
- furious
- genuine
- inspire
- inspiration
- juvenile
- mammoth
- plot
- inform
- reduction
- text
- theme
- urge
- visual
- widespread

7. The Latin word *juvenis*, meaning “young,” will help you understand the English word _____________.

8. Two Middle English words, *widen*, meaning “wide,” and *spreden*, meaning “spread,” were combined to form the word _____________.

9. The Greek word *thema*, meaning “what is laid down,” has come into the English language as the word _____________.

10. The Latin word *conscientia* means “consciousness, moral sense.” From it we get the English word _____________.

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Lesson 12  **CONTEXT:** Ecology and Environment

*Trash Talk*

**EXERCISE 1**  **Multimeaning**

**Directions.** Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. Do you get upset when people **foul** the landscape with trash?
   (A) There are many ways to **foul** the environment, and littering is one of them.
   (B) Littering is a **foul** crime.
   (C) My dad picks up litter along our road each Saturday, even in **foul** weather.
   (D) Even a **foul** baseball, when no one claims it, can become garbage.

2. The committee will **issue** the results of its public survey about trash and recycling next week.
   (A) Thank goodness people have started making an **issue** out of garbage!
   (B) In **what issue** of *Newsweek* did you find the newest figures on the amount of trash produced yearly in the world?
   (C) Does the city plan to **issue** new recycling guidelines?
   (D) The mayor called the latest garbage solution "the **issue** of an unimaginative committee."

**EXERCISE 2**  **Word Analysis**

**Prefixes**

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. **misguidance**  **misfortune**
   (A) very
   (B) bad
   (C) previous
   (D) total

4. **inexpensive**  **incapable**
   (A) not
   (B) extremely
   (C) under
   (D) state of being
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. corporation  desperation
   (A) not existing
   (B) condition or result of
   (C) quality of
   (D) capable of

6. employer  destroyer
   (A) full of
   (B) having the quality of
   (C) state of being
   (D) one who or that which

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

adjust  disgust  hazard  protest
applaud  dissolve  inexpensive  remedy
ballot  employer  issue  revolution
candidate  foul  merchandise  temporary
corporation  guidance  persuade  villain

7. The Latin word villanus, meaning “farm servant,” has changed in spelling and meaning to become the English word ________________.

8. It is easy to see the Latin word applaudere, meaning “to clap hands,” in the English word ________________.

9. The Middle French word desgoust, meaning “distaste,” is similar in spelling to the English word ________________.

10. The Latin word persuadere, which means “to urge,” has come into English as the word ________________.
Lesson 13  CONTEXT: Ecology and Environment
A Visit to the Adirondacks

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. Having her dogs in her home in the woods gave ecologist Anne LaBastille, the author of Woodswoman, a feeling of security.
   (A) My mother used her cottage in the Adirondacks as security for the loan.
   (B) If you lived in an isolated cabin in the woods, you could not call security for protection.
   (C) Knowing that neighbors are close in the woods would give me a sense of security.
   (D) Of course, security was tight during the 1980 Winter Olympics in the Adirondacks.

2. The offense in the battle against polluters in the Adirondacks includes the National Wildlife Federation.
   (A) The author might take offense if I said I did not want to be a woodswoman like her.
   (B) During a football game at our family reunion in the Adirondacks, my brothers and I played offense against our cousins’ defense.
   (C) Destroying forests in the Adirondacks is, of course, a serious offense.
   (D) Campers without concern for the environment are an offense to environmentalists everywhere.

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. cooperate copilot
   (A) without
   (B) away from
   (C) with, together
   (D) extra

4. nonresident nonbeliever
   (A) always
   (B) somewhat
   (C) without
   (D) not
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. absorbable    marketable
   (A) act or state of
   (B) capable of being
   (C) not capable of being
   (D) one who

6. amateurish    sellish
   (A) not including
   (B) that which belongs to
   (C) unlike
   (D) characterized by

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

- absorb
- amateur
- complaint
- cooperate
- debt
- duplicate
- intrusion
- keen
- mourning
- offense
- omit
- privacy
- rebel
- regret
- resident
- security
- self-respect
- simplify
- sympathy
- tension

7. From the Latin word tensio, meaning “tense,” we get the English word ________________.

8. We can easily see the Latin word privat us, meaning “belonging to oneself, not the state,” in the English word ________________.

9. The English word ________________ comes from the Latin word complangere, meaning “to beat the breast,” an action that shows dismay or suffering.

10. The Old English word cœne, meaning “wise, learned,” became the Middle English word kene and the Modern English word ________________.
Lesson 14  CONTEXT: Ecology and Environment

Appreciating the Elephant

EXERCISE 1  Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. A total worldwide ban on the ivory trade would be a benefit to elephants.
   (A) Of course, people who trade in ivory for a living would not benefit from such a ban.
   (B) Tourists who come to see elephants at Kenya’s Amboseli National Park are a benefit to the country’s economy.
   (C) Many causes can benefit from holding a fund-raising event.
   (D) More than a million dollars was raised at the benefit for endangered elephants.

2. Elephants are especially threatened today by a decrease in available land for their herds.
   (A) Elephant herds may decrease because they do not have enough land and food.
   (B) I hope world wildlife agencies do not decrease their funds and efforts to save the elephants.
   (C) The decrease in the habitats of both the Indian and African elephants is shocking.
   (D) My interest in elephant preservation will never decrease.

EXERCISE 2  Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. reunite  redo
   (A) again
   (B) not
   (C) after
   (D) against

4. unfortunate  unlucky
   (A) under
   (B) very
   (C) not
   (D) into
Suffixes

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. captivity  necessity  6. survival  revival
   (A) in
   (B) without
   (C) state of being
   (D) full of
   (A) make
   (B) one who does
   (C) of or relating to
   (D) position of

Word Origins

**Directions.** Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

benefit  obvious  resemble  threat
captivity  prey  responsibility  tragedy
decrease  prohibit  severe  unfortunate
eavesdrop  provoke  suburb  unnie
migrate  reckless  survival  vocal

7. In Latin, sub means “near,” and urb means “city.” Our word for a residential area near a city is ________________.

8. The Greek word tragodia, meaning “goat song,” has come into the English language as the word ________________. It may help to know that it is related to a form of singing in Greek plays.

9. The English word ________________ comes from the Latin word provocare, meaning “to call forth.”

10. The Latin word severus, meaning “stern or exacting,” has come into English as the word ________________.
Lesson 15 CONTEXT: Ecology and Environment
Chief Seattle: Words for the Wise

EXERCISE 1 Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence.

1. An associate of my father’s has a book containing many of Chief Seattle’s thoughts about “this beautiful land.”
   (A) The new associate professor of history knows a lot about this great chief, who led the Suquamish peoples of the Pacific Northwest in the 1800s.
   (B) It must have been interesting to have been an associate of Chief Seattle.
   (C) Do you associate Chief Seattle’s name with the city of Seattle?
   (D) I prefer to associate with people who share Chief Seattle’s views about the environment.

2. The professor received a promotion after finishing his study of Chief Seattle.
   (A) Promotion for the new book about Chief Seattle was especially heavy in Washington.
   (B) In my opinion, Chief Seattle’s views need more promotion. If more people were aware of them, our environment might get better protection.
   (C) In 1962, many people were involved in the promotion of a world’s fair in Seattle.
   (D) A friend got a promotion at her job for helping design city parks for the fair.

EXERCISE 2 Word Analysis

Prefixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix as it is used in each pair.

3. impatience
   (A) very
   (B) over
   (C) not
   (D) often
   impoliteness

4. renominate
   (A) against
   (B) really
   (C) never
   (D) again
   rerun
Suffixes

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined suffix as it is used in each pair.

5. apologize  familiarize
   (A) without
   (B) to make
   (C) full of
   (D) to take away

6. specificity  possibility
   (A) condition or state of being
   (B) practice, act, or occupation of
   (C) study of
   (D) with, together

Word Origins

Directions. Read each of the following sentences. Then, from the vocabulary list below, choose the word that best completes the sentence. Write the word in the blank.

<table>
<thead>
<tr>
<th>anthem</th>
<th>courteous</th>
<th>justify</th>
<th>rehearsal</th>
</tr>
</thead>
<tbody>
<tr>
<td>apologize</td>
<td>engage</td>
<td>nominate</td>
<td>reservoir</td>
</tr>
<tr>
<td>application</td>
<td>frantic</td>
<td>pollute</td>
<td>specify</td>
</tr>
<tr>
<td>associate</td>
<td>hesitate</td>
<td>promotion</td>
<td>superior</td>
</tr>
<tr>
<td>compliment</td>
<td>impatience</td>
<td>qualify</td>
<td>toxic</td>
</tr>
</tbody>
</table>

7. We get our English word ________________ from the Old French word engagier, meaning “to pledge.”

8. Our word ________________, meaning “a song of praise or loyalty,” comes from the Greek word antiphonas, meaning “sounding back.”

9. We can still see the Latin word qualificare, meaning “to attribute a quality to,” in the English word ________________.

10. The English word ________________ comes from the French word réserver, meaning “to reserve.”
Why We Practice Analogies
Practice with analogies builds logic skills. To answer analogy questions correctly, you think about two words and discover the relationship between them. Then you match that relationship with one shared by another pair of words. In addition, when you study analogies, you think about the precise meanings of words and fix these definitions in your memory.

Understanding Word Analogies
A word analogy is a comparison between two pairs of words. Here is how word analogies are written:

Example 1  FIND : LOCATE :: lose : misplace
The colon (:) stands for the phrase “is related to.” Here is how to read the relationships in Example 1:

    FIND [is related to] LOCATE
    lose [is related to] misplace

The double colon (::) between the two pairs of words stands for the phrase “in the same way that.” Here is how to read the complete analogy:

    FIND [is related to] LOCATE
    [in the same way that]
    lose [is related to] misplace

Here is another way:

    FIND is to LOCATE as lose is to misplace.

A properly constructed analogy, then, tells us that the relationship between the first pair of words is the same as the relationship between the second pair of words. In Example 1, find and locate are synonyms, just as lose and misplace are synonyms.

Let’s look at another example:

Example 2  GIFT : JOY :: grief : tears
What is the relationship here? A gift causes joy, just as grief causes tears. These two pairs of words have the same relationship, a cause-and-effect relationship. The chart on page 156 will help you to identify analogy relationships. No chart could list all possible relationships between words, but the twelve relationships on the chart are the ones most often used. Also, they are the only relationships used in the analogy lessons.
<table>
<thead>
<tr>
<th>RELATIONSHIP</th>
<th>EXAMPLE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonym</td>
<td>DRY : ARID :: find : locate</td>
<td><em>Dry</em> is similar in meaning to <em>arid</em>, just as <em>find</em> is similar in meaning to <em>locate</em>.</td>
</tr>
<tr>
<td>Antonym</td>
<td>KIND : CRUEL :: find : lose</td>
<td>A kind action is the opposite of a cruel action, just as to find something is the opposite of to lose it.</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>GIFT : JOY :: rain : flood</td>
<td>A gift can cause <em>joy</em>, just as rain can cause a <em>flood</em>.</td>
</tr>
<tr>
<td>Part and Whole</td>
<td>CHAPTER : BOOK :: fender : automobile</td>
<td>A chapter is a part of a <em>book</em>, just as a fender is a part of an automobile.</td>
</tr>
<tr>
<td>Classification</td>
<td>POLKA : DANCE :: frog : amphibian</td>
<td>A polka may be classified as a <em>dance</em>, just as a frog may be classified as an <em>amphibian</em>.</td>
</tr>
<tr>
<td>Characteristic Quality</td>
<td>PUPPIES : FURRY :: fish : slippery</td>
<td>Puppies are furry, just as fish are slippery.</td>
</tr>
<tr>
<td>Degree</td>
<td>CHUCKLE : LAUGH :: whimper : cry</td>
<td>A chuckle is a little <em>laugh</em>, just as a whimper is a little <em>cry</em>.</td>
</tr>
<tr>
<td>Function</td>
<td>KNIFE : CUT :: pen : write</td>
<td>The function of a <em>knife</em> is to <em>cut</em>, just as the function of a <em>pen</em> is to <em>write</em>.</td>
</tr>
<tr>
<td>Performer and Action</td>
<td>AUTHOR : WRITE :: chef : cook</td>
<td>You expect an <em>author</em> to <em>write</em>, just as you expect a <em>chef</em> to <em>cook</em>.</td>
</tr>
<tr>
<td>Performer and Object</td>
<td>CASHIER : CASH :: plumber : pipe</td>
<td>A cashier works with <em>cash</em>, just as a plumber works with <em>pipe</em>.</td>
</tr>
<tr>
<td>Action and Object</td>
<td>BOIL : EGG :: throw : ball</td>
<td>You boil an <em>egg</em>, just as you throw a <em>ball</em>.</td>
</tr>
<tr>
<td>Location</td>
<td>FISH : SEA :: moose : forest</td>
<td>A fish can be found in the <em>sea</em>, just as a <em>moose</em> can be found in a <em>forest</em>.</td>
</tr>
</tbody>
</table>
A Process for Solving Analogies

Your job in solving multiple-choice analogy questions is to identify the relationship between the first two words and then to find the pair of words that has the most similar relationship. Keep in mind that a word pair has the same relationship no matter in which order the two words appear. For example, both CHAPTER : BOOK and BOOK : CHAPTER have a part-and-whole relationship. Here is a hint for identifying relationships. Try using word pairs in the explanation sentences on the chart. When a word pair makes sense in the explanation sentence for a particular relationship, you have found the relationship that the two words have to each other.

Here is a process that will help you with analogy questions:

<table>
<thead>
<tr>
<th>Answering Analogy Questions: A 4-Step Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the relationship between the capitalized pair of words.</td>
</tr>
<tr>
<td>2. Identify the relationship between the pair of words in each possible answer.</td>
</tr>
<tr>
<td>3. Eliminate answer choices that have relationships that do not match the relationship between the capitalized words.</td>
</tr>
<tr>
<td>4. Choose the remaining possible answer. This answer will have the same relationship as the capitalized pair.</td>
</tr>
</tbody>
</table>

Let's apply this pattern to a sample question.

Example 3

WRITE : PEN :: _F_       [Function]

(A) toe : foot _PW_       [Part and Whole—does not match]
(B) toss : salad _AO_     [Action and Object—does not match]
(C) gymnast : mat _PO_    [Performer and Object—does not match]
(D) sky : blue _CQ_      [Characteristic Quality—does not match]
(E) shine : sun _F_       [Function—does match]

None of relationships (A) through (D) match that of the capitalized pair. They can be eliminated. Choice (E) must be the correct answer. Notice that the words make sense in the explanation sentence: The function of a pen is to write just as the function of the sun is to shine.

A Final Word

Analogies are easier and more fun if you tackle them with a sense of adventure. Allow yourself to discover the relationship between the first pair of words and to explore the relationships between the words in the answer choices. Keep in mind that some words can represent more than one part of speech and that many words have several meanings. Remember, these little verbal puzzles call for flexibility as well as logic.
Lesson 1  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- Synonym: S
- Antonym: A
- Part and whole: PW
- Performer and action: PA
- Location: L
- Cause and effect: CE
- Performer and object: PO
- Classification: C
- Characteristic quality: CQ
- Action and object: AO

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. CONFERENCE : MEETING :: ___
   (A) core : apple ___
   (B) people : persons ___
   (C) old : young ___
   (D) firefighter : fire engine ___
   (E) vegetable : garden ___

2. DESCENDANT : ANCESTOR :: ___
   (A) history : past ___
   (B) anger : rage ___
   (C) violinist : violin ___
   (D) cup : handle ___
   (E) inside : outside ___

3. DOUBTFUL : UNSURE :: ___
   (A) detective : investigate ___
   (B) nonfiction : fiction ___
   (C) hurt : harmed ___
   (D) famous : celebrity ___
   (E) whale : ocean ___

4. INNUMERABLE : FEW :: ___
   (A) calm : peaceful ___
   (B) safe : dangerous ___
   (C) long : longer ___
   (D) fork : utensil ___
   (E) juice : sweet ___

5. JOURNALISM : INFORM :: ___
   (A) comedy : amuse ___
   (B) pants : trousers ___
   (C) singer : microphone ___
   (D) crave : eat ___
   (E) musician : pianist ___

6. LEGEND : MYTH :: ___
   (A) page : book ___
   (B) storm : damage ___
   (C) rhythm : beat ___
   (D) upset : calm ___
   (E) author : write ___

7. MAJORITY : MINORITY :: ___
   (A) throw : ball ___
   (B) brim : hat ___
   (C) odd : even ___
   (D) photographer : camera ___
   (E) puddle : wet ___

8. NAVIGATOR : STEER :: ___
   (A) chauffeur : drive ___
   (B) cut : knife ___
   (C) buckle : belt ___
   (D) private : personal ___
   (E) elephant : large ___

9. SYMBOL : FLAG :: ___
   (A) headboard : bed ___
   (B) typhoon : damage ___
   (C) mechanic : wrench ___
   (D) politician : senator ___
   (E) asleep : awake ___

10. VIVID : LIVELY :: ___
    (A) special : ordinary ___
    (B) necessary : needed ___
    (C) shrub : yard ___
    (D) armor : protect ___
    (E) drizzle : downpour ___
Lesson 2  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- S synonym
- A antonym
- PW part and whole
- PA performer and action
- F function
- L location
- CE cause and effect
- PO performer and object
- D degree
- C classification
- CQ characteristic quality
- AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. AVIATION : SCIENCE :: ___
   (A) plant : sow ___
   (B) minerals : earth ___
   (C) typing : skill ___
   (D) handlebar : bike ___
   (E) circle : round ___

2. COLLIDE : CRASH :: ___
   (A) toss : hurl ___
   (B) face : clock ___
   (C) diet : weight loss ___
   (D) painter : paintbrush ___
   (E) break : repair ___

3. COMPLEX : INVOLVED :: ___
   (A) steel : hard ___
   (B) grow : shrink ___
   (C) glance : peek ___
   (D) English : language ___
   (E) overspending : debt ___

4. DEPARTURE : ARRIVAL :: ___
   (A) teacher : textbook ___
   (B) sip : juice ___
   (C) left : right ___
   (D) joke : laughter ___
   (E) book : shelf ___

5. DISTURB : BOTHER :: ___
   (A) show : display ___
   (B) write : erase ___
   (C) shoes : protect ___
   (D) deer : forest ___
   (E) flannel : fabric ___

6. FATAL : HARMFUL :: ___
   (A) dictionary : book ___
   (B) clouds : sky ___
   (C) brilliant : bright ___
   (D) secretary : computer ___
   (E) heel : boot ___

7. FOUNDATION : STRUCTURE :: ___
   (A) addition : subtraction ___
   (B) yardstick : measure ___
   (C) opera : opera house ___
   (D) introduction : essay ___
   (E) whale : large ___

8. INCIDENT : EVENT :: ___
   (A) employer : hire ___
   (B) car : automobile ___
   (C) piano : instrument ___
   (D) range : mountain ___
   (E) farmer : tractor ___

9. NUISANCE : ANNOYING :: ___
   (A) gull : beach ___
   (B) medical bag : doctor ___
   (C) collar : jacket ___
   (D) riddle : puzzling ___
   (E) bull : animal ___

10. RASH : CAREFUL :: ___
    (A) goodness : praise ___
    (B) troublesome : difficult ___
    (C) messy : neat ___
    (D) wash : dishes ___
    (E) red : color ___
Lesson 3  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- S synonym
- A antonym
- PW part and whole
- PA performer and action
- F function
- L location
- CE cause and effect
- PO performer and object
- D degree
- C classification
- CQ characteristic quality
- AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. ABDOMEN : BODY :: ____
   (A) trunk : elephant ____
   (B) furry : rabbit ____
   (C) empty : vacant ____
   (D) stressed : relaxed ____
   (E) cook : boil ____

2. CAUTION : CARELESSNESS :: ____
   (A) movement : motion ____
   (B) sprinkle : pour ____
   (C) sound : silence ____
   (D) fire : hot ____
   (E) noun : grammar ____

3. COMMOTION : DISTURBANCE :: ____
   (A) person : crowd ____
   (B) rapid : slow ____
   (C) value : worth ____
   (D) work : pay ____
   (E) scissors : cut ____

4. FLEXIBLE : RUBBER :: ____
   (A) uprising : revolt ____
   (B) fragrant : perfume ____
   (C) nervous : calm ____
   (D) boredom : yawn ____
   (E) nurse : thermometer ____

5. FOE : FRIEND :: ____
   (A) banker : loan ____
   (B) player : team ____
   (C) beginning : conclusion ____
   (D) broccoli : vegetable ____
   (E) wash : scour ____

6. GRATITUDE : FAVOR :: ____
   (A) chess : game ____
   (B) salt : saltshaker ____
   (C) anger : insult ____
   (D) legs : table ____
   (E) salesperson : sell ____

7. HEROIC : RESCUER :: ____
   (A) honest : truthful ____
   (B) musician : oboe ____
   (C) photographer : shoot ____
   (D) teeth : bite ____
   (E) royal : prince ____

8. HOIST : CRANE :: ____
   (A) east : direction ____
   (B) transport : truck ____
   (C) compass needle : magnetic ____
   (D) inquire : ask ____
   (E) pass : fail ____

9. MAXIMUM : GREATEST :: ____
   (A) least : smallest ____
   (B) cool : freezing ____
   (C) close : door ____
   (D) star : bright ____
   (E) funniest : saddest ____

10. PREVIOUS : NEXT :: ____
    (A) student : notebook ____
    (B) suggest : insist ____
    (C) rushing : clumsiness ____
    (D) certain : sure ____
    (E) boring : entertaining ____
Lesson 4  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

S synonym  A antonym  PW part and whole  PA performer and action
F function  L location  CE cause and effect  PO performer and object
D degree  C classification  CQ characteristic quality  AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. ACQUIRE : GET :: ___
   (A) instrument : clarinet ___
   (B) repair : improvement ___
   (C) knob : television ___
   (D) celebrate : grieve ___
   (E) wish : desire ___

2. DAINTY : LACE :: ___
   (A) open : close ___
   (B) swift : fast ___
   (C) tablecloth : cover ___
   (D) waiter : restaurant ___
   (E) sparkling : diamond ___

3. DISGUISE : EXPOSE :: ___
   (A) bore : entertain ___
   (B) location : place ___
   (C) driver : truck ___
   (D) search : find ___
   (E) chef : baker ___

4. EARNEST : JOKING :: ___
   (A) sadness : emotion ___
   (B) exercise : sweat ___
   (C) steady : regular ___
   (D) pretty : beautiful ___
   (E) noisy : quiet ___

5. GASP : SURPRISE :: ___
   (A) short : tall ___
   (B) trot : gallop ___
   (C) happiness : emotion ___
   (D) tears : sorrow ___
   (E) tour : journey ___

6. HIBERNATE : BEAR :: ___
   (A) scissors : cut ___
   (B) method : system ___
   (C) injury : pain ___
   (D) hurt : heal ___
   (E) travel : tourist ___

7. INHALE : AIR :: ___
   (A) farmer : silo ___
   (B) maple : tree ___
   (C) surprised : shocked ___
   (D) rake : leaves ___
   (E) rubber band : stretchy ___

8. LINGER : WAIT :: ___
   (A) sneeze : dust ___
   (B) talk : chat ___
   (C) play : work ___
   (D) gymnast : tumble ___
   (E) tiger : meat eating ___

9. REQUIREMENT : NECESSITY :: ___
   (A) help : assistance ___
   (B) boat : ocean ___
   (C) arrive : depart ___
   (D) waiter : menu ___
   (E) game : fun ___

10. VACUUM : EMPTY :: ___
    (A) jumble : mess ___
    (B) North America : continent ___
    (C) lightning : bright ___
    (D) finger : hand ___
    (E) mirror : reflect ___
Lesson 5  ANALOGIES

Directions: On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

S synonym  A antonym  PW part and whole  PA performer and action
F function  L location  CE cause and effect  PO performer and object
D degree  C classification  CQ characteristic quality  AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. BUREAU : AGENCY :: ___
   (A) divide : multiply ___
   (B) piece : section ___
   (C) sofa : living room ___
   (D) arm : chair ___
   (E) bed : furniture ___

2. FLAMMABLE : GASOLINE :: ___
   (A) asleep : awake ___
   (B) ginger : spice ___
   (C) notebook : binder ___
   (D) startle : terrify ___
   (E) absorbent : cotton ___

3. JEOPARDY : RISK :: ___
   (A) spill : stain ___
   (B) strange : unfamiliar ___
   (C) cuff : pants ___
   (D) pitcher : ball ___
   (E) democracy : government ___

4. LUNAR : MOONLIKE :: ___
   (A) candidate : speech ___
   (B) truth : lie ___
   (C) sunny : bright ___
   (D) warm : boiling ___
   (E) oven : bake ___

5. PHARMACY : MEDICINES :: ___
   (A) pretzel : salty ___
   (B) tailor : needle ___
   (C) kitchen : spices ___
   (D) notes : music ___
   (E) wild : tame ___

6. PIERCE : HOLE :: ___
   (A) wet : dry ___
   (B) shoot : target ___
   (C) dew : dampness ___
   (D) build : carpenter ___
   (E) fan : cool ___

7. PRY : CROWBAR :: ___
   (A) shave : razor ___
   (B) quilt : stitched ___
   (C) split : divide ___
   (D) pound : nail ___
   (E) guitar : instrument ___

8. RESIGN : APPLY :: ___
   (A) flood : damage ___
   (B) ask : beg ___
   (C) divide : combine ___
   (D) snow : cold ___
   (E) apple : orchard ___

9. STATIC : STATUE :: ___
   (A) face : watch ___
   (B) easygoing : strict ___
   (C) salty : ocean ___
   (D) poem : literature ___
   (E) nose : smell ___

10. SUSPICION : TRUST :: ___
    (A) boredom : interest ___
    (B) musician : orchestra ___
    (C) autumn : fall ___
    (D) glue : sticky ___
    (E) book : library ___
Lesson 6  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

S synonym  A antonym  PW part and whole  PA performer and action
F function  L location  CE cause and effect  PO performer and object
D degree  C classification  CQ characteristic quality  AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. BIOGRAPHY : NONFICTION :: ___
   (A) smooth : bumpy ___
   (B) able : talented ___
   (C) cement : strong ___
   (D) biology : science ___
   (E) free : independent ___

2. DEBATE : ARGUE :: ___
   (A) select : choose ___
   (B) language : Spanish ___
   (C) encourage : prevent ___
   (D) pit : peach ___
   (E) director : movie ___

3. DOCUMENT : BIRTH CERTIFICATE :: ___
   (A) coin : toss ___
   (B) pig : fat ___
   (C) soaked : damp ___
   (D) dependable : reliable ___
   (E) book : dictionary ___

4. ESSENTIAL : UNNECESSARY :: ___
   (A) constant : uninterrupted ___
   (B) cushions : sofa ___
   (C) grinning : frowning ___
   (D) study : learn ___
   (E) ruler : measure ___

5. GENEROUS : STINGY :: ___
   (A) tent : campground ___
   (B) fuzzy : blurry ___
   (C) anger : emotion ___
   (D) rude : polite ___
   (E) observer : binoculars ___

6. IDENTICAL : SIMILAR :: ___
   (A) writer : pencil ___
   (B) mayor : city hall ___
   (C) smart : intelligent ___
   (D) peak : valley ___
   (E) boiling : warm ___

7. PROFESSION : TEACHING :: ___
   (A) sheriff : arrest ___
   (B) speak : talk ___
   (C) want : crave ___
   (D) coaching : improvement ___
   (E) fabric : silk ___

8. ROUTINE : UNUSUAL :: ___
   (A) edge : rim ___
   (B) animal : dog ___
   (C) planned : unexpected ___
   (D) rules : order ___
   (E) pen pal : letter ___

9. SCHOLAR : READ :: ___
   (A) book : index ___
   (B) police officer : badge ___
   (C) mat : gymnasium ___
   (D) tell : say ___
   (E) pilot : fly ___

10. THOROUGH : COMPLETE :: ___
    (A) preparation : readiness ___
    (B) snow : cold ___
    (C) salad : toss ___
    (D) broad : wide ___
    (E) deep : shallow ___
Lesson 7  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

S synonym  A antonym  PW part and whole  PA performer and action
F function  L location  CE cause and effect  PO performer and object
D degree  C classification  CQ characteristic quality  AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. ARCHITECT : BLUEPRINT :: ___
   (A) idle : busy ___
   (B) house : building ___
   (C) composer : symphony ___
   (D) staples : join ___
   (E) build : construct ___

2. BETRAY : DECEIVE :: ___
   (A) tight : loose ___
   (B) work : labor ___
   (C) autumn : season ___
   (D) dock : lake ___
   (E) sculptor : statue ___

3. CEREMONY : WEDDING :: ___
   (A) jog : run ___
   (B) beat : defeat ___
   (C) tug : push ___
   (D) state : Utah ___
   (E) honey : sweet ___

4. DISTRICT : SECTION :: ___
   (A) boring : dull ___
   (B) triangle : shape ___
   (C) cut : bleeding ___
   (D) hockey player : puck ___
   (E) elephants : zoo ___

5. ETERNAL : TEMPORARY :: ___
   (A) powerful : strong ___
   (B) raw : cooked ___
   (C) gills : fish ___
   (D) quartz : rock ___
   (E) pepper : hot ___

6. FRAGRANT : ROSE :: ___
   (A) pirate : steal ___
   (B) fragile : china ___
   (C) lumber : sawmill ___
   (D) petal : flower ___
   (E) lumberjack : timber ___

7. IGNITE : PUT OUT :: ___
   (A) rest : activity ___
   (B) persuade : advertisement ___
   (C) dusk : darkness ___
   (D) carelessness : accident ___
   (E) eat : food ___

8. QUARANTINE : ISOLATION :: ___
   (A) wash : clothes ___
   (B) halt : continue ___
   (C) command : order ___
   (D) liar : dishonest ___
   (E) crime : punishment ___

9. SCHEME : PLOT :: ___
   (A) maps : direct ___
   (B) private : public ___
   (C) sand : beach ___
   (D) order : arrange ___
   (E) brush : hair ___

10. VICTIM : SUFFER :: ___
    (A) folktale : story ___
    (B) water : wet ___
    (C) arrive : leave ___
    (D) victor : win ___
    (E) lawyer : courtroom ___
Lesson 8  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- S synonym  A antonym  IW part and whole  PA performer and action
- F function  L location  CE cause and effect  PO performer and object
- D degree  C classification  CQ characteristic quality  AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. ABUNDANT : PLENTIFUL :: ____
   (A) sour : lemon ____
   (B) rich : wealthy ____
   (C) sharp : blunt ____
   (D) chicken : poultry ____
   (E) mail carrier : letter ____

2. DESCRIPTIVE : DETAILED :: ____
   (A) helpful : hurtful ____
   (B) still : motionless ____
   (C) destructive : war ____
   (D) bumper : car ____
   (E) teacher : chalk ____

3. DESIRABLE : DISGUSTING :: ____
   (A) bright : faded ____
   (B) clean : tidy ____
   (C) pane : window ____
   (D) wash : hair ____
   (E) dirty : filthy ____

4. DRAMATIC : DULL :: ____
   (A) comical : gloomy ____
   (B) magical : enchanting ____
   (C) grass : green ____
   (D) trial : courthouse ____
   (E) song : words ____

5. EXTRAORDINARY : UNUSUAL :: ____
   (A) baby : innocent ____
   (B) feet : walk ____
   (C) awful : bad ____
   (D) buy : sell ____
   (E) children : nursery ____

6. FLOURISH : DISPLAY :: ____
   (A) waltz : dance ____
   (B) vulture : fly ____
   (C) accept : deny ____
   (D) unselfish : generous ____
   (E) stem : apple ____

7. POSSESS : HAVE :: ____
   (A) lift : raise ____
   (B) steal : thief ____
   (C) give : receive ____
   (D) load : camera ____
   (E) book : library ____

8. PREHISTORIC : ANCIENT :: ____
   (A) fishing pole : cast ____
   (B) explorer : travel ____
   (C) poison ivy : itch ____
   (D) screen : computer ____
   (E) yell : shout ____

9. SATISFY : DISAPPOINT :: ____
   (A) mapmaker : draw ____
   (B) laces : shoe ____
   (C) gift : pleasure ____
   (D) approve : reject ____
   (E) reduce : lessen ____

10. TERRAIN : GROUND :: ____
    (A) dirt : plant ____
    (B) answer : ask ____
    (C) ask : request ____
    (D) iron : hard ____
    (E) seed : sprout ____
### Connecting New Words and Patterns

#### Lesson 9: Analogies

**Directions:** On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- **S** synonym
- **A** antonym
- **PW** part and whole
- **PA** performer and action
- **F** function
- **L** location
- **CE** cause and effect
- **PO** performer and object
- **D** degree
- **C** classification
- **CQ** characteristic quality
- **AO** action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. **AMBITIOUS : CONTENT ::**
   - (A) quick : rapid ____
   - (B) Earth : planet ____
   - (C) large : small ____
   - (D) furnace : heat ____
   - (E) leaf : green ____

2. **ARID : WET ::**
   - (A) slice : knife ____
   - (B) hoofed : horse ____
   - (C) nightmare : terror ____
   - (D) jockey : ride ____
   - (E) asleep : awake ____

3. **COUNTERFEIT : FAKE ::**
   - (A) plain : fancy ____
   - (B) rain : flood ____
   - (C) money : buy ____
   - (D) banana : sweet ____
   - (E) difficult : hard ____

4. **ENVY : JEALOUSY ::**
   - (A) hospital : medicine ____
   - (B) roof : building ____
   - (C) desire : want ____
   - (D) chef : pot ____
   - (E) artificial : natural ____

5. **EXCLAIM : SAY ::**
   - (A) rent : apartment ____
   - (B) inspect : glance ____
   - (C) poet : imaginative ____
   - (D) inner : outer ____
   - (E) spark : fire ____

6. **ORNAMENTAL : SHRUB ::**
   - (A) igloo : home ____
   - (B) write : word processor ____
   - (C) money : bank ____
   - (D) useful : tool ____
   - (E) leave : arrive ____

7. **REIGN : KING ::**
   - (A) flower : carnation ____
   - (B) door : knob ____
   - (C) pasture : cattle ____
   - (D) serve : waiter ____
   - (E) seedling : tree ____

8. **SOLITARY : LONER ::**
   - (A) Boston : city ____
   - (B) fussy : agreeable ____
   - (C) similar : alike ____
   - (D) burner : stove ____
   - (E) graceful : dancer ____

9. **TRANSPARENT : GLASS ::**
   - (A) breakable : window ____
   - (B) foggy : clear ____
   - (C) carve : miniature ____
   - (D) strings : guitar ____
   - (E) cold : shiver ____

10. **WARDROBE : OUTFIT ::**
    - (A) rider : horse ____
    - (B) refrigerator : chill ____
    - (C) tool set : wrench ____
    - (D) water : wet ____
    - (E) tiny : huge ____
Lesson 10  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

S synonym  A antonym  PW part and whole  PA performer and action  
F function  L location  CE cause and effect  PO performer and object  
D degree  C classification  CQ characteristic quality  AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. APPROPRIATE : UNSUITABLE :: ____
   (A) disappearance : search ____
   (B) valuable : gem ____
   (C) fresh : stale ____
   (D) helpful : useful ____
   (E) teeth : comb ____

2. BOAST : BRAG :: ____
   (A) try : attempt ____
   (B) accept : refuse ____
   (C) joke : giggle ____
   (D) bubble : fragile ____
   (E) beat : drum ____

3. CULTIVATE : GARDEN :: ____
   (A) shock : scream ____
   (B) feed : starve ____
   (C) food : refrigerator ____
   (D) harvest : crop ____
   (E) clown : amuse ____

4. ELIMINATE : INCLUDE :: ____
   (A) start : finish ____
   (B) pear : fruit ____
   (C) copy : duplicate ____
   (D) cat : banana ____
   (E) swings : playground ____

5. EXPORT : GOODS :: ____
   (A) make : create ____
   (B) squeeze : hold ____
   (C) wildflowers : field ____
   (D) write : letter ____
   (E) traveler : map ____

6. INVITING : ATTRACTIVE :: ____
   (A) funny : serious ____
   (B) orange : juicy ____
   (C) librarian : book ____
   (D) gossip : embarrassment ____
   (E) incorrect : wrong ____

7. OCCASION : BIRTHDAY :: ____
   (A) quantity : amount ____
   (B) kingdom : ruler ____
   (C) quilt : bed ____
   (D) athlete : compete ____
   (E) book : dictionary ____

8. ORDINARILY : USUALLY :: ____
   (A) carton : contain ____
   (B) quickly : fast ____
   (C) newspaper : column ____
   (D) accident : injury ____
   (E) car : garage ____

9. PRECIPITATION : SNOW :: ____
   (A) doll : toyshop ____
   (B) marry : wed ____
   (C) sport : golf ____
   (D) hire : fire ____
   (E) strum : guitar ____

10. TRADITION : CUSTOM :: ____
     (A) clock : hands ____
     (B) filth : dirt ____
     (C) summer : warm ____
     (D) egg : hatch ____
     (E) gasoline : gas station ____
**Connecting New Words and Patterns**

**Lesson 11  ANALOGIES**

**Directions.** On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- **S** synonym
- **A** antonym
- **PW** part and whole
- **PA** performer and action
- **F** function
- **L** location
- **CE** cause and effect
- **PO** performer and object
- **D** degree
- **C** classification
- **CQ** characteristic quality
- **AO** action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. APPRECIATE : DESPISE :: ____
   (A) dog : fetch ____
   (B) interest : bore ____
   (C) question : test ____
   (D) whole : entire ____
   (E) monkey : animal ____

6. FURIOUS : ANNOYED :: ____
   (A) head : scalp ____
   (B) delighted : glad ____
   (C) break : repair ____
   (D) wear : hat ____
   (E) desert : oasis ____

2. BRAILLE : READ :: ____
   (A) valley : hill ____
   (B) tiny : small ____
   (C) bracelet : jewelry ____
   (D) cackle : hen ____
   (E) essay : write ____

7. GENUINE : REAL :: ____
   (A) push : grab ____
   (B) magician : perform ____
   (C) rake : leaves ____
   (D) solo : alone ____
   (E) space : rocket ____

3. CAMPAIGN : POLITICIAN :: ____
   (A) dime : shiny ____
   (B) board : chess set ____
   (C) swamp : desert ____
   (D) compete : athlete ____
   (E) cab : taxi ____

8. JUVENILE : MATURE :: ____
   (A) combined : separate ____
   (B) ill : dying ____
   (C) varied : different ____
   (D) infant : crib ____
   (E) close : gate ____

4. CONSCIENCE : GUIDE :: ____
   (A) brain : think ____
   (B) hunger : eat ____
   (C) bedroom : apartment ____
   (D) mail carrier : pouch ____
   (E) ice : cold ____

9. THEME : SUBJECT :: ____
   (A) open : close ____
   (B) feather : bird ____
   (C) habit : custom ____
   (D) climb : ladder ____
   (E) chair : furniture ____

5. ENTERTAIN : PERFORMER :: ____
   (A) needy : independent ____
   (B) oven : bake ____
   (C) write : author ____
   (D) strap : backpack ____
   (E) scene : view ____

10. URGE : SUGGEST :: ____
    (A) mix : blender ____
    (B) slip : fall ____
    (C) crash : bump ____
    (D) mail : letter ____
    (E) hold : drop ____
Lesson 12  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- S synonym
- A antonym
- PW part and whole
- PA performer and action
- F function
- L location
- CE cause and effect
- PO performer and object
- D degree
- C classification
- CQ characteristic quality
- AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. BALLOT : VOTER :: ____
   (A) cottage : door ____
   (B) kangaroo : Australia ____
   (C) newspaper : throw ____
   (D) order form : customer ____
   (E) tight : stretched ____

2. DISSOLVE : MELT :: ____
   (A) student : read ____
   (B) wash : cleanse ____
   (C) penny : coin ____
   (D) barber : razor ____
   (E) bee : busy ____

3. GUIDANCE : ADVICE :: ____
   (A) penalty : punishment ____
   (B) teacher : exam ____
   (C) freeze : boil ____
   (D) violin : string ____
   (E) piano : play ____

4. HAZARD : DANGER :: ____
   (A) chance : opportunity ____
   (B) animal : rabbit ____
   (C) drama : perform ____
   (D) shouting : attention ____
   (E) warm : cool ____

5. INEXPENSIVE : COSTLY :: ____
   (A) lawyer : professional ____
   (B) wild : untamed ____
   (C) dressy : casual ____
   (D) ice cream : cold ____
   (E) room : straighten ____

6. MERCHANDISE : MALL :: ____
   (A) grocer : fruit ____
   (B) bread : baked ____
   (C) snout : bear ____
   (D) groceries : supermarket ____
   (E) drama : literature ____

7. PROTEST : AGREE :: ____
   (A) raise : lower ____
   (B) skyscraper : building ____
   (C) memorize : speech ____
   (D) street : paved ____
   (E) wound : pain ____

8. REMEDY : CURE :: ____
   (A) scorching : freezing ____
   (B) memory : recollection ____
   (C) race : exciting ____
   (D) tower : castle ____
   (E) planet : Saturn ____

9. REVOLUTION : REVOLT :: ____
   (A) author : revise ____
   (B) limousine : driver ____
   (C) election : select ____
   (D) street : avenue ____
   (E) contest : enter ____

10. TEMPORARY : PERMANENT :: ____
    (A) calm : upset ____
    (B) test : final exam ____
    (C) fur : soft ____
    (D) mountain : hill ____
    (E) first : earliest ____
Lesson 13  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

S synonym  A antonym  PW part and whole  PA performer and action
F function  L location  CE cause and effect  PO performer and object
D degree  C classification  CQ characteristic quality  AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. AMATEUR : PROFESSIONAL :: ___
   (A) healthy : fit ___
   (B) mechanic : wrench ___
   (C) plum : fruit ___
   (D) loud : bagpipe ___
   (E) neat : disorderly ___

2. COMPLAINT : PROBLEM :: ___
   (A) food : nourishing ___
   (B) umbrella : protect ___
   (C) praise : success ___
   (D) coffee : brew ___
   (E) sport : hockey ___

3. DEBT : PAY OFF :: ___
   (A) jeweler : gem ___
   (B) sky : cloud ___
   (C) rocks : stones ___
   (D) April : month ___
   (E) law : obey ___

4. DUPLICATE : COPY :: ___
   (A) ax : chop ___
   (B) baker : pie ___
   (C) position : location ___
   (D) question : test ___
   (E) polar bear : white ___

5. MOURNING : DEATH :: ___
   (A) celebration : victory ___
   (B) bear : den ___
   (C) sip : milk ___
   (D) summer : season ___
   (E) hummingbird : fly ___

6. OMIT : INCLUDE :: ___
   (A) statesman : lead ___
   (B) recover : improve ___
   (C) trunk : tree ___
   (D) collect : taxes ___
   (E) pay : borrow ___

7. REBEL : OBEY :: ___
   (A) scare : frighten ___
   (B) bore : entertain ___
   (C) sheriff : protect ___
   (D) wing : airplane ___
   (E) president : Lincoln ___

8. REGRET : FEELING :: ___
   (A) refrigerator : kitchen ___
   (B) bubble : pop ___
   (C) pleasantness : attitude ___
   (D) bear : growl ___
   (E) oil : slippery ___

9. SELF-RESPECT : SELF-ESTEEM :: ___
   (A) France : nation ___
   (B) faith : belief ___
   (C) word : sentence ___
   (D) reward : punish ___
   (E) magazine : read ___

10. SYMPATHY : PITY :: ___
    (A) entrance : exit ___
    (B) springtime : breezy ___
    (C) cards : shuffle ___
    (D) robbery : theft ___
    (E) dog : pet ___
Lesson 14  ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- **S** synonym
- **A** antonym
- **PW** part and whole
- **PA** performer and action
- **F** function
- **L** location
- **CE** cause and effect
- **PO** performer and object
- **D** degree
- **C** classification
- **CQ** characteristic quality
- **AO** action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. OBVIOUS : HIDDEN :: ____
   (A) scarce : rare ___
   (B) tired : exhausted ____
   (C) soap : clean ___
   (D) completed : unfinished ____
   (E) candle : burn ___

2. PREY : HUNTED :: ____
   (A) eyes : see ___
   (B) door : slam ___
   (C) tornado : damage ___
   (D) nail : hardware ___
   (E) artist : inspired ___

3. PROHIBIT : ALLOW :: ____
   (A) teacher : chalk ___
   (B) water : liquid ___
   (C) throw : toss ___
   (D) defend : attack ___
   (E) gardener : trim ___

4. RECKLESS : CAREFUL :: ____
   (A) clumsy : graceful ___
   (B) sister : relative ___
   (C) fish : aquarium ___
   (D) overdue : late ___
   (E) damage : destroy ___

5. RESEMBLE : MATCH :: ____
   (A) flowers : garden ___
   (B) motorcycle : seat ___
   (C) globe : round ___
   (D) suggest : demand ___
   (E) load : film ___

6. RESPONSIBILITY : DUTY :: ____
   (A) robin : bird ___
   (B) firefighter : ladder ___
   (C) job : occupation ___
   (D) life : death ___
   (E) smoke : hazy ___

7. SUBURBS : OUTSKIRTS :: ____
   (A) speed : danger ___
   (B) areas : sections ___
   (C) coin : quarter ___
   (D) menu : restaurant ___
   (E) wagon : carry ___

8. TRAGEDY : SUFFERING :: ____
   (A) lens : camera ___
   (B) glance : stare ___
   (C) necklace : jewelry ___
   (D) delay : tardiness ___
   (E) ride : bike ___

9. UNITE : DIVIDE :: ____
   (A) work : loaf ___
   (B) collie : dog ___
   (C) cowboy : stirrup ___
   (D) squirrel : tree ___
   (E) flowers : arrange ___

10. VOCAL : PARROT :: ____
    (A) teeth : bite ___
    (B) dangerous : hazardous ___
    (C) quiet : library ___
    (D) green : color ___
    (E) cave : bats ___
Lesson 15 | ANALOGIES

Directions. On each line, write the letter or letters that describe the type of relationship the words have to each other. Choose from the following types:

- S synonym
- A antonym
- PW part and whole
- PA performer and action
- F function
- L location
- CE cause and effect
- PO performer and object
- D degree
- C classification
- CQ characteristic quality
- AO action and object

Circle the letter of the pair of words that has the same relationship as the capitalized words. Each relationship is used no more than once in each numbered item.

1. COMPLIMENT : INSULT :: ___
   (A) critic : movie review ___
   (B) singer : perform ___
   (C) eagle : bird ___
   (D) hate : detest ___
   (E) disappoint : please ___

2. COURTEOUS : IMPOLITE :: ___
   (A) swimmer : swim ___
   (B) quick : rabbit ___
   (C) expensive : cheap ___
   (D) lawful : legal ___
   (E) biology : science ___

3. FRANTIC : UPSET :: ___
   (A) wild : lively ___
   (B) scoreboard : gym ___
   (C) jazz : music ___
   (D) push : pull ___
   (E) poet : write ___

4. HESITATE : PAUSE :: ___
   (A) walk : stroll ___
   (B) wax : candle ___
   (C) shark : ocean ___
   (D) tree : oak ___
   (E) pass : fail ___

5. IMPATIENCE : DELAYS :: ___
   (A) take : grab ___
   (B) athlete : train ___
   (C) thirst : dryness ___
   (D) path : trail ___
   (E) ship : mast ___

6. POLLUTE : MIND :: ___
   (A) laugh : cry ___
   (B) praise : flatter ___
   (C) contest : rules ___
   (D) explanation : understanding ___
   (E) paint : picture ___

7. REHEARSAL : DRILL :: ___
   (A) horrible : wonderful ___
   (B) tune : melody ___
   (C) doorbell : push ___
   (D) towel : dry ___
   (E) attic : house ___

8. RESERVOIR : STORE :: ___
   (A) point : direct ___
   (B) flexible : stubborn ___
   (C) guest : arrive ___
   (D) worship : admire ___
   (E) paper clip : join ___

9. SUPERIOR : AVERAGE :: ___
   (A) strike : match ___
   (B) parent : nurture ___
   (C) pumpkin : orange ___
   (D) dog : pet ___
   (E) love : like ___

10. TOXIC : PURE :: ___
    (A) shark : fin ___
    (B) clever : tricky ___
    (C) round : ball ___
    (D) difficult : easy ___
    (E) bicyclist : helmet ___
Why We Read Strategically
Reading is active. As you read, you step into the writer’s world. When you come across a new idea, you usually look for a clue to help you determine the writer’s meaning. You move ahead to see if the idea is explained, or you retrace your steps to look for any signs you missed.

You can use these same strategies to build your vocabulary. If you do not know the meaning of a word, you should look in the passage surrounding the word for hints. These hints are called context clues. The more you practice hunting for context clues, the better you become at reading new words, and the larger your vocabulary will grow. Remember, strengthening your vocabulary skills will help you to score higher on standardized vocabulary tests.

The following reading selection shows the kinds of context clues you will find in the Reading New Words in Context lessons.

Strategic Reading: An Example
Long, long ago, long before there were humans on Earth—much less humans who could record history—dinosaurs walked the earth. During these prehistoric times, strange and wonderful creatures ruled the entire earth. All in all, this reign lasted 135 million years.

The dinosaur was one descendant of the thecodonts, mighty reptiles whose later generations also included many other reptiles, as well as all of today’s birds. One of these relatives was a huge flying reptile. Another was a creature with a body like that of a turtle but with a 25-foot-long neck. Like the dinosaurs, these unusual and extraordinary creatures became extinct. Any of these creatures has the power to stun, astonish, and amaze us, but it is the dinosaurs that most people find especially fascinating.

Some dinosaurs were mammoth creatures. The euhelopus, for example, was 60 feet tall and weighed 50,000 pounds. In contrast, the 20-foot, 7,000-pound stegosaurus seems almost small. Although enormous size was a characteristic of many dinosaurs, others were much, much smaller, no bigger than a chicken or a duck. Some of these smaller ones looked much like either the iguana or the komodo dragon, two reptiles that inhabit Earth today.

Note that a summary indicates the meaning of prehistoric.

A pronoun (this) refers us to the meaning of reign.

The meaning of descendant is made clear through restatement, that is, through saying the same thing in a different way.

A coordinating conjunction (and) provides a clue to the meaning of extraordinary. The words but, or, and nor are other coordinating conjunctions.

Note that a clue to the meaning of astonish is provided by using the word in a series of words that have similar meanings.

An example provides the key to understanding mammoth.

A form of the verb to be (was) links an example of a quality to the word characteristic.
Some of the dinosaurs were fierce, meat-eating creatures. Often, other milder and gentler dinosaurs were unable to defend themselves from the more savage ones and thus became their victims. Even the vegetarian dinosaurs who roamed about peacefully snacking on plants could be quite frightening to other species that shared the planet. A 55-ton brachiosaurus lumbering across the countryside would have presented a real threat, a clear danger, to any unsuspecting creature who got in its way. The huge Triceratops had frightening horns on its nose and over both of its eyes. The sight of this 10-ton animal bounding along at 30 miles per hour certainly scared the newly emerging mammals that had to scurry out of its way. Nevertheless, it was also a threat to any other dinosaur that tried to attack it.

Although groups of dinosaurs might be in competition with each other, cooperation within a group was also common. Members of a species might travel in a herd, eat and nest together, share responsibility for the young, and present a united defense against enemies.

Scientists are still debating about why the dinosaurs disappeared. We do not know for sure. All we know is that twilight arrived for these creatures at the same time all across the earth. Then, in a twinkling, it was night, and the dinosaurs were gone.

In a cause-and-effect relationship, one thing causes another thing to happen. The meaning of victims is established through a cause-and-effect relationship. Thus is a cause-and-effect clue word.

An appositive phrase contains a noun or pronoun that explains the noun or pronoun beside it. An appositive phrase indicates the meaning of threat.

Note that the meaning of competition is established through contrast, the placement of opposites near each other to point out their difference. The word although indicates contrast.

The meaning of twilight is established through figurative language. Figurative language is language that imaginatively describes one thing by comparing it to something else.

A Final Note
How can you learn strategic reading? Practice is a great way to improve your skill. The following lessons will help you learn the different context clues a writer uses. As you complete each lesson, you will become a more effective reader.
Lesson 1 CONTEXT: Amazing Nature

Introduction. What do you and your friends think about such creatures as Bigfoot and the Loch Ness monster? Are they just products of people’s imagination, or do they really exist?

In the following article, a student writes for the school newspaper about some of the most famous mysterious creatures. The article gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the passage and in the exercise that follows it.

astonish	conference
descendant
doubtful
definite
deny
journalism
doubtful
legend
innumerable
majority
interview
navigator
quote
reliable
session
summarize
symbol
twilight
unexpectedly
vivid

In Search of Bigfoot

The conference (1) here Saturday on the world’s little-known, mysterious creatures was fascinating. This meeting made it clear to me that many people truly believe that some of these creatures exist but that others remain doubtful (2). Some of the information may astonish (3) you; it certainly amazed me!

Take Bigfoot, the large, ape-like creature reportedly seen throughout the United States for years. Is Bigfoot a legend (4), a myth, or a fanciful story? Is Bigfoot a real creature? Bigfoot, who walks on two feet, has been sighted by more than two thousand people. A man from California said that in 1967 a female Bigfoot unexpectedly (5) appeared in a clearing and then just as suddenly disappeared into the forest. The man took pictures of the creature. Experts have said the film could not have been faked. Thus many people trust the pictures as reliable (6) evidence. Some people think Bigfoot is a descendant (7) of or related across many generations to a prehistoric ape.

The Creature of Loch Ness
Because I study journalism (8), I collect and write about the news. What I heard during the conference about Scotland’s Loch Ness monster certainly was news to me! I was able to interview (9) some interesting people about “Nessie.” For example, I had a face-to-face discussion with a man from Scotland who claims he has seen the Loch Ness monster six times. He gave me a vivid (10) description of the monster: a dark creature, forty feet long, with one hump, a long neck, and a small head. He saw the creature rising out of the water shortly after sunset, during a foggy twilight (11). I wish I could quote (12) him, but he was so interesting that I forgot to write down his exact words. He thinks there are many of these creatures, perhaps giant mammals or reptiles, in Loch Ness. Scientists have tried to find the creatures with sonar, but they have found nothing certain, or definite (13), so far.

There also was a group meeting on sea monsters. During this session (14), a man who was a navigator (15) of a ship in the Bahamas said he once almost steered right into some sort of giant sea creature. He then told stories about the Lusca, a creature said to be part dragon and part octopus.
Not all scientists reject, or deny (16), the existence of the giant octopus.

Dinosaurs Live?
More than half of the people at the conference, a majority (17), attended my favorite session. It was about dinosaurs that still are seen in the tropics of central Africa. These dinosaurs are similar to sauropods, plant-eaters with long necks and small heads. The people in the Congo call the creatures Mokele-Mbembe. There have been innumerable (18) sightings, more than anyone can count. In 1983, a zoologist claimed to have seen one. Some scientists say it is not out of the question that dinosaurs still live there because the land was not covered with ice during the Ice Age.

To end, I will summarize (19) the main reason that many scientists think creatures like Bigfoot and the Mokele-Mbembe may exist. In brief, they point out that previously unknown animals continue to be discovered. For example, the Komodo dragon was discovered in 1912 and a new species of shark was discovered in 1976. The International Society of Cryptozoology (the study of mysterious animals) has a fitting symbol (20). The society is represented by a relative of the giraffe discovered by scientists in the late 1800s.

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**EXERCISE**  **Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. To give a clue to the meaning of conference, the writer
   (A) says that it was held here
   (B) refers to it in the next sentence as a meeting
   (C) says it was about little-known, mysterious creatures
   (D) refers to it as fascinating

2. You can tell from the article that people who are doubtful are
   (A) convinced
   (B) at the conference
   (C) unknown
   (D) not sure

3. In the article, astonish means to
   (A) amaze
   (B) inform
   (C) report
   (D) interest

4. All of the following are good definitions of legend except
   (A) a myth
   (B) a fanciful tale
   (C) a popular story passed down through the ages
   (D) a story based heavily on factual events

5. To let us know that when something happens unexpectedly, it happens without warning, the writer
   (A) says the event took place in a clearing in 1967
   (B) tells us that Bigfoot appeared and disappeared
   (C) connects unexpectedly with the word suddenly
   (D) hints that Bigfoot is real
6. The writer writes "many people trust the pictures as **reliable** evidence." Here, **reliable** means
   (A) fake
   (B) trustworthy
   (C) on film
   (D) not dependable

7. The writer explains that Bigfoot may be a **descendant** of a prehistoric ape. Here, **descendant** means
   (A) something that has fallen from a great height
   (B) someone or something related across generations
   (C) something that rises to great heights
   (D) someone or something related to a prehistoric ape

8. In the article, we learn that the writer's field is **journalism**. Here, **journalism** means
   (A) writing books
   (B) collecting and writing news
   (C) attending conferences and panels
   (D) reading about ideas

9. Which of the following is an example of an **interview** described by the writer of the article?
   (A) There was a group meeting that included the navigator's story about Lusca.
   (B) The author learned about the Loch Ness monster.
   (C) The author met interesting people.
   (D) The author had a face-to-face discussion with a man from Scotland.

10. Which of the following is an example of a **vivid** description?
    (A) I was able to interview some interesting people about "Nessie."
    (B) I had a face-to-face discussion with a man from Scotland who claims he has seen the Loch Ness monster.
    (C) The dark creature was forty feet long, with one hump, a long neck, and a small head.
    (D) The man's accent made it difficult for me to write down his exact words.

11. The author writes, "He saw the creature rising out of the water shortly after sunset, during a foggy **twilight**." Here, **twilight** means
    (A) after sunset but before dark
    (B) early in the morning
    (C) at noon
    (D) when it is foggy

12. Which of the following is the reason that the writer is not able to **quote** the man from Scotland?
    (A) The writer could not understand the Scotsman because of his heavy Scottish accent.
    (B) The writer preferred to make up the information.
    (C) The Scotsman had absolutely nothing new or interesting to say about the Loch Ness monster.
    (D) The man was so interesting that the writer forgot to write down the exact words.
13. The writer says that scientists have not yet been able to discover anything **definite** about the Loch Ness monster. Here, **definite** means
   (A) sonar
   (B) certain
   (C) so far
   (D) giant

14. The writer’s favorite **session** was about dinosaur sightings in Central Africa. Here, **session** means
   (A) a group
   (B) a heated debate
   (C) a group meeting
   (D) a sea monster

15. The writer of this article gives a clue to the meaning of **navigator**. What is the clue?
   (A) The **navigator** steered the ship.
   (B) The **navigator** saw a giant sea creature.
   (C) The **navigator** captured the Lusca.
   (D) The **navigator** told stories.

16. The writer tells us that not all scientists **deny** the existence of a giant octopus named the Lusca. Here, **deny** means to
   (A) like
   (B) publicize
   (C) reject
   (D) create

17. The author writes, “More than half of the people at the conference, a **majority**, attended my favorite **session**.” Here, **majority** means
   (A) a lot
   (B) a few
   (C) more than half
   (D) a group of oddballs

18. The writer states that there have been **innumerable** sightings of the creature called Mokele-Mbembe. Here, **innumerable** means
   (A) too few to count
   (B) too many to be counted
   (C) any number over one hundred
   (D) sightings by zoologists

19. The writer concludes by saying, “To end, I will **summarize**.” Here, **summarize** means
   (A) to maintain
   (B) to discover suddenly
   (C) to continue
   (D) to state briefly

20. You can tell from the article that a **symbol** is
   (A) something that represents something else
   (B) a relative of the giraffe
   (C) a stunning scientific discovery
   (D) something that is fitting
Lesson 2  CONTEXT: Amazing Nature

Introduction. Tornadoes are the most violent of the world’s winds. A tornado can have wind speeds of more than three hundred miles per hour. Many people also regard tornadoes as the most amazing or curious of the world’s natural forces. What is it about tornadoes that causes amazement?

The following article gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the article and in the exercise that follows it.

- aviation
- collapse
- collide
- complex
- demonstration
- departure
- detect
- disastrous
- disturb
- incident
- instinct
- locally
- miraculous
- nuisance
- predict
- rash
- unfavorable

Beyond Oz: The Truth About Tornadoes

Dorothy and Toto landed in Oz before the days of aviation (1). They did not need to fly in an airplane. They had a natural form of travel—a tornado.

If you saw the movie The Wizard of Oz, you may recall the miraculous (2) landing of the girl and her dog. The miracle of their fall to earth is described in a work of fiction. However, real-life tornadoes also produce wonderful tales that sound amazing.

Truth Stranger Than Fiction
Many fascinating stories are told of tornadoes picking up animals or objects and carrying them away. During one true incident (3) in 1966 in Kansas, a tornado picked up a homemade cake and deposited it, completely undamaged, in a field in Missouri. Another occurrence involves the strange departure (4) of two women and a boy from a Missouri town in 1899. They went away quite suddenly when a tornado swept them up and carried them, unharmed, a quarter of a mile. One of the women later told about being in

the tornado. She said she did not crash into anything. She had been worried, though, that she would collide (5) with a wild horse that was also in the tornado.

In her book These Happy Golden Years, which is about prairie life in the late 1800s, Laura Ingalls Wilder includes a story about a tornado. The story provides a good demonstration (6) of a tornado’s unusual abilities. It shows us how powerful a tornado can be as Laura describes one carrying away a small house. Later, after the storm has passed, the door of the house, undamaged, falls to the ground exactly where the house had been.

According to another tale, a tornado carried a house right off the foundation (7), the base on which it was built. The tornado had removed all the contents of the house except for two items. These exceptions (8) were a table and the goldfish bowl on top of it. They remained quite unbothered. Who can say why the tornado did not disturb (9) the table and the goldfish bowl?
Raining Frogs and Fish
Some of these accounts make tornadoes seem as if they are playing tricks. Tornadoes, for example, have been known to pull the water right out of a river and then drop the water, sometimes including frogs and fish, on unsuspecting people. These assaults from the sky can be more than an annoyance, an inconvenience, or a nuisance (10). They can cause injury, too.

Many reliable people believe that stories such as these are true. However, many other people make it clearly known that they think some of these stories are nonsense. Their better judgment, or instinct (11), tells them that these things could not possibly happen in real life. You may want to ask some people within your community whether tornadoes have done unusual things locally (12).

It is important to remember that tornadoes can be disastrous (13). We should pay attention to the possible dangers from tornadoes. Tornadoes can cause much damage to property, and their force can cause one building, or an entire complex (14), to collapse (15)—just completely fall apart. They also can be fatal (16) to people. Most deaths from tornadoes result from flying debris.

At times, a rash (17) of tornadoes seems to occur around the country. It is not clear why many tornadoes break out suddenly. Experts use scientific instruments to locate unfavorable (18), or threatening, weather and to discover tornado formations. As a result, they now often can detect (19), or pinpoint, when tornadoes will occur. However, no one can tell beforehand exactly what will happen during a tornado. As you can imagine, it would be impossible to predict (20) the strange things tornadoes do.

EXERCISE

Reading Strategically

Directions. Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. The writer of this article about tornadoes gives a clue to the meaning of aviation. What is the clue?
   (A) The writer tells about Dorothy and Toto.
   (B) The writer mentions a natural form of travel.
   (C) The writer says the girl and her dog landed in Oz.
   (D) The writer relates the word to flying in an airplane.

2. The writer calls the landing of the girl and the dog miraculous. Here, miraculous means
   (A) related to stories
   (B) related to tornadoes
   (C) recalling
   (D) related to miracles

3. The writer refers to a true incident. Here, incident means
   (A) occurrence
   (B) tornado
   (C) homemade cake
   (D) deposit

4. Which of the following is an example of a departure that occurs in the article?
   (A) A homemade cake was dropped undamaged in a field.
   (B) Two women and a boy were swept away by a tornado.
   (C) Two women and a boy lived in Missouri in 1899.
   (D) Tornadoes can lift up very heavy items.
5. The writer says that although the woman did not crash into anything in the tornado, she did worry that she would **collide** with a wild horse. Here, **collide** means
   (A) to disagree
   (B) to harness
   (C) to crash
   (D) to sweep

6. According to the article, why is Laura Ingalls Wilder’s story of the tornado a good **demonstration** of a tornado’s abilities?
   (A) It happened in the late 1800s.
   (B) It is a true story about her youth.
   (C) It shows how powerful a tornado can be.
   (D) It is printed in a book that has been read by millions.

7. The writer says that a tornado carried a house off of its **foundation**. Here, **foundation** means
   (A) on the roof
   (B) the base on which the house was built
   (C) the size of the house
   (D) all the contents of the house

8. The article says that a tornado removed all the contents of a house with the **exceptions** of a table and a goldfish bowl. You can tell from the article that
   (A) the table and the goldfish bowl were the last things to disappear
   (B) the table, and the goldfish bowl were the first things to disappear
   (C) only the table and the goldfish bowl were untouched
   (D) the tornado was not very powerful

9. The writer asks, “Who can say why the tornado did not **disturb** the table and the goldfish bowl?” Here, **disturb** means to
   (A) bother
   (B) please
   (C) make
   (D) display

10. To give a clue to the meaning of **nuisance**, the writer
    (A) contrasts **nuisance** with the word **injury**
    (B) links **nuisance** to the words **annoyance** and **inconvenience**
    (C) says that a **nuisance** is an assault
    (D) links **nuisance** to the word **sky**

11. To give a clue to the meaning of **instinct**, the writer
    (A) links **instinct** to the words **believe** and **known**
    (B) links **instinct** to the word **nonsense**
    (C) links **instinct** to the phrase “their better judgment”
    (D) contrasts **instinct** with the word **judgment**
12. In the article, the writer states that you may want to ask people about the unusual things that tornadoes have done locally. Here, locally means
(A) within a community
(B) in a foreign country
(C) recently
(D) worldwide

13. Which of these is a reason that tornadoes may be disastrous?
(A) People should take them seriously.
(B) They can be very damaging to people and property.
(C) Tornadoes can do unusual things.
(D) Tornado stories can be very interesting.

14. The writer tells us that tornadoes can damage a complex. Here, complex means
(A) group of people
(B) entire city
(C) set of buildings
(D) several streets

15. In the article, collapse most nearly means to
(A) be stronger
(B) sway
(C) be built
(D) fall apart

16. The author writes that tornadoes can be fatal to people. Here, fatal means
(A) lively
(B) deadly
(C) exciting
(D) depressing

17. The writer says that, at times, a rash of tornadoes seems to occur. Here rash means
(A) disorderly group
(B) lack of notice
(C) sudden outbreak
(D) prediction

18. All of these are good definitions for unfavorable except
(A) unsatisfactory
(B) pleasing
(C) not helpful
(D) not approving

19. The writer explains that now experts can detect when tornadoes will occur. Here, detect means to
(A) occur
(B) escape
(C) imagine
(D) pinpoint

20. How does the writer let you know that to predict an event is to say ahead of time what will happen?
(A) The writer says that it is impossible to tell beforehand what a tornado will do.
(B) They writer says that tornadoes always do strange things.
(C) The writer says that scientific instruments can discover tornado information.
(D) The writer says that no one can prevent a tornado.
Lesson 3 | CONTEXT: Amazing Nature

Introduction. There are spiders everywhere. No matter what you think about spiders, they are difficult to avoid. Here are some typical questions about spiders: How long have spiders existed? How many different kinds of spiders are there? What are some spider myths? How does a spider use its web? Is a spider an insect?

The following essay answers these questions and gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the essay and in the exercise that follows it.

- abdomen
- congratulate
- flexible
- heroic
- mobile
- caution
- dread
- foe
- hoist
- paralysis
- commotion
- error
- generation
- involve
- previous
- competition
- escort
- gratitude
- maximum
- separation

The Wide and Wonderful World of Spiders

Whenever they see a spider, some of my friends make a big commotion (1), rushing around and yelling. “Ooh, a spider!” they shout. “Get it away.” Sure, they should be watchful and use caution (2) when near a few kinds of spiders, such as black widows. Most spiders, however, are harmless to humans. People should learn to overcome their fear of spiders and appreciate how helpful they really are.

For one thing, we should congratulate (3) or praise, the spider for its ability to survive. Did you know that spiders have been around for at least 300 million years? Fossils of spiders that old have been found.

There are at least 30,000 different kinds of spiders in the world. Some scientists think the maximum (4) may be more than 100,000 kinds. Of course, even that greatest possible number of spiders is a long way from the more than 700,000 different species of known insects!

Spiders versus Insects
You are mistaken if you think spiders are insects. Many people make such an error (5), though. How do you tell them apart? One way is to look at the separation (6) of each animal’s body parts. A spider’s body is divided into two sections: a head and thorax combination and an abdomen (7). The abdomen is the belly. An insect’s body, on the other hand, has three parts. Also, a spider has eight legs, and an insect has six. And while an insect has feelers and often has wings, a spider does not.

Because most people give thanks to anything that gets rid of pests, we owe spiders some gratitude (8). They eat insects that are dangerous to plants and animals. Spiders are much more friend than foe (9) to humans.

Spiders vary greatly in size. People who are afraid of tiny house or garden spiders would dread (10) seeing a South American tarantula, which
eats small birds. When walking in South America, people who are afraid of spiders probably would want an escort (11), someone to go with them.

The lowly spider may not seem like a brave or noble creature, but it has been a heroic (12) figure in many cultures for thousands of years. In an Achomawi Indian myth, for example, two brave spider brothers created the rainbow. A spider called Ananse is the hero of many African tales. For many years, parents have told these stories to their children. In this way, the stories have been handed down from one generation (13) to the next.

Spiders of Legend

Most myths about spiders involve (14) their ability to spin webs. One famous example comes from a Greek legend. According to this legend, a young girl named Arachne, who was a marvelous spinner and weaver, challenged the goddess Athena to a weaving competition (15). As a result of the contest, Athena became jealous and turned Arachne into a spider. Today, spiders are members of the class of animals called arachnids.

A spider’s silk threads are strong but flexible (16). The thread bends without breaking to suit the spider’s needs. A spider spins a lifeline thread as it moves from one place to another and as a result is easily mobile (17) in the air. The spider can hoist (18), or lift, itself by using its lifeline. Many spiders spin sticky webs in which to catch insects. The spider injects its victim with poison that causes a quick paralysis (19). The victim, which can no longer function on its own, is trapped. Did you know that a spider can make a brand new web or use a previous (20) one that it has swallowed? Like humans, spiders know the value of recycling!

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**EXERCISE**

**Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. To let us know that commotion may mean “noisy confusion,” the writer
   (A) describes commotion as a peaceful time
   (B) describes commotion as “rushing around and yelling”
   (C) describes commotion as being friendly
   (D) describes commotion as a time of observation

2. You can tell from the essay that to use caution means
   (A) to be afraid
   (B) to be excited
   (C) to be watchful
   (D) to be foolish

3. What is the best meaning of congratulate as used in the second paragraph in this essay?
   (A) It means to praise.
   (B) It means to find.
   (C) It means to survive.
   (D) It means to be able.

4. In the article, maximum means
   (A) the greatest possible number
   (B) the least possible number
   (C) less than enough
   (D) more than enough
5. The writer says that people who think spiders are insects are in error. Here, error means
   (A) a correction
   (B) a difference
   (C) a decision
   (D) a mistake

6. Which of the following is an example of the separation of body parts of a spider?
   (A) A spider does not have feelers or wings.
   (B) A spider’s body is divided into two sections.
   (C) An insect’s body has three parts.
   (D) A spider has eight legs while an insect has six.

7. Another good word for abdomen is
   (A) head and thorax
   (B) feelers
   (C) belly
   (D) legs

8. Why does the writer believe that we owe spiders gratitude?
   (A) There are up to 100,000 types of spiders.
   (B) Spiders eat insects that can harm plants and animals.
   (C) Spiders should not be confused with insects.
   (D) We must be careful around some kinds of spiders.

9. The author writes, “Spiders are much more friend than foe to humans.”
   Here, foe means
   (A) a fake
   (B) a mystery
   (C) a friend
   (D) an enemy

10. All of these are good definitions of dread except to
    (A) look forward to with fright
    (B) fear something in the future
    (C) be sad about something
    (D) be afraid of

11. The writer uses escort when talking about walking in South America.
    Here, escort means
    (A) a tarantula or other poisonous spider
    (B) a person who walks very quickly
    (C) a person who goes with another person
    (D) a person who is afraid of spiders

12. The writer says that the spider has been a heroic figure in many cultures for thousands of years.
    Here, heroic means
    (A) lowly
    (B) brave and noble
    (C) cultured and worldly
    (D) spiderlike

13. Passing tales from one generation to the next is most like
    (A) a sister giving a birthday present to a brother
    (B) parents handing down a quilt to their children
    (C) a child giving a grandparent a picture
    (D) a brother baby-sitting his little sister

14. The writer notes that most myths about spiders involve spiders’ ability to spin webs. Here, involve means to
    (A) include
    (B) turn
    (C) disagree
    (D) reveal
15. In the article, the writer mentions a **competition** between the Greek goddess Athena and the weaver Arachne. Here, **competition** means
   (A) a result
   (B) a legend
   (C) a contest
   (D) a weaver

16. The best meaning of **flexible** as it is used in the article is the phrase
   (A) made from silk
   (B) bends without breaking
   (C) strange and marvelous
   (D) rigid and unbending

17. Why does the writer say that a spider is **mobile** in the air?
   (A) A spider’s threads allow it to move from place to place.
   (B) A spider’s sticky web allows it to catch insects.
   (C) A spider’s thread bends without breaking.
   (D) A spider injects its victim with poison.

18. In the article, another good word for **hoist** is
   (A) use
   (B) injure
   (C) spin
   (D) lift

19. To give a clue to the meaning of **paralysis**, the writer
   (A) mentions poison
   (B) uses the word **inject** in the same sentence with **paralysis**
   (C) says the victim can no longer function
   (D) says that poison causes quick **paralysis**

20. To let us know that **previous** may mean “happening earlier than something else,” the writer
   (A) contrasts a **previous** web with a new web
   (B) contrasts a web that one spider makes with a web that another spider makes
   (C) hints that the spider will not make a web in the future
   (D) indicates that **previous** is related to recycling
Lesson 4  CONTEXT: Amazing Nature

Introduction. Do you ever watch the Nature series on public television? If so, you know that there are thousands of kinds of animals with all kinds of abilities. The animals and their abilities are pretty amazing.

The following article tells about some amazing animal abilities. The article gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the article and in the exercise that follows it.

- acquire
- conceal
- dainty
- discomfort
- discourage
- disguise
- earnest
- gasp
- hibernate
- imitate
- impostor
- inhale
- linger
- portion
- regulate
- requirement
- terminal
- vacuum
- vault

The Wild, Wonderful World of Animals

The animal kingdom is quite a place! If you take an earnest (1), or sincere, look at it, you will gain respect for the remarkable abilities of animals. You can also acquire (2) knowledge of animals’ abilities by studying the animals or reading books about them. A serious study of the behaviors and abilities of various animals should be a requirement (3) for all students. Let’s look at a few animals and their abilities and see if you agree that we all need to know something about the animal kingdom.

Hummingbirds are delicate and pretty, but these dainty (4) birds are also amazing flyers. They can stay in one place in the air while beating their wings more than fifty times a second. The common swift, however, certainly does not linger (5). It can fly for two to three hours at a time. A chimney swift may fly more than 100,000 miles in a year.

Animals Undercover
Many animals disguise (6) themselves for protection. For example, chameleons are lizards that can actually change color from green to brown to blend in with their surroundings. Some butterflies can look like the leaves they rest on. To protect themselves from an attack by another animal, hedgehogs roll themselves into a ball shape. Armadillos also try to avoid attacks in the same way. Many animals, such as moths and grasshoppers, can conceal (7) themselves by hiding near objects that are the same color or shape they are.

Other animals can imitate (8) the animals for which they are hunting. Some spiders, for example, act and move like the ants they are tracking. You could think of this kind of spider as an impostor (9), someone who deceives others by pretending to be something he or she is not.

Some animals spend the winter in an inactive, sleeplike state. Animals such as bears hibernate (10) in their dens so they can survive the cold winter season. During hibernation, these animals are able to adjust or regulate (11) their body temperatures. Their body temperatures go down for the winter to reduce the animals’ need for food. The dormouse is another animal that avoids...
the discomfort (12) of hunger by hibernating. With its “thermostat” turned down, the dormouse sleeps comfortably in its nest. Some hibernating animals, such as bats, spend only a portion (13) of the winter, rather than the whole winter, asleep.

Have you ever wondered how some fish, frogs, and toads survive when their water supplies dry up? They survive by digging under the mud. They inhale (14), or breathe in, through an opening to the surface.

Four-footed Animals in Flight
You may gasp (15)—or catch your breath suddenly in surprise—when you learn how far some animals can jump. The gray kangaroo can jump forty-four feet in one bound. Some animals, such as deer and large cats, can jump over high obstacles, too. Would you believe that a mountain lion has been known to vault (16) a nine-foot fence? That height would discourage (17) most other animals, but large cats are always sure of their abilities.

Many studies of interesting animal abilities include references (18) to the anglerfish. It is no wonder that this fish is mentioned. It comes equipped with its own fishing lure. This lure begins at the fish’s mouth. The end, or terminal (19), part of the lure is lighted. The anglerfish actually “fishes” for other fish. Attracted by the lure, small fish swim toward the anglerfish. When they arrive, the vacuum (20) of the anglerfish’s empty mouth greets them like a bottomless canyon.

**EXERCISE**

**Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. To give a clue to the meaning of earnest, the writer
   (A) says animals have remarkable abilities
   (B) links earnest to the word sincere
   (C) says earnest is something you gain
   (D) implies that earnest is something you get by looking

2. The author writes that “you can also acquire knowledge of animals’ abilities.” Here, acquire means
   (A) need
   (B) lose
   (C) understand
   (D) gain

3. In the article, requirement means
   (A) important study
   (B) bad behavior
   (C) something needed
   (D) natural ability

4. You can tell from the second paragraph of the article that dainty means
   (A) delicate and pretty
   (B) large and clumsy
   (C) short and sweet
   (D) square
5. Which of the following is an example of how a bird can linger?
   (A) The hummingbird stays in one place in the air by beating its wings rapidly.
   (B) The hummingbird is a delicate and pretty animal.
   (C) The common swift can fly for two to three hours at a time.
   (D) A chimney swift can fly over 100,000 miles per year.

6. In the passage which of the following is an example of a way in which an animal can disguise itself?
   (A) A butterfly can imitate an ant
   (B) Lizards live in trees.
   (C) An armadillo can sometimes avoid attack.
   (D) A hedgehog can roll up like a ball.

7. The writer describes insects that can conceal themselves. Here, conceal means
   (A) lose
   (B) sell
   (C) hide
   (D) display

8. To let you know that to imitate may mean “to copy the actions of,” the writer
   (A) says some animals hunt other animals
   (B) uses the words spiders and ants
   (C) explains tracking
   (D) uses the words act and move like

9. The writer says that you can think of a spider that acts like its prey as an impostor. Here, impostor means
   (A) someone who looks like a spider
   (B) something real
   (C) someone who asks for money
   (D) someone who pretends to be someone else

10. The author writes, “Animals such as bears hibernate in their dens so they can survive the cold winter season.”
    Here, hibernate means to
    (A) be very active
    (B) live in a sleeplike state
    (C) migrate to a warmer climate
    (D) pace back and forth

11. To give a clue to the meaning of regulate, the writer
    (A) links regulate with the word adjust
    (B) refers to regular activities
    (C) asks the reader to recall
    (D) links regulate to the winter season

12. The author writes, “The dormouse is another animal that avoids the discomfort of hunger by hibernating.”
    Here, discomfort means
    (A) too much comfort
    (B) lack of comfort
    (C) cold weather
    (D) low body temperature

13. You can tell from the article that a portion of the winter is less than the whole winter because the author uses the phrases
    (A) "With its ‘thermostat’ turned down"
    (B) "hibernating animals, such as bats"
    (C) "the dormouse sleeps comfortably in its nest"
    (D) "rather than the whole winter"

14. In this article, inhale means to
    (A) breathe under water
    (B) breathe out
    (C) breathe through an opening
    (D) breathe in
15. Which of the following is the most likely reason that you would gasp when you learned how far some animals can jump?
   (A) You were bored.
   (B) You did not understand.
   (C) You were surprised.
   (D) You were sad.

16. The author asks, "Would you believe that a mountain lion has been known to vault a nine-foot fence?" Here, vault means to
   (A) jump over
   (B) open a bank
   (C) crawl under
   (D) defeat an enemy

17. The writer says that a nine-foot fence would discourage most animals, but that a mountain lion is always sure of its ability. Here, discourage means
   (A) to cause to be unsure about
   (B) to make confident about one's abilities
   (C) to display amazing courage and daring
   (D) to make brave

18. To give a clue to the meaning of reference, the writer
   (A) refers to the anglerfish
   (B) uses the word interesting
   (C) uses the word mentioned
   (D) says the word is used in examinations

19. To let us know that terminal means "end," the writer
   (A) says that the anglerfish "fishes" for other fish
   (B) says most studies of animals' abilities mention the anglerfish
   (C) says that the anglerfish's lure is lighted at the end part
   (D) says that terminal is another word for lighted

20. How is the vacuum of the anglerfish's mouth most like a bottomless canyon?
   (A) Both are places where animals live.
   (B) Both are safe places to be.
   (C) Both are full of water.
   (D) Both are empty spaces.
Lesson 5  CONTEXT: Amazing Nature

Introduction. Science kits or chemistry sets for young people have been popular for many years. Sometimes careers in science begin with these sets. Sometimes, too, young scientists startle and worry people with their experiments.

The following selection tells about a daring young scientist. The selection gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the selection and in the exercise that follows.

bombard  gossip  particle  ransom  stray
bureau  jeopardy  pharmacy  receipt  surgery
conviction  license  pierce  resign  suspicion
flammable  lunar  pry  static  toll

The Adventures of Curious Jorge

Help! The natural world is in jeopardy (1) from my nephew, Jorge. He seems to be constantly involved with risky, and sometimes dangerous, projects. People are beginning to gossip (2) about him. I am afraid most of these rumors are true, too.

Jorge’s first experiment was with static (3) electricity, electricity produced by rubbing one object against another. I am not sure what Jorge did, but he and his father had to pry (4) my sister Pepita’s pancakes off the wall. It took a lot of force to remove the pancakes, too. After that, Jorge’s father told him that he could not work with electricity without a license (5), or permit. Whether or not this is true, Jorge’s electrical experiments have stopped for now.

Tides in the Bathtub

Lunar (6) cycles and tides caught his interest next. He thought that maybe the cycles of the moon affect the splashing of water in the bathtub as they affect the ocean tides. I just am not sure, but I have a suspicion (7) that Jorge is now paying for a new bathroom carpet.

For a time, Jorge wanted to be a chemist. He mixed together chemicals in his science kit. He thought he had found cures for various illnesses. Jorge went to the drugstore to try to sell these chemical mixtures. At the pharmacy (8), Jorge began to bombard (9) the druggist with questions and ideas. Jorge seemed almost to be bombing him with his fast talk, and the druggist was so bothered that I thought he was going to resign (10)—just give up his position on the spot. Jorge even went to the local Medical Information Bureau. A bureau (11) is an agency that collects or gives information. Of course, Jorge’s so-called medicines interested no one at the medical agency.

One day a wandering dog came to my sister’s house. Noticing the stray (12) dog was hurt, Jorge offered to perform an operation. “You can’t perform surgery (13). You’re just a young science experimenter. You’re not a doctor,” my sister told him.

Another time, Jorge wanted to find out how a fire extinguisher works. He poured vinegar and
sodium bicarbonate together to form carbon dioxide. The mixture blew out a candle. Pepita made him do the experiment with the candle outside because there were too many flammable (14) items in the house. The linen curtains, for example, could easily be set on fire.

For a few weeks Jorge forgot about chemicals and became interested in machines. Designing little self-operating machines especially interested him.

"I'd like to design a city bus that is completely automatic," Jorge told me one day. In other words, no one would control it. There'd be no toll (15) for riding it, either—it would be free."

Jorge soon forgot about this idea, though, and went back to his science kit. Designing a bus must have been too big a project for him.

His next experiment, however, was not very popular. He tested the effects of light waves on earthworms. For some reason, he had to conduct the experiment in the kitchen. I think he needed a knife to pierce (16) holes in the shoeboxes in which he kept the worms. Making the holes was easy for him, but listening to Pepita wasn't.

"Don't leave any worms in here," my sister said, "and I don't want a particle (17) of dirt left, not even if it's as small as the head of a pin!"

I am partly to blame for Jorge's experiments. Last year, for his thirteenth birthday, I bought Jorge a science kit and two books of science experiments. I kept the written proof of my purchase, the receipt (18), from the store. Maybe I could return the kit and books. I guess it is too late for that, though. Anyway, all of Jorge's experimenting has led to something good. He's been accepted at a special school for gifted young scientists, so Jorge's conviction (19) of himself as a scientist has paid off. He always believed that he would succeed.

I just hope a mad scientist doesn't kidnap Jorge to get his secrets. We might not be able to find enough money to pay the ransom (20).

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**EXERCISE**

**Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. According to the essay, how does Jorge put the natural world in jeopardy?
   (A) He sells his chemical mixtures.
   (B) He is interested in animation.
   (C) He enjoys designing self-operating machinery.
   (D) He is interested in dangerous or risky projects.

2. To give a clue to the meaning of gossip, the writer
   (A) relates it to the word rumors
   (B) links it to risky projects
   (C) links it to fear
   (D) relates it to danger
3. Static electricity, according to scientific jargon, apparently means electricity
   (A) that flows through most ordinary power lines
   (B) that is used to power eggbeaters and most other small machines
   (C) that is created by cats
   (D) that is produced by rubbing one object against another object

4. In the selection, pry means to
   (A) force off with difficulty
   (B) snoop around
   (C) pray urgently and silently
   (D) paste with glue

5. What is the best meaning of license as used in the second paragraph of the article?
   (A) a safe place
   (B) a book
   (C) a permit
   (D) a careful driver

6. Which of the following is the reason that lunar cycles caught Jorge's interest?
   (A) He thought that the moon's cycles affected the movement of bath water.
   (B) He thought he could keep bath water from splashing out of the tub.
   (C) He found the mechanics of bikes and other cycles interesting.
   (D) He thought that lunar cycles made people act suspiciously.

7. You can tell from the article that to have a suspicion means to think something is true without being
   (A) worried
   (B) angry
   (C) sure
   (D) sincere

8. The writer says that Jorge went to the pharmacy to sell his chemical mixtures to the druggist. Here, pharmacy means
   (A) a supermarket
   (B) a drugstore
   (C) a clinic
   (D) a science kit

9. Jorge “began to bombard the druggist with questions and ideas.” Here, bombard means to
   (A) attack
   (B) quiz
   (C) irritate
   (D) excite

10. The author writes, “The druggist was so bothered that I thought he was going to resign—just give up his position on the spot.” Here, resign means to
    (A) enjoy work
    (B) become angry
    (C) make a sign
    (D) give up a position

11. The writer says that Jorge took his chemical mixtures to the Medical Information Bureau. Here, bureau means
    (A) the medical information in a science kit
    (B) a chest of drawers
    (C) a local drugstore
    (D) an agency that collects or gives information

12. Taking in a stray dog is most similar to
    (A) giving advice to a wandering musician
    (B) giving shelter to a homeless cat
    (C) going to see a traveling circus
    (D) operating on a person who is ill
13. Pepita told Jorge, "You can't perform surgery. You're just a young science experimenter. You're not a doctor." Here, surgery means
   (A) an operation
   (B) a doctor
   (C) a science project
   (D) an experiment

14. Why didn't Pepita allow Jorge to do his experiment with the candles inside, near flammable items?
   (A) Such items burn easily.
   (B) Such items are everywhere.
   (C) Such items are expensive.
   (D) Such items are waterproof.

15. Jorge told the author that there would be no toll for riding his automatic bus. Here, toll means
   (A) a door
   (B) a payment
   (C) a driver
   (D) a bus

16. The author writes that Jorge "needed a knife to pierce holes in the shoeboxes in which he kept the worms." Here, pierce means
   (A) to cut into many pieces
   (B) to make a shoebox
   (C) to make holes in
   (D) to slice into strips

17. How could a particle of dirt left over from Jorge's experiment be like the head of a pin?
   (A) Both are dirty.
   (B) Both are very small.
   (C) Both are sharp.
   (D) Both were involved in Jorge's earthworm experiment.

18. Which of these is the most likely reason that the writer would save the receipt for the science kit?
   (A) The science kit costs a lot of money.
   (B) The receipt shows proof of purchase.
   (C) The receipt tells how to cook something.
   (D) The receipt gives instructions for the science kit.

19. All of the following are good definitions of conviction except
   (A) a strong belief
   (B) being convinced
   (C) being proved guilty of an offense
   (D) to act confused

20. In the article, ransom means
   (A) the kidnapping of someone to keep them from conducting scientific experiments
   (B) secrets stolen from a scientist
   (C) money that is paid to someone who has been kidnapped
   (D) money that is demanded for the return of someone who has been kidnapped
Lesson 6 CONTEXT: People and Places

Introduction. An anthropologist is a person who studies people and their cultures. People, of course, are part of the natural world, and their behavior is always interesting to examine. Margaret Mead (1901–1978) was a famous anthropologist. How did she become interested in this field, and what people did she study?

The following article answers these questions and gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the article and in the exercise that follows it.

analyze  destination  generous  profession  routine
biography  determination  identical  publicity  scholar
career  document  notion  reaction  self-confidence
debate  essential  offspring  respectable  thorough

The Life of an Anthropologist

Margaret Mead: The World Was Her Family is the title of one biography (1) of the anthropologist. The title of that book about Mead’s life and career (2), or lifelong work, certainly is accurate. Mead’s studies, writings, and ideas always got the public’s attention because they received much publicity (3) through newspapers, magazines, and other popular media.

An Anthropologist Is Born
Mead was born in Philadelphia, the first child of Edward and Emily Mead. Both parents were involved in academics—he as an economics professor and she as a teacher and sociologist. They had four more offspring (4) in addition to Margaret. Mrs. Mead liked to document (5) her children’s behavior, and the young Margaret also picked up the routine (6) of writing down her observations of her two young sisters. This regular procedure of observation and writing would be important in Margaret Mead’s future.

At Barnard College in New York City, Mead was a good student. However, she was a scholar (7) without a clear direction until she took an anthropology course her senior year. Anthropology excited her because studying people was an essential (8) activity in her life. It was as basic and necessary to her life as eating and sleeping. How wonderful to think that doing what she loved could be her occupation, her profession (9)!

Travels in the Pacific
As a professional, Mead took her first field trip in 1925 to the Samoan islands in the Pacific Ocean. Because she felt sure of her abilities, Mead had self-confidence (10). Her goal was to make a complete, or thorough (11), study of the behavior of teenage girls there. Specifically, she investigated the notion (12) that teenagers are the same all over the world. Her conclusion after a year with the Samoan girls was that the idea that teenagers everywhere are identical (13) was false.
Her book *Coming of Age in Samoa* created *debate* (14) on the subject. Some critics supported her findings and others argued against them.

Mead’s next *destination* (15) for field work was another place in the Pacific, Papua New Guinea. Here, she wanted to *analyze* (16) the native children’s thoughts. The result of her detailed examination was her second book, *Growing Up in New Guinea*. This book also received ample, or *generous* (17), attention from the press and the public. Her response was a typical Mead *reaction* (18): She returned to the Pacific to study other cultures.

Mead’s *determination* (19) to succeed in her own way guided her life, and this firm purpose took her far. Mead’s accomplishments are highly *respectable* (20). For example, she was the author of thirty-nine books and many articles. She also made records and tapes. She was associated for years with the American Museum of Natural History and Columbia University, and she received many awards. In fact, by the time she died at the age of 77, Mead had headed so many organizations, made so many public lectures, and produced so many publications that she was a national celebrity.

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**EXERCISE**  **Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. To provide a clue to the meaning of *biography*, the writer
   (A) tells us that Margaret Mead was an anthropologist
   (B) tells us that the biography is about Mead’s life
   (C) tells us that the title is accurate
   (D) tells us that the book is one biography

2. In the first paragraph of the article, *career* means
   (A) a vacation
   (B) a life
   (C) a lifelong work
   (D) a book

3. You can tell from the article that *publicity* is
   (A) information that makes something known to the public
   (B) studies, writings, and ideas about the lives of well-known biographers
   (C) money
   (D) scholarly writing read by only a few anthropology experts

4. You can tell from the article that *offspring* are
   (A) jobs
   (B) careers
   (C) ideas
   (D) children
5. To let us know that document may mean "to write down or record something," the writer
   (A) says that Mrs. Mead was an observant parent
   (B) says that Mrs. Mead disapproved of Margaret's observations
   (C) notes that both Mrs. Mead and Margaret wrote down their observations
   (D) considers writing a regular procedure

6. What does routine mean as it is used in the second paragraph of the article?
   (A) writing
   (B) observing
   (C) a regular procedure
   (D) having sisters

7. The writer explains that Mead was a scholar without a clear direction.
   Here, scholar means
   (A) a person without direction
   (B) a good student
   (C) an area of anthropology
   (D) a school

8. Which of the following is the most likely reason that the writer believes that studying people was an essential activity in Mead's life?
   (A) It was basic and necessary to her life, just like eating and sleeping.
   (B) It was an extravagant and wasteful use of her college education.
   (C) Mead had no direction as a student.
   (D) Mead was overjoyed to discover she could make a career of anthropology.

9. The author writes, "How wonderful to think that doing what she loved could be . . . her profession!" Here, profession means
   (A) occupation
   (B) obligation
   (C) character
   (D) direction

10. Which of the following is the most likely reason that the writer believes Margaret Mead had self-confidence?
    (A) Mead was a scholar.
    (B) Mead was an anthropologist.
    (C) Mead felt sure of her abilities.
    (D) Mead traveled around the world.

11. The writer says that in Samoa, Mead made a thorough study of the behavior of the islands' teenage girls. Here, thorough means
    (A) considerate
    (B) regular
    (C) about other cultures
    (D) complete

12. The author writes that Mead "investigated the notion that teenagers are the same all over the world." Here, notion means
    (A) an idea
    (B) a country
    (C) an argument
    (D) an agreement

13. The writer says that Mead concluded that teenagers are not identical all over the world. Here, identical means
    (A) specific
    (B) alike
    (C) young
    (D) worldly
14. Which of the following is the most likely reason that Margaret Mead’s book about Samoan teenagers caused debate?
   (A) Everyone agreed with her conclusions.
   (B) No one thought she was correct.
   (C) Everyone was critical.
   (D) Some critics agreed with her and some disagreed.

15. Which of the following is an example of a destination?
   (A) A destination is ample attention from the press.
   (B) A destination is a detailed examination.
   (C) A destination is Papua New Guinea.
   (D) A destination is thoughts of native children.

16. Mead, says the writer, went to New Guinea “to analyze the native children’s thoughts.” Here, analyze means to
   (A) study
   (B) receive
   (C) respond
   (D) return

17. All of the following are good definitions of generous as used in this article except
   (A) intelligent
   (B) ample
   (C) more than enough
   (D) plenty

18. The writer states that Mead’s response to the publication of her second book was “a typical Mead reaction.” Here, reaction means
   (A) the future
   (B) the public
   (C) a response
   (D) a study

19. In the last paragraph of the article, determination means
   (A) guidance
   (B) Mead’s life
   (C) success
   (D) firm purpose

20. Which of the following sentences is an example of one of Mead’s respectable accomplishments?
   (A) Mead’s determination to succeed in her own way guided her life.
   (B) This firm purpose took her far.
   (C) Some critics supported her findings and others argued against them.
   (D) She was the author of thirty-nine books and many articles.
Lesson 7  CONTEXT: People and Places

Introduction. One of the greatest empires of the past belonged to the Aztecs in Mexico. The Aztecs were wandering warriors before settling in the area that is now Mexico City around A.D. 1200. They eventually dominated the region, but they first had to conquer the land. What natural difficulties did the Aztecs have to overcome? What was their capital city like? Who governed the empire? What were some of the Aztecs' beliefs?

The following selection gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the selection and in the exercise that follows it:

- architect
- betray
- ceremony
- conduct
- consent
- desperate
district
- eternal
- fragment
- glimpse
- ignite
- interrupt
- management
- plead
- quarantine
- realm
- sacrifice
- scheme
- victim
- victorious

Mexico's Aztec Heritage

If we could glimpse (1) Mexico's history during the 1400s, our quick look would find the Aztecs at the height of their power. The Aztec kingdom, or realm (2), was central Mexico. There they created a remarkable civilization.

The Floating Empire

Forming an empire in this area was not easy. The Aztecs began building their capital city, Tenochtitlan (tay-nawch-tee-TLAH-N), on one of two islands in Lake Texcoco. The Aztecs soon expanded to the other island. To do so, they completed many canals, dams, and other engineering projects. The Aztecs did not have room to farm on the islands so they developed a clever scheme (3). This plan, which became highly successful, led to the creation of floating gardens in the lake.

The city's huge temple-pyramids and many buildings were just as impressive as the floating gardens. Clearly, the person responsible for designing the buildings, the architect (4), was extremely creative. Nearly two hundred thousand people are thought to have lived in the city at one time. The city was divided into four major areas. One district (5) included the marketplace.

The Aztec empire was ruled by an emperor who had almost total power. The emperor had four chief advisers. He put a close relative in charge of the management (6) of internal affairs. With the control of internal affairs taken care of, the emperor was free to direct, or conduct (7), foreign matters. He lived in an enormous palace. Many gardens filled with sweet-smelling flowers surrounded the buildings in the palace area. As a result, the palace area was fragrant (8).

Aztec Religious Practices

For the Aztecs, military might and religion went together. The Aztecs usually were victorious (9) in battle. Because of their successes, they were known as Warriors of the Sun. To celebrate their victories, the Aztecs killed thousands of captives as a sacrifice (10) to their sun god and their god of war. Each sacrifice was offered to the gods in a
ritual, or a ceremony (11). Some of the persons chosen to be killed and sacrificed considered the act an honor. Such persons would consent (12) to be sacrificed. Others who were chosen, however, considered themselves victims (13), helpless sufferers. Losing hope, these desperate (14) persons might plead (15) to be turned loose. However, their begging would fall on deaf ears because the priests would not betray (16) the gods. To turn against the gods would bring grief to the whole community.

The Aztecs used two calendar cycles. One calendar was a solar calendar that contained 365 days. The other was a 260-day religious calendar. The beginnings of these two cycles overlapped once every fifty-two years. The Aztecs believed that this period of overlap was a bad time. Normally, there would always be fires burning somewhere in the Aztec community. However, during this period, which was called Binding Up of the Years, the Aztecs thought it was necessary to interrupt (17) all fires. When the danger was past, priests started the fires burning again. They would ignite (18) all the fires in the temples. The Aztecs also believed they should protect pregnant women during this time. As a result, they would quarantine (19) pregnant women just as today we put some diseased persons in a separate place.

Since most powerful nations tend to think they will last forever, the Aztecs, too, probably thought their empire was eternal (20). However, it eventually fell to neighboring peoples and Spanish explorers of the 1500s.

EXERCISE  Reading Strategically

Directions. Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. The author writes, “If we could glimpse Mexico’s history during the 1400s, our quick look would find the Aztecs at the height of their power.” Here, glimpse means to
   (A) read quickly
   (B) look quickly
   (C) find again
   (D) gain time

2. The writer explains that the Aztec realm was central Mexico. Here, realm means
   (A) a kingdom
   (B) a reality
   (C) quick glance
   (D) a civilization

3. The writer says that the Aztecs developed a clever scheme to make up for the lack of farm land on the islands. Here, scheme means
   (A) a room
   (B) an empire
   (C) a school
   (D) a plan

4. To give a clue to the meaning of architect, the writer
   (A) says that the architect lives in a city
   (B) links architect to the emperor’s advisors
   (C) says that the architect must have been creative
   (D) says that an architect designs buildings

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5. The writer claims that one district of the Aztec city included the marketplace. Here, district means
(A) an area
(B) a shopping center
(C) a city
(D) a design

6. The management of internal affairs as described in the selection is most similar to
(A) the direction of family matters
(B) the fighting of a war
(C) the construction of a temple-pyramid
(D) the harvest of crops

7. To let us know that conduct may mean “to lead or direct,” the writer
(A) mentions an orchestra
(B) gives conduct as another word for direct
(C) links conduct to foreign matters
(D) uses the word enormous

8. Which of the following is the most likely reason that the palace area was fragrant?
(A) The palace was surrounded with sweet-smelling flowers.
(B) A creative architect designed the palace and grounds.
(C) The Aztec religion required the emperor’s palace to be fragrant.
(D) Both internal and foreign affairs were discussed in the palace grounds.

9. You can tell from the article that when the Aztecs were victorious in battle they
(A) refused to fight
(B) won
(C) declared a tie
(D) lost

10. To give a clue to the meaning of sacrifice, the writer
(A) says that military might and religion went hand in hand
(B) says that captives were always willing to be sacrificed
(C) says a sacrifice is military victory
(D) says that each sacrifice was offered to a god

11. The author writes, “Each sacrifice was offered to the gods in a ritual, or a ceremony.” Here, ceremony means
(A) a wedding
(B) a serious matter
(C) a ritual
(D) a celebration

12. Which of the following is the most likely reason that a captive would consent to being offered to the gods?
(A) The captive felt that it was an unfair practice.
(B) The captive believed that to be offered to the gods was an honor.
(C) The captive was captured by the Aztecs in battle.
(D) The captive begged to be set free rather than be offered to the gods.

13. The writer says that some of the captives who were chosen to be offered to the gods considered themselves victims. Here, victim means
(A) one who suffers
(B) one who is willing
(C) a hopeless person
(D) an honorable person

14. The writer says that desperate prisoners begged to be set free. Here, desperate means
(A) different
(B) without hope
(C) lonesome
(D) diseased
15. The word **plead** in this article means to
   (A) refuse
   (B) hope
   (C) beg
   (D) ignore

16. Which of the following is the most likely reason that the priests would not **betray** the gods?
   (A) The priests would not pray to the gods on behalf of the captives.
   (B) The priests were deaf and could not hear the gods.
   (C) The priests believed that it was wrong to make offerings to the gods.
   (D) The priests believed that to turn against the gods would bring suffering upon the community.

17. All of the following are good definitions of **interrupt** except to
   (A) damage
   (B) cause a break in
   (C) stop
   (D) discontinue

18. The author writes that after the period called Binding Up of the Years had ended, the Aztec priests would ignite all the fires in the temples. Here, **ignite** means to
   (A) start a fire burning
   (B) be in a temple
   (C) extinguish
   (D) cover

19. How were pregnant Aztec women under **quarantine** during the Binding Up of the Years and people with certain sicknesses treated similarly?
   (A) They were both highly honored by Aztec priests.
   (B) They were both thought to be the disastrous results of the Binding Up of the Years.
   (C) They were both placed apart from the rest of the community.
   (D) They were both forbidden to put out fires during the Binding Up of the Years.

20. In the article, another definition for **eternal** is
   (A) doomed
   (B) unlikely to succeed
   (C) lasting forever
   (D) temporary
Lesson 8  CONTEXT: People and Places

Introduction. The dominant mountain range on the North American continent is the Rocky Mountains. Many people just call them The Rockies. Map makers may tell you that the Rocky Mountains are officially part of the western mountain system known as the North American Cordillera. Where exactly are the Rocky Mountains? Where are the highest peaks in the range? How old is the range? Who were some early explorers?

The following article answers these questions and gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the article and in the exercise that follows it.

abundant  dramatic  flourish  marvel  satisfy
barrier  establish  inaccurate  numerous  survey
descriptive  extraordinary  irregular  possess  terrain
desirable  feat  leisure  prehistoric  vicinity

The Backbone of North America

Think of the Rocky Mountains as the continent’s backbone. This comparison is descriptive (1) because it creates a picture of a lengthy, solid spine. In fact, the chain stretches for about 3,000 miles from New Mexico, north through the continental United States and Canada, and into northern Alaska. The peaks of the Rocky Mountains form the Continental Divide, which separates the continent’s river systems. The Rockies have an irregular (2) width. For example, the range in Utah and Colorado is as wide as 300 miles across, but the mountains are less than 100 miles wide at the Canadian border.

The Rockies in the United States

The Rocky Mountains in the United States may be divided into four groups. The Southern Rockies range from New Mexico to central Wyoming. Colorado contains the highest and most striking, or dramatic (3), peaks in the Rocky Mountains, with 46 peaks over 14,000 feet high. Mount Elbert (14,433 ft.) near Aspen, Colorado, is the highest peak in the Rockies. The Middle Rockies run from northwestern Colorado and northern Utah to the upper Yellowstone River in Montana, and they include the Teton range. The Northern Rockies begin in southern Idaho and continue to the Canadian border. They contain many glaciers, including the numerous (4) ones in the vicinity (5) of Glacier National Park in Montana. This area even has glaciers that can be reached easily on foot. Finally, the Brooks Range lies across northern Alaska. This range begins where the Canadian Rockies leave off.

For a mountain range, the Rocky Mountains are not old, although they were formed many years before recorded history. They date from the end of the Mesozoic era, about 60 to 70 million years ago. During that prehistoric (6) time, a large upheaval of the earth’s crust created the Rocky Mountains.
Early Inhabitants and Explorers

Many American Indian peoples have lived in the Rocky Mountains, including the Navajo, the Shoshone, and the Ute. Europeans first started exploring the Rocky Mountains during the sixteenth century. That is when Francisco Vásquez de Coronado (1510–1554) of Spain led an expedition in the Southern Rockies. Explorers Meriwether Lewis (1774–1809) and William Clark (1770–1838) traveled the Northern Rockies in 1805 and 1806. Beaver trappers came to the Rockies in the 1820s. In 1830, some of these trappers joined together to establish the Rocky Mountain Fur Company. Setting up this company was an important step in opening the Rockies to settlement. Noted explorer John Charles Frémont (1813–1890) also explored the Rocky Mountains. In Wyoming in 1842, Frémont succeeded in the feat of climbing a 13,745-foot peak. As a result of his accomplishment, the mountain was named Frémont Peak. Frémont held the ranks of lieutenant, major, and finally general in the army. One of his duties was to inspect carefully the lands he explored. Because of Frémont’s survey, the first scientific maps of the West could be created. Before this, any maps of the area would have been inaccurate and often misleading.

As you can imagine, the Rockies at first created a barrier, like a wall of rock, for explorers and settlers going to the Pacific Coast from the east. Over time, however, explorers created trails that cut through the often rugged terrain, or ground. Some of these trails became highway and railroad routes.

The Rocky Mountains are a valuable source of precious metals. The Rockies have yielded much gold, silver, copper, and other minerals that are in high demand. Thus, the mountains have been a desirable destination to fortune seekers.

The Rockies have been equally attractive to tourists. The mountains satisfy tourists by answering their needs for mountain climbing, skiing, hiking, and other leisure activities. Many people come to the Rockies simply to marvel at the scenery. Their amazement is understandable because the Rockies possess some of the most extraordinary, memorable, and spectacular scenery in North America. They also have plenty of wilderness areas—public parks in the Rockies are abundant. Beautiful trees and a variety of animals can be seen there, seeming to thrive and flourish in this region.

EXERCISE

Reading Strategically

Directions. Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. In the article, descriptive refers to something that
   (A) paints a picture
   (B) is lengthy and solid
   (C) is in the Rocky Mountains
   (D) is a backbone

2. Which of the following is an example of the irregular width of the Rocky Mountains?
   (A) The Rocky Mountains are three hundred miles wide at points in Utah and Colorado.
   (B) The Rockies are higher in some places than in others.
   (C) The peaks of the Rocky Mountains form the Continental Divide.
   (D) The Rockies are wider in some places than in others.
3. The writer says that Colorado contains the most **dramatic** peaks in the Rocky Mountains. Here, **dramatic** means
   (A) mountainous
   (B) striking
   (C) populated
   (D) coldest

4. What is the best meaning of **numerous** as used in the second paragraph of the article?
   (A) few
   (B) icy
   (C) many
   (D) some

5. The writer of this article gives a clue to the meaning of **vicinity**. What is the clue?
   (A) The writer relates **vicinity** to Glacier National Park.
   (B) The writer uses the preposition **of**.
   (C) The word **area** follows **vicinity**.
   (D) Information about glaciers follows **vicinity**.

6. You can tell from the article that **prehistoric** means
   (A) before recorded history
   (B) old-fashioned
   (C) something about mountain ranges
   (D) something more than 70 million years old

7. How does the writer let you know that to **establish** a business means to set up a business?
   (A) The writer defines **establish**.
   (B) The writer says that the Rocky Mountain Fur Company was set up in 1830.
   (C) The words **establish** and **setting up** all refer to the beginning of the Rocky Mountain Fur Company.
   (D) Both **establish** and **set up** sound businesslike.

8. All of the following are good definitions for **feat** except
   (A) outstanding accomplishment
   (B) everyday activity
   (C) daring act
   (D) admirable deed

9. John Charles Frémont was assigned to make a **survey** of unexplored lands in order to prepare a map. Making a **survey** of unmapped lands is most similar to
   (A) washing a car before it rains
   (B) looking at a map when lost
   (C) farming in a harsh environment
   (D) researching a report

10. You can tell from the article that **inaccurate** means
    (A) scientific
    (B) not exact
    (C) of little help
    (D) hidden

11. The writer says that the Rocky Mountains created a **barrier** for explorers and settlers headed to the Pacific Coast. To make this point more strongly, the writer says the **barrier** was like
    (A) the Rocky Mountains
    (B) the Pacific Ocean
    (C) rugged ground
    (D) a wall of rock

12. The writer says that explorers cut trails through the rugged **terrain** of the Rockies. Here, **terrain** means
    (A) ground
    (B) railroad line
    (C) highway
    (D) mountain

13. The author writes that the Rockies "always have seemed **desirable** to fortune seekers." Here, **desirable** means
    (A) lucky
    (B) attractive
    (C) frightening
    (D) metallic
14. The author writes, "The mountains satisfy tourists by answering their needs for mountain climbing, skiing, hiking, and other leisure activities." Here, satisfy means to
(A) mountain climb
(B) attract
(C) answer needs
(D) offer leisure activities

15. Which of the following is an example of a leisure activity that is mentioned in the article?
(A) satisfaction
(B) surveying
(C) skiing
(D) fortune hunting

16. To provide a clue to the meaning of marvel, the writer
(A) lists marvel as a leisure activity
(B) links the words marvel and simply
(C) says that it is understandable that people marvel
(D) links the words marvel and amazement

17. What is the best meaning of possess as it is used in the article?
(A) attract
(B) have
(C) answer
(D) need

18. All of the following are good definitions of extraordinary except
(A) out of the ordinary
(B) spectacular and unusual
(C) exceptional
(D) natural

19. The writer calls the public parks abundant. Here, abundant means
(A) spectacular
(B) memorable
(C) plentiful
(D) little

20. All of the following are good definitions for flourish except
(A) dry up
(B) succeed
(C) grow
(D) do well
Lesson 9  CONTEXT: People and Places

Introduction. Sparkling and colorful gemstones are sure attention-getters. Rings, earrings, necklaces, bracelets, and crowns frequently glow with gems. People have worked gems such as diamonds and emeralds into jewelry for thousands of years. When looking at cut and polished gemstones, a person may find it hard to believe that they came out of chunks of rock within the earth.

In the following story, an old jeweler tells an unusual story about his introduction to gems and to his life’s work. The story gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the story and in the exercise that follows it.

<table>
<thead>
<tr>
<th>ambitious</th>
<th>exclaim</th>
<th>knapsack</th>
<th>portrait</th>
<th>solitary</th>
</tr>
</thead>
<tbody>
<tr>
<td>arid</td>
<td>heir</td>
<td>luxurious</td>
<td>reign</td>
<td>transparent</td>
</tr>
<tr>
<td>counterfeit</td>
<td>honorable</td>
<td>oath</td>
<td>relate</td>
<td>wardrobe</td>
</tr>
<tr>
<td>envy</td>
<td>investment</td>
<td>ornamental</td>
<td>request</td>
<td>yacht</td>
</tr>
</tbody>
</table>

The Prince’s Jewels

Believe it or not, you are the first to request (1) that I relate (2) the story of how I became an expert on gems, nature’s most beautiful and prized minerals. Since you have asked politely, I will be happy to tell you the story.

Strangely enough, my interest began years ago aboard a pleasure boat, a yacht (3), in the Mediterranean Sea. The boat was luxurious (4). Of course, anyone would expect it to be fancy and comfortable because it belonged to a prince. He was an heir (5) to a great fortune upon the death of his father, the king.

I was hired as a cabin boy on the yacht and was not much younger than the prince. At the time, I had just been through an arid (6), or unproductive, period in my life. Therefore, all I owned was either on me or in my knapsack (7), a kind of backpack. However, I was an ambitious (8) youth. When the prince realized I was eager to better myself, he offered to help me.

Opportunity Knocks

One day the prince, sunning himself alone aboard the yacht, started talking out loud about his latest investment (9), a rare diamond that he had bought in hopes of selling later for more money. As I listened to the prince, I became jealous. Fortunately, the prince was not aware of my envy (10).

The prince held up the diamond. “Why, I can see right through it. It is absolutely transparent (11),” the prince said. “This is the real thing. It’s not counterfeit (12),” he continued.

Then to my complete surprise, I heard myself exclaim (13), like a child who cries out upon opening a marvelous present, “Sir, it’s the most beautiful stone in the heavens!”

The prince, who had paid little attention to me before, just looked at me thoughtfully for several minutes. It seemed like hours to me.
“Yes,” he said, as if answering himself. “I can see that you admire gems as much as I do. Would you like to learn about them with me?”

“Oh, yes,” I replied.

“Very well,” the prince said, “but you must take an oath (14) promising that you will never use the knowledge of gems for the purpose of creating false jewels. You and I will study diamonds, emeralds, rubies, sapphires, opals, turquoise, agate, jade, topaz, and other gems.”

“With pleasure, sir,” I replied.

A Student of Gems
From that day on, he taught me about gems. He showed me his valuable collection as well as pictures of famous gems.

“The solitary (15) stone in this necklace is a pink sapphire,” he said. “It looks so splendid alone that it doesn’t need any other stones with it. Remember that the sapphire is a type of mineral called corundum.”

He pointed to a picture of the British Imperial State Crown with its famous black ruby. “This ruby would improve any clothes collection, not just the wardrobe (16) of the Queen of England.”

“Such gems may be purely decorative, or ornamental (17), but the world can’t have too much beauty,” the prince added.

The prince showed me a portrait (18) of a beautiful woman. In the picture the woman was wearing the Hope Diamond, which is the largest blue diamond in the world.

Eventually the prince ruled the kingdom, and during this reign (19) I was his personal jeweler. When he died, I opened my own shop.

“I like gems,” the prince once told me, “because they have such natural beauty and strength.”

The prince was a good friend and an honorable (20) man. To show that I felt he was worthy of being greatly respected, I named my jewelry store The Prince’s Gems.

EXERCISE  Reading Strategically

Directions. Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. In this story, request means to
   (A) write formally
   (B) tell a story
   (C) ask politely
   (D) discuss briefly

2. In the story, the writer agrees to relate his tale. Here, relate means to
   (A) tell a story
   (B) ask for something
   (C) be happy
   (D) prize minerals

3. You can tell from the story that a yacht is
   (A) a board
   (B) a huge ocean liner
   (C) a canoe
   (D) a pleasure boat

4. All of these are good definitions of luxurious except
   (A) shabby and poor
   (B) fancy and comfortable
   (C) splendid and fine
   (D) rich and refined

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5. According to the story, the prince is an heir. An heir is someone who
   (A) gives money away
   (B) works for a king
   (C) owns a yacht
   (D) inherits something

6. To give a clue to the meaning of arid, the writer
   (A) compares arid to age
   (B) links arid to the words knapsack and backpack
   (C) links arid to the word unproductive
   (D) contrasts arid with the word ambitious

7. The writer says that all he owned was either on him or in his knapsack. Here knapsack means a
   (A) yacht
   (B) cabin boy
   (C) backpack
   (D) shirt

8. To let you know that ambitious means "eager or desirous," the writer
   (A) was eager to clean cabins for the prince
   (B) remembers that he was poor
   (C) notes that he was younger than the prince
   (D) states that he was eager to better himself

9. According to the story, the rare diamond was an investment because the prince planned to
   (A) resell the diamond at a higher price
   (B) keep the diamond
   (C) give the diamond to the cabin boy
   (D) leave the diamond on the deck in the sun

10. Which of the following is an example of envy in the story?
    (A) The writer was eager to learn all that he could about gems.
    (B) The writer had a jealous reaction to hearing the prince's plan.
    (C) The prince offered to help the writer to better himself.
    (D) The prince intended to sell the gem.

11. In the story, the writer notes that the diamond is transparent. Here, transparent means
    (A) valuable
    (B) clear
    (C) absolute
    (D) real

12. To give a clue to the meaning of counterfeit, the writer
    (A) can see right through the diamond
    (B) says the prince called the gem "the real thing...not counterfeit"
    (C) describes his complete surprise at the sight of such a beautiful gem
    (D) talks about the prince's money

13. When the writer heard himself exclaim in surprise, he was like
    (A) a child who cries out
    (B) a king being crowned
    (C) a person who becomes faint from shock
    (D) a beautiful stone

14. In the story, the prince says, "You must take an oath promising that you will never use the knowledge of gems for the purpose of creating false jewels." Here, to take an oath means to
    (A) devote your life
    (B) promise
    (C) study
    (D) learn about gems
15. You can tell from the story that solitary means
   (A) alone
   (B) favorite
   (C) splendid
   (D) clustered

16. In the story, wardrobe means
   (A) a crown
   (B) a clothes collection
   (C) a picture
   (D) a gem collection

17. The writer uses ornamental when talking about jewels. Here, ornamental means
   (A) useful
   (B) mechanical
   (C) practical
   (D) decorative

18. A portrait is the same thing as
   (A) a beautiful woman wearing jewels
   (B) a blue diamond
   (C) a picture of someone
   (D) a wealthy prince

19. The writer says, "The prince ruled the kingdom, and during this reign, I was his personal jeweler." Here, reign means
   (A) a kingdom
   (B) the childhood of a prince
   (C) the period of time a ruler is in power
   (D) a king's personal jewelry collection

20. The writer calls the prince an honorable man. Here, honorable means
   (A) beautiful, strong, and intelligent
   (B) worthy of being respected
   (C) like a gem
   (D) certain
Lesson 10  CONTEXT: People and Places

Introduction. Japan is a small country composed of four main islands and approximately four thousand smaller islands in the Pacific Ocean. However, it is one of the world’s most important countries. It is highly industrialized and has a large population. What is the Japanese land like? What are Japan’s natural resources?

The following article gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the article and in the exercise that follows it.

appropriate  contribute  exert  import  ordinarily
assume  cultivate  export  inviting  precipitation
boast  disadvantage  gorgeous  luscious  quantity
contrast  eliminate  hearty  occasion  tradition

The Pride of the Japanese

With good reason, the Japanese are proud of their land. One of the things they boast (1) of is the striking variety of Japan’s geographical features. This variety is expressed in the contrast (2) between the snowcapped peak of Mount Fuji and the lowland plains. Mountains, agricultural fields, forests, and a rugged coastline contribute (3) to Japan’s natural beauty. You could say that each adds to the wonder of the Japanese landscape. If you have seen pictures of the country’s magnificent and delightful landscape, you have an idea of how gorgeous (4) and luscious (5) it is.

Do not assume (6) that the Japanese islands are flat just because they contain millions of people and several large cities. The truth is that more than three fourths of Japan is hilly and mountainous. After all, the islands were formed by volcanoes. There are 196 volcanoes in Japan, of which about thirty are active. Ordinarily (7), the volcanoes are not a problem, as significant eruptions are unusual. Japan’s most famous peak, Mount Fuji, looks threatening to some inexperienced hikers. However, it remains inviting (8) to mountain climbers who are enthusiastic, strong, and hearty (9).

Unique Farming Methods
The hills might be considered a disadvantage (10) for farmers. Instead, Japanese farmers have been able to make the land an asset rather than a drawback. Today’s farmers still cultivate (11) the hillsides for growing crops in the same way that their ancestors prepared the land. They create terraces, or level surfaces, along the hillsides to hold the soil. The terraces also help hold water that runs down the hills. In the mountains, there is a great deal of rain and snow. This precipitation (12) enables rice, one of Japan’s major crops, to grow. The annual rice festival is a big occasion (13) in rice-farming communities. This special event takes place in June or July.

Another of Japan’s striking natural features is its forests. About half of Japan is covered with
trees. Japan has a good timber industry. However, the Japanese are careful not to eliminate all of their forests. To keep their forests from disappearing, they limit the cutting of trees.

Japanese Trade
Although it has many natural resources above ground, Japan does not have a large quantity of mineral deposits below ground. For example, the amount of iron ore in Japan is small. As a result, Japan must rely on other countries and import from them quite a few natural resources, such as iron ore. Many of these resources are necessary for Japan’s huge export trade.

Japan sells such products as motor vehicles, steel, and electronics to other countries.

In a discussion of Japan’s natural treasures, it is suitable, or appropriate, to mention the country’s coastline. The eastern shore is especially rugged and beautiful. In the picturesque coastal villages, people carry on a noble, vital tradition of fishing the ocean around Japan. However, many of the people improve upon the custom of fishing by using modern techniques to catch the fish. In general, due to the effort that the Japanese put forth, or exert, to balance the time-honored with the new and improved, Japan is one of the world’s success stories.

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**EXERCISE**

**Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. Which of the following is an example of something that the Japanese boast of?
   (A) They boast of the false notions outsiders have about Japan.
   (B) They boast of the large cities in Japan.
   (C) They boast of the lack of flat land to farm.
   (D) They boast of the striking variety of Japan’s natural features.

2. To give a clue to the meaning of contrast, the writer
   (A) uses a high mountain and a low plain as an example of contrast
   (B) links contrast to the word snowcapped
   (C) says that anyone who has seen a picture of a Japanese landscape knows how gorgeous Japan is
   (D) says that the Japanese are proud of their land

3. In the article, contribute means to
   (A) take from
   (B) add to
   (C) say to
   (D) see clearly

4. By calling the landscape gorgeous, the writer is saying that the landscape is
   (A) flat
   (B) hilly
   (C) magnificent
   (D) rugged

5. In the article, another definition for luscious is
   (A) natural
   (B) pretty
   (C) pleasing the senses
   (D) mountainous and rocky
6. What is the best meaning of **assume** as used in the second paragraph of the article?
   (A) It means to be surprised.
   (B) It means to deny.
   (C) It means to hope.
   (D) It means to suppose.

7. How does the writer let us know that **ordinarily** means “usually”?
   (A) The writer says that thirty of Japan’s 196 volcanoes are active.
   (B) The writer implies there is a problem with the number of volcanic eruptions in Japan.
   (C) The writer predicts an eruption.
   (D) The writer says that significant eruptions of Japan’s active volcanoes are not usual.

8. All of the following are good definitions of **inviting** except
   (A) threatening
   (B) highly attractive
   (C) tempting
   (D) interesting

9. To give a clue to the meaning of **hearty**, the writer
   (A) says Mt. Fuji can be threatening to some hikers
   (B) says that Japan’s mountains are a disadvantage to farmers
   (C) links hearty to the words enthusiastic and strong
   (D) relates hearty to the word famous

10. Japan’s hills have not been a disadvantage to Japanese farmers because the farmers
    (A) have put down their hoes and started a thriving tourist industry on the mountainsides
    (B) have stopped farming the land the way that their ancestors did
    (C) have realized that the mountains are a drawback and now farm only on the lowland plains
    (D) have been able to keep the land from being a drawback through creative farming techniques

11. To **cultivate** land for growing crops as described in the article is most similar to
    (A) hiking in the mountains
    (B) harvesting a field of wheat
    (C) putting the icing on a cake
    (D) preparing a canvas for painting

12. The author says that **precipitation** allows rice to grow in the mountains. Here, precipitation means
    (A) crops
    (B) hills and mountains
    (C) rain and snow
    (D) dry land
13. The author writes, "The annual rice festival is a big occasion in rice-farming communities." Here, occasion means
(A) a special event
(B) a major crop
(C) people looking forward
(D) something solemn

14. How are the Japanese careful not to eliminate the trees of their forests?
(A) They do not allow a timber industry to exist.
(B) They keep the forests looking strikingly beautiful.
(C) They cut down more trees than they need.
(D) They do not overcut the trees.

15. The writer states, "Japan does not have a large quantity of mineral deposits below ground." Here, quantity means
(A) a mineral
(B) an amount
(C) a resource
(D) iron ore

16. The writer says that Japan relies on other countries and imports many natural resources. Here, import means
(A) to send to other countries
(B) to have no natural resources
(C) to bring in from other countries
(D) to buy only iron ore

17. You can tell from the article that to export something is to
(A) produce it
(B) bring it in from abroad
(C) send it abroad
(D) produce steel from iron ore

18. In the last paragraph of the article, appropriate means
(A) suitable
(B) lucky
(C) to be beautiful
(D) to take

19. The author writes that the Japanese "carry on a noble, vital tradition of fishing the ocean around Japan." Here, tradition means
(A) ocean fishing
(B) custom
(C) treasure hunt
(D) improvement

20. The writer discusses the effort the Japanese exert to balance the time-honored and the new. Here, exert means
(A) work
(B) maintain strongly
(C) put forth
(D) desire
Lesson 11  CONTEXT: Ecology and Environment

Introduction. Where did you first hear about environmental issues? It may have been from your parents or a teacher, or from newspapers or television news reports. You also may have been exposed to environmental concerns from the picture books you read or had read to you as a child.

The following essay gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the essay and in the exercise that follows it.

- appreciate
- conscience
- genuine
- mammoth
- theme
- braille
- doubtless
- inform
- plot
- urge
- campaign
- entertain
- inspiration
- reduction
- visual
- characteristic
- furious
- juvenile
- text
- widespread

Environmental Literature for Kids

A sense of right and wrong about the environment may not begin at birth, but it can begin to grow shortly afterward. Such a sense is called a conscience (1). For many years, publishers of juvenile (2) literature have done their share to spread the save-the-environment message to their young readers. The best of these books inform (3), or tell, about specific problems and entertain (4) by amusing and interesting their readers.

Bill Peet, a former artist for the Disney Studios, wrote and illustrated Farewell to Shady Glade in 1966. The book has become an environmental classic for young readers. The story line, or plot (5) of the story, is built around various animals that are forced to leave their beloved Shady Glade because it is being destroyed by huge, mammoth (6), monster-like machines.

Another early environmental spokesperson for young readers was Theodor Seuss Geisel, also known as Dr. Seuss (1904–1991). In 1971, Dr. Seuss wrote The Lorax. In this book, an unusual creature called the Lorax begins a campaign (7) against environmental pollution. As part of its plan, the Lorax says that the trees cannot speak for themselves, so he must speak for them. He stands on a tree stump and shouts angrily and loudly. He is furious (8) about the effects of pollution on the Truffula Trees, the Humming Fish, the Swomee Swans, and the Brown Bar-ba Loois. Young readers appreciate (9) the Lorax’s colorful world, and they also value his message.

Twenty years later, author-illustrator Lynne Cherry also speaks for the trees in her book The Great Kapok Tree. Her written text (10) and the paintings that go with it focus on the preservation of the Amazon rain forest. Cherry went to the rain forest of Brazil to research her illustrations of plants, animals, and insects. The book features maps showing the original area covered by the world’s rain forests and the much smaller area that the rain forests cover today. This reduction (11) of trees alarms environmentalists.

The Great Kapok Tree is a visual (12) treat. However, it is more than just pleasing to look at. Its message is timely and important. The book features various animals that urge (13) a man not...
to chop down a great kapok tree. Each of their attempts to convince the man tells the reader something about the relationships among the plants and animals of the rain forest.

One of today's foremost authors and illustrators of picture books, Chris Van Allsburg, also tackles the environmental problem. His book Just a Dream (1990), deals with environmental concerns in a mysterious manner characteristic (14), or typical, of Van Allsburg's style. In Van Allsburg's story, a young boy named Walter litters, does not believe in sorting trash to recycle, and makes fun of planting trees for future generations. One night, though, Walter has a dream about a future time when the earth is ruined by widespread (15) pollution. The thought of pollution covering a large area of the planet sincerely concerns Walter. As a result, he wakes up with a genuine (16) feeling of responsibility toward the environment. The idea of taking responsibility for the environment is central to the book. It is a theme (17) that is timely and that deserves our attention.

It is doubtless (18) that these books and others about the environment have reached thousands of young readers. The number of these books that have been sold proves that their audience is large. The books certainly have been an inspiration (19) for many readers by influencing their lives and pushing them towards new ideas. In addition to regular English editions, some juvenile books also are available in other languages and in special editions such as braille (20), a system of writing for the visually impaired.

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**EXERCISE**

**Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the vocabulary words in the selection.

1. To provide a clue to the meaning of conscience, the writer
   
   (A) tells us that many books for young readers deal with the environment
   (B) tells us that a conscience is a sense of right and wrong
   (C) tells us that a conscience develops early in a child's life
   (D) tells us that a conscience is damaging to the environment

2. To let us know that juvenile may mean “suitable for young people,” the writer
   
   (A) links juvenile to literature
   (B) links juvenile to birth
   (C) links juvenile literature to the word young readers
   (D) links juvenile to books about the environment
3. The writer explains that the best books inform their readers. Here, inform means to
(A) amuse
(B) entertain
(C) tell
(D) worry

4. You can tell from the article that entertain means to
(A) inform
(B) amuse and interest
(C) have a conscience
(D) publish

5. What is the best meaning of plot as used in the second paragraph of the article?
(A) children’s literature
(B) building
(C) large animal
(D) story line

6. In the second paragraph of the article, mammoth means
(A) huge
(B) destructive
(C) noisy
(D) green

7. To provide a clue to the meaning of campaign, the writer
(A) identifies it as personal
(B) relates it to the environment
(C) refers to it as a plan
(D) is against it

8. The author writes that the Lorax “is furious about the effects of pollution on the Truffula Trees, the Humming Fish, the Swomee Swans, and the Brown Bar-ba Loots.” Here, furious means
(A) loud
(B) standing on a tree stump
(C) very angry
(D) interested in pollution

9. The writer says that young readers appreciate the Lorax’s message as well as his colorful world. Here, appreciate means
(A) readers
(B) message
(C) dislike
(D) value

10. The author writes, “Her written text and the paintings that go with it focus on the preservation of the Amazon rain forest.” Here, text means
(A) written part of book
(B) preservation
(C) illustrations and drawings
(D) book cover

11. To let us know that reduction means “the amount by which something is made smaller,” the writer
(A) hints that the rain forests are near extinction
(B) links the reduction of trees and land to the shrinking area of the rain forest
(C) says that the reduction of trees is due to environmentalists
(D) says that Lynne Cherry’s book features maps

12. You can tell from the article that visual means
(A) timely and important
(B) foremost
(C) connected with sight
(D) having to do with

13. All of the following are good definitions of urge except
(A) convince
(B) persuade politely
(C) ask earnestly
(D) force
14. The writer uses **characteristic** to describe Chris Van Allsburg’s mysterious manner of writing because
(A) a mysterious manner is typical of his writing
(B) everyone’s manner is mysterious
(C) no one understands his books because they are very mysterious
(D) his manner is usually never mysterious

15. Walter, the hero of Chris Van Allsburg’s *Just a Dream*, dreams of **widespread** pollution that poisons the planet. Here, **widespread** means
(A) a map of a large area
(B) covering a large area
(C) separated from a large area
(D) devastated

16. Which of the following is the most likely reason that Walter’s feeling of responsibility toward the environment is genuine?
(A) He didn’t believe that **widespread** pollution was a real concern.
(B) He woke from a troubled sleep.
(C) His dream made him sincerely concerned about it.
(D) He did not remember why his dream worried him.

17. The author says that taking responsibility for the environment is a theme of Van Allsburg’s *Just a Dream*. Here, **theme** means
(A) commitment
(B) haunting vision
(C) timely
(D) main idea

18. According to the article, why is it **doubtless** that books about the environment have reached many readers?
(A) Only foreign language editions have sold well.
(B) Book sales prove that the books have a large audience.
(C) Book sales show that not many people are interested in the books.
(D) Many people are **doubtful** that books can help save the environment.

19. In the last paragraph of the article, **inspiration** means
(A) a timely vision
(B) a deep breath of air
(C) a positive influence
(D) books

20. The best meaning of **braille** as used in the article is
(A) writing for the visually impaired
(B) writing for young readers
(C) writing for non-English-speaking people
(D) writing for all students
Lesson 12  CONTEXT: Ecology and Environment

Introduction. Sarah Cynthia Sylvia Stout, a character in a poem by Shel Silverstein, ran into problems because she would not take the garbage out. Today, the whole planet is running into problems because there is too much garbage to take out. How much garbage is there? What can be done?

The following article gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the selection and in the exercise that follows it.

adjust  corporation  foul  issue  remedy
applaud  disgust  guidance  merchandise  revolution
ballot  dissolve  hazard  persuade  temporary
candidate  employer  inexpensive  protest  villain

The Garbage Glut

Have you ever walked past a trash can on the street and noticed a foul (1) dirty, or rotten smell? The awful smell came from garbage.

Does the sight of litter and trash in the streets, along highways, and in public parks disgust (2) you? It sickens most people.

Garbage, Garbage, Everywhere
Do you worry about what eventually will happen to all the merchandise (3) in the stores? Much of the goods bought and sold in stores will end up as garbage.

We all produce garbage. It will not go away. Garbage lasts a long time; it is not a temporary (4) problem.

The issue (5) of garbage is part of a broader question that has to do with people's attitudes toward the environment. This question is finally being addressed. A revolution (6) is taking place in the way people think about garbage. Many people have completely changed their lifestyles in order to create less garbage. Many of these people have also tried to persuade (7) others to do the same. Have you been talked into reducing your garbage output?

Some eye-opening statistics may help convince you. It is estimated that each person in the United States discards an average of about four pounds of garbage every day. Such activity is not criminal, but it makes every person a villain (8) in the fight against garbage. An average family may throw away more than two tons of garbage a year. Most of this trash goes to overcrowded landfills where much of it will not break up for many years. For example, nonrecyclable plasolics will take almost forever to dissolve (9). Some of the garbage is toxic. There is a risk that a toxic material will get into the soil and water and create dangers for humans. Therefore, toxic garbage can become a hazard (10) to the environment and public health.

What You Can Do
What can you do? There are many ways you can help remedy (11) or relieve the garbage problem:
• First, change your own habits so that you produce less garbage. Recycle all that you can.
including paper, cardboard, glass, cans, and aluminum. You can also recycle clothes, food, and many other items around your home. Get used to reusing what you can. If you adjust (12) in this way, your changes can make a big difference.

- Talk to people about the need to recycle and not throw away so much garbage. Most people want to help. They just need advice, or guidance (13).
- Urge people to support a candidate (14) running for public office who has a concern about the environment and will work for improved recycling programs. When a person votes, his or her ballot (15) should count for the environment.
- Ask each adult you know if his or her place of employment has a recycling program. If not, urge the adult to talk to his or her employer (16) about beginning one. If the boss is worried that such a program may cost too much, explain that the program can be inexpensive (17) and easily organized. Check with a local or state recycling program for details.
- If a local company is a big garbage producer, challenge that corporation (18) to recycle. The people that own and work for a company usually will listen to concerned citizens.
- Write letters of protest (19) if you object to a company's overuse of packaging or the packaging of products in nonrecyclable containers.
- Be sure to let individuals or companies that do a good job with garbage know that you applaud (20) and approve of their efforts.

**EXERCISE**

**Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. The writer of the article wonders if you have ever walked past a trash can and noticed a foul smell. Here, foul means
   (A) pleasant and cheery
   (B) silly
   (C) rotten or awful
   (D) delicious

2. All of the following are good definitions of disgust except to
   (A) cause a feeling of excitement
   (B) sicken
   (C) produce a feeling of distaste
   (D) make ill or repulse

3. To give a clue to the meaning of **merchandise**, the writer
   (A) links **merchandise** to goods bought and sold
   (B) uses the synonym **garbage**
   (C) disapproves of **merchandise**
   (D) notes that people throw away **merchandise**

4. The writer reminds us that the garbage problem is not **temporary**. Here, **temporary** means
   (A) lasts a long time
   (B) does not last a long time
   (C) gigantic
   (D) will never go away

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5. The writer explains that the issue of garbage is part of a broader question. Here, issue means
   (A) garbage
   (B) a publication
   (C) an attitude
   (D) a question

6. You can tell from the article that revolution means
   (A) a complete change
   (B) the environment
   (C) many people
   (D) time when no change takes place

7. To give a clue to the meaning of persuade, the writer
   (A) hints that to persuade is to bring about revolution
   (B) links persuade to our throwaway society
   (C) connects persuade to creating less garbage
   (D) asks if you have been talked into producing less garbage

8. The writer uses villain to describe people who throw away too much trash. Here, villain means
   (A) hero
   (B) fighter
   (C) do-gooder
   (D) wrongdoer

9. To let you know that dissolve means to break up or melt, the writer
   (A) notes that trash in landfills takes a long time to break up
   (B) hints that plastics are filling up landfills
   (C) thinks that our system of recycling is breaking down
   (D) explains that melting plastic is the best way to recycle it

10. Which of the following is an example of a way that toxic garbage can be a hazard?
    (A) Toxic garbage is easy to store.
    (B) People are learning to produce less toxic garbage.
    (C) Toxic garbage can get into the water supply.
    (D) Toxic garbage can be recycled.

11. You can tell from the article that remedy means to
    (A) worsen
    (B) relieve
    (C) ignore
    (D) emphasize

12. To let us know that adjust may mean “to change in order to correct,” the writer
    (A) lists several ways people can make a difference by changing their habits
    (B) tells what can and cannot be recycled
    (C) wants to make a difference
    (D) says people should throw away everything now before the landfills are closed

13. In the article, another word for guidance is
    (A) need
    (B) hope
    (C) advice
    (D) people

14. In the article, a person who is a candidate is
    (A) elected
    (B) running for public office
    (C) concerned about the environment
    (D) not interested in what people say
15. The author writes, “When a person votes, his or her ballot should count for the environment.” Here, ballot means
(A) opinion
(B) experience
(C) vote
(D) dislike

16. The writer uses employer when talking about the place one works. Here, employer means
(A) place
(B) recycler
(C) friend
(D) boss

17. In the article, a program that is inexpensive
(A) is too expensive
(B) is not easily organized
(C) is not possible
(D) does not cost a lot

18. You can tell from the article that corporation means
(A) a garbage producer
(B) the people that own and work for a company
(C) a group of concerned citizens who organize to make changes in a company’s policies
(D) people who listen to citizens’ comments

19. Which of the following is the most likely reason that you would write a letter of protest to a company?
(A) You agree with the company’s policies and want to encourage it to continue on the same track.
(B) You want to know more about the company’s policies.
(C) You object to the company’s policies.
(D) You want to apply for a job with the company.

20. You can tell from the article that applaud means to
(A) approve
(B) dislike
(C) distrust
(D) envy
Lesson 13 | CONTEXT: Ecology and Environment

Introduction. You do not have to leave the city to appreciate and defend nature. Some people do, however. Some people move to the country or to the woods so they can experience more of nature firsthand. They also want to be where they can help protect nature from pollution and destruction.

The following selection tells about a remarkable woman who decided to move to the woods. The selection allows you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the selection and in the exercise that follows it.

absorb | debt | mourning | rebel | self-respect
---|---|---|---|---
amateur | duplicate | offense | regret | simplify
complaint | intrusion | omit | resident | sympathy
cooperate | keen | privacy | security | tension

Goodbye to the City

Anne LaBastille needed to get away. She wanted to escape the strain of city life and the tension (1) caused by the demands people made on her. She felt the need to rebel (2) against the control of the city. She also wanted to resist the control that other people had over her life. In other words, she wanted a less complicated way of living. To simplify (3) her life, she decided to go to the woods to live. This may seem like an extreme response, but it made sense to LaBastille, a wildlife ecologist. (An ecologist is a biologist who studies the relationship between living things and their environment.) She built a cabin by Black Bear Lake and another one by Lilypad Lake in the Adirondack Mountains of northern New York.

Walden Revisited
Her popular books, including Woodswoman and Beyond Black Bear Lake, reveal no troubled feeling, or regret (4), about her lifestyle. She clearly is in sympathy (5) with Henry David Thoreau, the American writer and naturalist who went to live alone with nature at Walden Pond in the 1800s. This shared understanding is clear to anyone who has read Thoreau’s classic work, Walden.

LaBastille built her first log cabin at Black Bear Lake in the mid-1970s. She named the cabin West of the Wind. She enjoyed exploring the woods and lakes, day and night. She felt that she was a resident (6) not only of her cabin but also of the woods. She considered the woods her home. LaBastille also enjoyed serving as a guide to visitors. She especially liked helping women gain a sense of personal worth, of self-respect (7), through camping and backpacking experiences.

Because she lived and worked in nature, nature came to absorb (8) all of LaBastille’s time. It took up her attention completely both in relaxing and in working. She soon began sharing her sharp, enthusiastic, and keen (9) insight into nature by writing books and articles for such magazines as National Geographic. Readers could tell that she was a professional, not an amateur (10), ecologist.
Trouble in Paradise

However, advancing civilization started interrupting LaBastille’s peaceful life at Black Bear Lake. One type of intrusion (11) was the people who kept making demands on her personal life. As a result, it became increasingly difficult for LaBastille to keep her privacy (12). She found that security (13), even in the woods, became a concern. For example, she had to lock the cabin doors at night.

Another intrusion into LaBastille’s peaceful life came from the sky. The ecologist became extremely concerned about acid rain in the Adirondacks. She voiced her complaint (14), or protest, through her writings. Because she knew that people everywhere must work together to prevent acid rain, she urged all nations to cooperate (15) to stop acid rain. She also considered the spraying of chemicals by airplanes an offense (16) against nature and joined with other Black Bear Lake residents to stop the harmful practice.

Perhaps to escape the creeping advance of civilization, LaBastille decided to build a cabin deeper in the woods in 1984. LaBastille recognized that she owed Thoreau thanks for his inspiration. So she paid her debt (17) by naming her new cabin, which was on Lilypad Lake, Thoreau II. However, the new cabin was not a copy of or a duplicate (18) of Thoreau’s cabin. LaBastille’s cabin was smaller than Thoreau’s. To her cabin, Thoreau had added a root cellar in which to store food. LaBastille, however, did not want a root cellar: she chose to omit (19) it from her design.

Unlike Thoreau, LaBastille did not live completely alone. She had the companionship of her devoted Pitzi, a German shepherd. German shepherds are great companions for women living alone in the woods. LaBastille writes. Pitzi lived with LaBastille during her first years at Black Bear Lake. LaBastille grieved when Pitzi died. However, following a period of mourning (20) for Pitzi, she got two other German shepherds, Condor and Chekika.

**EXERCISE**

**Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. To give a clue to the meaning of tension, the writer
   (A) compares it to modern life
   (B) says it is caused by wildlife
   (C) links it to strain
   (D) says that ecology is the study of tension in modern life

2. The writer explains that Anne LaBastille felt the need to rebel against the control of the city. Here, rebel means
   (A) to agree
   (B) to resist
   (C) to control
   (D) to escape

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3. Which of the following is a reason that Anne LaBastille wanted to simplify her life?
(A) She had always wanted to live in the woods.
(B) Her life had become too complicated.
(C) She was a wildlife ecologist.
(D) Her life was no longer difficult enough.

4. The best meaning of regret as used in the article is
(A) a happy feeling
(B) a change in lifestyle
(C) a troubled feeling
(D) looking forward hopefully

5. You can tell from the article that sympathy means
(A) shared feeling or understanding
(B) resentment toward naturalists
(C) disagreement
(D) partnership

6. Which of the following is a reason that LaBastille felt that she was a resident of the woods?
(A) She was a hermit.
(B) She owned the woods.
(C) She never felt as safe in the woods as she did inside her cabin.
(D) She felt that the woods were her home.

7. In the third paragraph of the article, self-respect means
(A) selfishness
(B) a sense of personal worth
(C) a sense of loneliness
(D) the ability to survive in the wilderness

8. Which of the following is an example of the way that nature came to absorb LaBastille's time?
(A) LaBastille tried to get away from nature in her free time.
(B) LaBastille could not relax even when she was not working.
(C) It was clear that LaBastille was a professional ecologist.
(D) Nature took up all of LaBastille's attention, both off work and on.

9. All of the following are good definitions of keen except
(A) leisurely
(B) enthusiastic
(C) piercing
(D) sharp

10. The author writes, "Readers could tell that she was a professional, not an amateur, ecologist." Here, amateur means
(A) not professional
(B) professional
(C) young
(D) old

11. Which of the following is an example of an intrusion that bothered LaBastille?
(A) People made demands on her personal life.
(B) LaBastille never had any visitors and became lonely.
(C) LaBastille found that she could not control her temper around visitors.
(D) The people of Black Bear Lake wished that LaBastille would keep to herself.
12. Which of the following is the most likely reason that LaBastille could not keep her privacy?
   (A) She became lonely.
   (B) She did not like living in the public eye.
   (C) People frequently came to visit her.
   (D) Someone stole it when she left her door unlocked.

13. How does the writer let you know that security may mean “protection” or “safety”?
   (A) The writer compares the word to a secret.
   (B) The writer says security was a concern.
   (C) The writer talks about Thoreau.
   (D) The writer points out the need to lock cabin doors.

14. The writer says that LaBastille voiced her complaint about acid rain through her writing. Here, complaint means
   (A) praise
   (B) concern
   (C) protest
   (D) commitment

15. You can tell from the article that cooperate means to
   (A) protest
   (B) work together
   (C) complain
   (D) fight

16. The author writes that LaBastille “considered the spraying of chemicals by airplanes an offense against nature.” Here, offense means
   (A) protective measure
   (B) harmful action
   (C) natural purpose
   (D) agreement

17. The writer says that LaBastille paid her debt to Thoreau by naming her second cabin after him. Here, debt means
   (A) a mortgage payment
   (B) a copy of an original
   (C) a rent payment
   (D) something that is owed

18. Thoreau II, says the author, “was not a . . . duplicate, of Thoreau's cabin.” Here, duplicate means
   (A) a payment for a debt
   (B) something that is larger
   (C) a copy
   (D) something that is smaller

19. Choosing to omit a root cellar from the design of a house is most similar to
   (A) choosing to put a paragraph back in an essay
   (B) choosing to leave a paragraph out of an essay
   (C) choosing to rewrite a paragraph of an essay
   (D) choosing to publish an essay in a school newspaper

20. The writer notes that after a period of mourning, LaBastille got two other dogs. Here, mourning means
   (A) grieving
   (B) peace
   (C) before noon
   (D) looking for
Lesson 14 CONTEXT: Ecology and Environment

Introduction. The world's largest land animals—elephants—are in trouble. Both the African elephant and its slightly smaller relative the Indian elephant are on the endangered species list. Why are they in trouble? What is being done to help the elephants?

The following essay gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the essay and in the exercise that follows it.

- benefit
- captivity
- decrease
- eavesdrop
- migrate
- obvious
- prey
- prohibit
- provoke
- reckless
- resemble
- responsibility
- severe
- suburbs
- survival
- threat
- tragedy
- unfortunate
- unite
- vocal

Elephants in Danger

Elephants are big (an African elephant can stand thirteen feet tall), but a little tender, loving care still can benefit (1), or help, them. In fact, many people and governments have realized what a tragedy (2) it would be to lose all of the world's elephants. This disaster probably will not occur. New laws and plans are helping to keep elephants alive. As a result, the species' chances of survival (3) may be improving.

The Ivory Trade

Perhaps you have seen pictures of a killing of a herd of elephants. Irresponsible, uncaring, and reckless (4) people have wiped out whole elephant herds because they wanted ivory tusks to sell. The ivory trade was a major reason for the decrease (5) in the numbers of elephants in both Africa and Asia. For example, the estimated population of African elephants went from 1,300,000 in 1979 to 600,000 in 1989. The sudden decline would provoke (6), or cause, lawmakers to make changes. New laws have been passed that prohibit (7) the killing of elephants for their tusks. These laws forbidding the wasteful killing are a positive development. It is unfortunate (8) however, that elephants still are hunted as prey (9) by illegal hunters. The unlucky elephant is still a victim of hunters who disobey the law.

A new and harsher threat (10) to the elephants is from increasing human populations in Africa and Asia. This possible danger is, in fact, the most severe (11) one facing elephants. People are taking more and more of the elephants' grazing lands for new developments. The elephants' homes are being destroyed to make room for suburbs (12), towns on the edges of cities. Some countries have recognized their responsibility (13), or obligation, to the elephants. These countries have made it their duty to create protected wildlife parks. Elephants, like humans, need enough land to maintain their societies and families. Elephants need plenty of land because they migrate (14), moving from place to place in search of food.

Zoos also help to save the elephants, but their role is small. Many animals do not act the same in confined areas as they do in the wild. The Indian
elephant, for example, rarely reproduces in captivity (15). Even the most modern zoo is not an adequate substitute for the elephant’s natural environment.

**Speaking Out to Help the Elephant**

Increased public awareness about the nature of elephants also is important. The more people know and care about the elephant, the more vocal (16) they should become. Speaking out is an important step in the efforts to save the elephants. We already know that elephants resemble (17) humans in some ways. They may be even more similar to us than we know. It is obvious (18) that elephants are intelligent and sensitive. It is also clear that they have a strong sense of family. They seem to feel many emotions. Some people have seen elephants cry. Just imagine what we might discover if we could listen in, or eavesdrop (19), on a conversation among elephants. Don’t you think people should unite (20) and, by working together, save these creatures?

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**EXERCISE** **Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. You can tell from the article that if we benefit the elephants, we ____ them.
   (A) like
   (B) adjust
   (C) help
   (D) stand by

2. The author writes, “Many people and governments have realized what a tragedy it would be to lose all of the world’s elephants.” Here, tragedy means
   (A) relief
   (B) comedy
   (C) plan
   (D) disaster

3. To provide a clue to the meaning of survival, the writer
   (A) speaks of having a plan
   (B) refers to keeping the elephant species alive
   (C) refers to having a disaster
   (D) tells about governments making new laws

4. To give a clue to the meaning of reckless, the writer
   (A) describes people and elephants
   (B) uses reckless in a sentence with the words wiped out
   (C) places reckless in a series with the words irresponsible and uncaring
   (D) refers to whole herds

5. Which of the following is an example of a decrease that is mentioned in the article?
   (A) The elephant population dropped between 1979 and 1989.
   (B) The writer mentions two different years.
   (C) The amount of elephants’ grazing land taken for development has risen.
   (D) The writer includes the detail of the number of tons of ivory sold.
6. In the article, **provoke** means
   (A) attack
   (B) cause
   (C) encourage
   (D) want

7. In the article, **prohibit** means to
   (A) be legal
   (B) forbid
   (C) allow at certain times
   (D) relate to elephants

8. All of these are good definitions of
   **unfortunate except**
   (A) unfavorable
   (B) not fortunate
   (C) unlucky
   (D) positive

9. The best meaning of **prey** as used in the article is
   (A) someone who hunts illegally
   (B) someone who hunts elephants
   (C) something that is hunted
   (D) to weigh heavily on someone

10. You can tell from the article that **threat** means
    (A) a possible danger
    (B) a population
    (C) an elephant
    (D) a fact

11. Another word that means nearly the same thing as **severe** is
    (A) kind
    (B) threatening
    (C) increasing
    (D) harsh

12. The writer explains that the elephants' land is being destroyed to make room for **suburbs**. Here, **suburbs** means
    (A) towns built outside of cities
    (B) underground
    (C) homes for elephants
    (D) built on elephants' grazing grounds

13. The writer uses **responsibility** when talking about some countries' obligations to elephants. Here, **responsibility** means
    (A) emotion
    (B) duty
    (C) recognition
    (D) laws

14. To give a clue to the meaning of **migrate**, the writer
    (A) describes in great detail the elephants' diet
    (B) notes how elephants move from place to place
    (C) explains that elephants need a lot of sleep
    (D) describes the life of elephants that live in zoos

15. In the article, **captivity** means
    (A) outside a zoo
    (B) inside a zoo
    (C) the natural environment of free, wild animals
    (D) behavior of zoo animals

16. The author writes, "The more people know and care about the elephant, the more **vocal** they should become." Here, **vocal** means
    (A) outspoken
    (B) worried
    (C) publicly aware
    (D) written
17. The writer uses resemble to explain how elephants are like humans. Here, resemble means to
   (A) know
   (B) have more
   (C) be larger than
   (D) be similar to

18. The best meaning of obvious as used in the article is
   (A) difficult to see
   (B) clear
   (C) just like an elephant
   (D) senseless

19. Eavesdrop in this article means to
   (A) join in
   (B) sit in
   (C) listen in
   (D) talk like elephants

20. Which of the following is an example of how people can unite to save the elephant?
   (A) People can listen in on elephants’ conversations.
   (B) People can work hard to save the elephant.
   (C) People can work together to save the creatures.
   (D) People can be similar to the elephant.
Lesson 15 | CONTEXT: Ecology and Environment

Introduction. You may have thought concerns about the environment and ecology started in this century. They did not, however. Many early voices of warning came during the nineteenth century. Some of these were from American Indians who loved the land.

The following letter gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the letter and in the exercise that follows it.

anthem  compliment  hesitate  pollute  reservoir 
apologize  courteous  impatience  promotion  specify 
apPLICATION  engage  justify  qualify  superior 
associate  frantic  nominate  rehearsal  toxic

Dear Cara,

I wish you could have been at my school's Earth Day celebration this year. Last year's event was good but ordinary. By contrast, this year's celebration was far superior (1). My teacher asked if she could nominate (2) me as chairperson of the celebration. Deep down, I was unsure whether I wanted to be named to the position. I did not hesitate (3) in giving my answer, though. I agreed to accept the position without delay.

Why? It occurred to me that we could use Earth Day to honor one of my heroes, Chief Seattle (1790–1866). Have you heard of him? He was a chief of the Suquamish and the Dwanish nations in the Pacific Northwest in the 1800s. We can still find many applications (4) today for Chief Seattle's words about the environment, which were made before most people had thought about the dangers of toxic (5), or poisonous, wastes that pollute (6) and damage the waters and air. As a result, my committee and I decided to put his words to use during the Earth Day celebration. People were encouraged to think about the environment when they heard Chief Seattle's words. Everyone really responded well. Because it furthered our cause, I feel that the theme, Chief Seattle Talks About the Earth, was a successful promotion (7).

I think the following quotations will justify (8) my admiration of Chief Seattle. See if they aren't reason enough for you.

• "The air is precious. It shares its spirit with all the life it supports."

• "The earth is our mother. Whatever happens to the earth happens to the man."

• "What is man without the beasts? . . . Whatever happens to the beasts also happens to the man."

Chief Seattle was a brave and noble leader. He also was courteous (9). The quotations above show his politeness and grace. He spoke these gentle words to United States officials who wanted to buy the land of his defeated people.

For Earth Day, some students wrote a sentimental song about Chief Seattle. Others used the chief's words to compose an anthem (10) to his ideas. This song of devotion to Chief Seattle was very moving.
Another group wrote and performed a short play about Chief Seattle. The play was not going well until the final rehearsal (11) the play finally began to work. The actors represented a variety of animals, such as eagles, wolves, deer, bears, and horses. In the play, each of these animals was an associate (12) of Chief Seattle's at his meetings in Washington, D.C. They joined with him to tell about the earth. Using the animals was a clever idea of the writer, a friend of mine. I gave her a compliment (13) after the play, and I truly meant the praise.

As portrayed in the play, Chief Seattle showed no impatience (14) with government officials. He was calm and did not seem to mind the endless government delays and interruptions. As a result, no one ever viewed him as frantic (15). He had a large supply, a reservoir (16), of strength as he urged his listeners to respect the land of his ancestors.

Chief Seattle did not define, or specify (17), exactly what people should do to protect the environment. However, he asked people to love and preserve the land, water, and air “for your children’s children.”

His ideas definitely would qualify (18) him as one of the country’s first and greatest environmental spokespersons. Don’t you think he would be fit for such a position? If he were alive today, Chief Seattle surely would engage (19), or join, in Earth Day celebrations.

Well, I’m sorry my letter is so long! Therefore, I do apologize (20). I thought you would be interested in Chief Seattle, though. I hope to hear from you soon.

Sincerely,

Kevin

---

**EXERCISE**

**Reading Strategically**

**Directions.** Answer each of the following items by circling the letter of the correct answer. You may need to refer to the selection as you answer the items. The numbers of the items are the same as the numbers of the boldface vocabulary words in the selection.

1. To let us know that superior does not mean “ordinary,” the writer
   (A) contrasts superior with something ordinary
   (B) says that superior means “good”
   (C) compares an event to a celebration
   (D) shows that superior means “worse than ordinary”

2. In the letter, nominate means to
   (A) reject
   (B) be chairperson
   (C) be unsure of oneself
   (D) name to a position

3. The writer says he did not hesitate in giving his answer. Therefore, he did not
   (A) delay
   (B) hurry
   (C) agree to
   (D) honor

4. The writer explains that even today we can find applications for Chief Seattle’s words. Here, applications means
   (A) worthy causes
   (B) uses
   (C) personal information
   (D) a variety of things
5. To give a clue to the meaning of toxic, the writer
(A) links toxic to the word pollute
(B) links toxic to the word poisonous
(C) suggests that toxic relates to the environment
(D) contrasts toxic to the words waters and air

6. In the letter, pollute means all the following except
(A) to do harm
(B) make unclean
(C) infect
(D) disinfect

7. The writer says that the theme, "Chief Seattle Talks About the Earth" was a successful promotion because
(A) it was spoken by Chief Seattle
(B) it was a good cause
(C) it furthered the cause
(D) the writer found few uses for Chief Seattle's words

8. You can tell from the letter that justify means to
(A) deny strongly
(B) give reasons for
(C) tell everyone
(D) admire strongly

9. Another good word for courteous is
(A) rude
(B) polite
(C) aloof
(D) honorable

10. The writer mentions that some students "used the chief's words to compose an anthem." Here, anthem means
(A) regional music
(B) a song sung only on Earth Day
(C) a song of devotion
(D) any song written by students

11. Another definition for rehearsal is
(A) practice
(B) refusal
(C) public performance
(D) try-out

12. The writer tells about a play in which different animals acted as associates to Chief Seattle. Here, associate means
(A) agent
(B) representation of an animal
(C) fellow representative
(D) politician

13. Which of these is the most likely reason that the writer gave his friend a compliment?
(A) The writer disliked the play she wrote.
(B) The writer thought he could write a better play.
(C) The writer had ideas about making the play she wrote better.
(D) The writer thought the play she wrote deserved praise.

14. Which of the following is an example of how Chief Seattle showed no impatience?
(A) Chief Seattle was calm and polite.
(B) Chief Seattle had a large supply of strength.
(C) Chief Seattle praised the writer's clever idea.
(D) Chief Seattle did not know what to do.

15. To give a clue to the meaning of frantic, the writer
(A) connects frantic to a view
(B) contrasts frantic and the word calm
(C) says frantic describes result
(D) uses frantic as a synonym of calm
16. In this letter, reservoir means
   (A) a reservation
   (B) reserved
   (C) a large supply
   (D) very little

17. The writer notes that Chief Seattle did not define or specify what people should do for the environment. Here, specify means to
   (A) be special
   (B) define
   (C) speculate
   (D) protect

18. The writer explains that Chief Seattle’s ideas “certainly would qualify him as one of the country’s first . . . environmental spokespersons.” Here, qualify means to
   (A) make unsuited for a position
   (B) make too good for a position
   (C) make fit or suited for a position
   (D) improve the quality of something

19. In the last paragraph of the letter, engage means to
   (A) join in
   (B) agree to marry
   (C) be lively
   (D) disapprove of

20. The writer feels a need to apologize because he ____ writing such a long letter.
   (A) is happy about
   (B) is proud of
   (C) hopes he succeeded in
   (D) is sorry about
abdomen
come
abundant
acquire
adjust
amateur
ambitious
analyze
anthem
apologize
applaud
application
appreciate
appropriate
architect
arid
associate
assume
astonish
aviation
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benefit
betray
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congratulate
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This test covers the second 100 words as they are presented in—
• Making New Words Your Own
  Lessons 11–20
• Understanding New Words and Their Uses
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• Connecting New Words and Patterns
  Lessons 6–10
• Reading New Words in Context
  Lessons 6–10

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NOTE TO THE TEACHER

This section contains formative assessments for ongoing evaluation. It also contains summative assessments for testing mastery. The formative assessments include one test for each of the thirty lessons included in the Making New Words Your Own phase of Vocabulary Practice.

The summative assessments consist of three tests. Each summative test corresponds to ten of the lessons in Making New Words Your Own, five of the lessons in Understanding New Words and Their Uses, five of the lessons in Connecting New Words and Patterns, and five of the lessons in Reading New Words in Context.

Because each summative test covers more material than can be tested easily in one class period, every test is divided into two major parts. Each part is designed to be tested in one class period.

The answers for each test are included in a separate answer key booklet. The point scoring for each test follows the directions for each part of that test. The total score for each test is 100 points.
FORMATIVE ASSESSMENT

Tests 1–30
Test 1

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. by a definite time
   (A) good
   (B) different
   (C) unknown
   (D) certain

2. to deny a wish
   (A) refuse
   (B) consider
   (C) grant
   (D) make

3. a remote descendant
   (A) close friend
   (B) time period
   (C) family member
   (D) weather forecast

4. a doubtful statement
   (A) uncertain
   (B) certain
   (C) strong
   (D) surprising

5. chosen by majority rule
   (A) royal
   (B) elected
   (C) small-number
   (D) greater-part

6. the ship's navigator
   (A) steering wheel
   (B) person who directs
   (C) sea route
   (D) price of a ticket

7. a reliable student
   (A) trustworthy
   (B) curious
   (C) dangerous
   (D) excellent

8. the symbol for subtraction
   (A) rules
   (B) sign
   (C) book
   (D) course

9. just after twilight
   (A) the period between lunch and dinner
   (B) the period between midnight and dawn
   (C) the period between early morning and sunrise
   (D) the period between sunset and evening

10. a vivid picture
    (A) foggy
    (B) dull
    (C) bright
    (D) selective
Using New Words on Tests

Test 2

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. an attempt to astonish
   (A) confuse
   (B) warn
   (C) amaze
   (D) complete

2. the teacher's conference
   (A) lessons
   (B) organization
   (C) agreement
   (D) meeting

3. having innumerable supporters
   (A) devoted
   (B) few
   (C) needed
   (D) countless

4. in a rare interview
   (A) situation
   (B) operation
   (C) meeting
   (D) collection

5. a career in journalism
   (A) travel writing
   (B) computer science
   (C) news-related writing
   (D) portrait painting

6. to speak of a legend
   (A) myth
   (B) game
   (C) occurrence
   (D) song

7. the famous quote
   (A) statement
   (B) mistake
   (C) town
   (D) book

8. the first session
   (A) decision
   (B) question
   (C) meeting
   (D) disagreement

9. to summarize a story
   (A) tell briefly
   (B) read quickly
   (C) tell in detail
   (D) write quickly

10. to arrive unexpectedly
    (A) by train
    (B) with no warning
    (C) by air
    (D) with warning
Test 3

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to collapse onstage
   (A) gather together
   (B) move about
   (C) jump about
   (D) fall down

2. to collide with another
   (A) agree
   (B) plan
   (C) travel
   (D) crash

3. a complex problem
   (A) important
   (B) serious
   (C) difficult
   (D) easy

4. a disastrous event
   (A) damaging
   (B) good
   (C) special
   (D) incredible

5. a fatal explosion
   (A) deadly
   (B) harmless
   (C) natural
   (D) small

6. to build a foundation
   (A) tower
   (B) fountain
   (C) campsite
   (D) base

7. a minor incident
   (A) part
   (B) worry
   (C) injury
   (D) occurrence

8. to become a great nuisance
   (A) pleasure
   (B) issue
   (C) confusion
   (D) annoyance

9. to predict the future
   (A) influence
   (B) tell
   (C) ask about
   (D) wait for

10. rash behavior
    (A) wise
    (B) careless
    (C) silly
    (D) childish
Test 4

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. the aviation industry
   (A) electronics
   (B) entertainment
   (C) airplane
   (D) shipbuilding

2. a scientific demonstration
   (A) book
   (B) display
   (C) theory
   (D) evil

3. a quiet departure
   (A) leaving
   (B) scene
   (C) arrival
   (D) conversation

4. to detect a change
   (A) enforce
   (B) notice
   (C) desire
   (D) remove

5. to disturb the meeting
   (A) stop
   (B) finish
   (C) bother
   (D) plan

6. a rare exception
   (A) exchange of ideas
   (B) loss of function
   (C) example found naturally
   (D) case to which something does not apply

7. to act by instinct
   (A) thinking
   (B) power
   (C) feeling
   (D) movement

8. to move locally
   (A) far away
   (B) nearby
   (C) gracefully
   (D) without plans

9. my miraculous escape
   (A) terrible
   (B) sudden
   (C) extraordinary
   (D) usual

10. an unfavorable report
    (A) satisfactory
    (B) unpleasant
    (C) unsatisfactory
    (D) overdue
**Test 5**

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. a word of **caution**
   - (A) wisdom
   - (B) understanding
   - (C) praise
   - (D) warning

2. to **congratulate** the actor
   - (A) express pleasure for the success of
   - (B) request an audition with
   - (C) feel sympathy for
   - (D) show concern for

3. to **dread** an exam
   - (A) pass
   - (B) fear
   - (C) fail
   - (D) miss

4. a simple **error**
   - (A) mistake
   - (B) example
   - (C) correction
   - (D) agreement

5. a generation **ago**
   - (A) time between births of parent and child
   - (B) time between the childhoods of parent and child
   - (C) time between the reigns of two kings
   - (D) time between births of grandparent and grandchild

6. to lack **gratitude**
   - (A) feeling
   - (B) appreciation
   - (C) courtesy
   - (D) grace

7. the **heroic** character
   - (A) secondary
   - (B) leading
   - (C) brave
   - (D) evil

8. to **involve** money
   - (A) borrow
   - (B) lend
   - (C) save
   - (D) include

9. **previous** plans
   - (A) occurring before
   - (B) eagerly awaited
   - (C) scheduled for later
   - (D) occurring now

10. a temporary **separation**
    - (A) solution
    - (B) division
    - (C) union
    - (D) disagreement
Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. a pain in the abdomen
   (A) head
   (B) belly
   (C) back
   (D) chest

2. to avoid a commotion
   (A) confusion
   (B) movement
   (C) mistake
   (D) meeting

3. a difficult competition
   (A) assignment
   (B) contest
   (C) chore
   (D) situation

4. to need an escort
   (A) assistant
   (B) car
   (C) companion
   (D) reason

5. a flexible material
   (A) natural
   (B) solid
   (C) thin
   (D) bendable

6. to regard as the foe
   (A) enemy
   (B) friend
   (C) obstacle
   (D) leader

7. to hoist a box
   (A) lift
   (B) pack
   (C) move
   (D) build

8. the maximum weight
   (A) least
   (B) present
   (C) greatest
   (D) usual

9. a mobile classroom
   (A) movable
   (B) temporary
   (C) varied
   (D) permanent

10. temporary paralysis
    (A) calm behavior
    (B) place to stay
    (C) legal work
    (D) inability to move
Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. a dainty person
   (A) useful
   (B) organized
   (C) snobbish
   (D) delicate

2. to end one's discomfort
   (A) stay
   (B) uneasiness
   (C) happiness
   (D) unhealthiness

3. to discourage someone
   (A) follow the example of
   (B) advise against something
   (C) try to help
   (D) leave with

4. an earnest answer
   (A) sincere
   (B) wrong
   (C) humorous
   (D) correct

5. to inhale deeply
   (A) breathe in
   (B) believe in something
   (C) honor another
   (D) agree with someone

6. to linger with others
   (A) pretend
   (B) sing
   (C) discover
   (D) delay

7. to regulate my hours
   (A) imagine
   (B) control
   (C) decrease
   (D) increase

8. the first requirement
   (A) option
   (B) necessity
   (C) question
   (D) measurement

9. to vacuum the room
   (A) run from
   (B) let light in
   (C) clean by suction
   (D) rearrange furniture in

10. in the vault
    (A) bank lobby
     (B) attic space
     (C) old house
     (D) secure room
**Using New Words on Tests**

**Test 8**

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to acquire some property
   - (A) hold back
   - (B) give away
   - (C) gain possession of
   - (D) desire to own

2. to conceal the truth
   - (A) hide
   - (B) speak
   - (C) search for
   - (D) agree with

3. to wear a disguise
   - (A) hat
   - (B) frown
   - (C) coat
   - (D) costume

4. to gasp loudly
   - (A) sneeze
   - (B) inhale
   - (C) cough
   - (D) shout

5. to hibernate in a cave
   - (A) be inactive for the winter
   - (B) eat food
   - (C) hunt for food
   - (D) explore the passages

6. to imitate humorously
   - (A) insult
   - (B) copy
   - (C) recite
   - (D) question

7. to trap the impostor
   - (A) animal
   - (B) robber
   - (C) liar
   - (D) pretender

8. his portion
   - (A) share
   - (B) drink
   - (C) car
   - (D) attitude

9. a musical reference
   - (A) piece
   - (B) theme
   - (C) mention
   - (D) line

10. a terminal illness
    - (A) first
    - (B) final
    - (C) mild
    - (D) short
**Using New Words on Tests**

**Test 9**

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to bombard a fort
   (A) cheer
   (B) surround
   (C) attack
   (D) build

2. to work for a bureau
   (A) clothes company
   (B) artist
   (C) foreign company
   (D) agency

3. the lunar cycle
   (A) of the moon
   (B) of the sun
   (C) of the planets
   (D) of the ocean

4. a particle of soap
   (A) large bar
   (B) new kind
   (C) expensive type
   (D) small piece

5. at the pharmacy
   (A) farm
   (B) general store
   (C) drugstore
   (D) furniture store

6. to pierce the target
   (A) miss completely
   (B) aim for
   (C) make a hole through
   (D) look at

7. forgot the receipt
   (A) remainder of the goods
   (B) verbal proof
   (C) method of payment
   (D) written proof

8. to resign a position
   (A) apply for
   (B) give up
   (C) ask about
   (D) advise against

9. the static situation
   (A) pleasant
   (B) scary
   (C) new
   (D) inactive

10. yesterday's surgery
    (A) cough
    (B) meeting
    (C) operation
    (D) confusion
Test 10

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. a feeling of conviction
   (A) having doubt
   (B) being positive
   (C) being left out
   (D) superior achievement

2. highly flammable
   (A) easily set on fire
   (B) suitable for wearing
   (C) complex in structure
   (D) successful in business

3. the latest gossip
   (A) council
   (B) rumors
   (C) fair
   (D) mall

4. lives in jeopardy
   (A) a dangerous situation
   (B) a safe place
   (C) the wrong place
   (D) a permanent situation

5. to get a license
   (A) unclear idea
   (B) definite idea
   (C) document of permission
   (D) clear impression

6. to pry it open
   (A) squeeze
   (B) force
   (C) turn
   (D) leave

7. a high ransom
   (A) ceiling of cellar
   (B) price for release
   (C) business debt
   (D) rate of speed

8. a stray dog
   (A) hungry
   (B) injured
   (C) lost
   (D) purebred

9. a feeling of suspicion
   (A) regret
   (B) anger
   (C) hope
   (D) mistrust

10. pay the toll
    (A) cashier
    (B) officer
    (C) charge
    (D) visit
Test 11

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to analyze a story
   (A) examine in detail
   (B) completely rewrite
   (C) provide with
   (D) read aloud

2. a challenging career
   (A) remark
   (B) exercise
   (C) job
   (D) test

3. to debate the issue
   (A) argue
   (B) plead
   (C) regard
   (D) reconsider

4. an important document
   (A) mental attitude
   (B) meeting of friends
   (C) secret paper
   (D) written record

5. to lack the essentials
   (A) necessary experience
   (B) necessary elements
   (C) complete understanding
   (D) necessary authority

6. identical buildings
   (A) duplicate
   (B) tall
   (C) famous
   (D) damaged

7. the mother's offspring
   (A) children
   (B) task
   (C) money
   (D) food

8. new publicity
   (A) material that makes something public
   (B) material that makes something private
   (C) time period
   (D) business hours

9. a bad reaction
   (A) question
   (B) response
   (C) move
   (D) idea

10. not very thorough
    (A) interesting
    (B) easy
    (C) difficult
    (D) complete
Using New Words on Tests

Test 12

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to read a biography
   (A) life story
   (B) biology book
   (C) road map
   (D) movie script

2. the train’s destination
   (A) number of riders
   (B) place of origin
   (C) final stop
   (D) fuel use

3. to have great determination
   (A) original plans
   (B) firmness of purpose
   (C) ending score
   (D) love of debate

4. the generous man
   (A) older
   (B) young
   (C) courteous
   (D) unselfish

5. an unclear notion
   (A) argument
   (B) idea
   (C) dream
   (D) mark

6. the best profession
   (A) teacher
   (B) students
   (C) occupation
   (D) expectation

7. a respectable dress
   (A) proper
   (B) new
   (C) beautiful
   (D) expensive

8. my morning routine
   (A) breakfast
   (B) regular habit
   (C) alarm clock
   (D) car pool ride

9. a scholar of art
   (A) lover
   (B) critic
   (C) student
   (D) owner

10. to have self-confidence
    (A) frustration at oneself
    (B) belief in oneself
    (C) great strength
    (D) control over others
Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to miss the ceremony   
   (A) payment  
   (B) chance  
   (C) services  
   (D) practice

2. to conduct a band   
   (A) join  
   (B) lead  
   (C) hire  
   (D) quit

3. to ask for consent   
   (A) company  
   (B) permission  
   (C) a promise  
   (D) something new

4. a fragrant flower   
   (A) sweet-smelling  
   (B) late-blooming  
   (C) uncommon  
   (D) colorful

5. to ignite the wood   
   (A) chop into large pieces  
   (B) set on fire  
   (C) dust and polish  
   (D) pile high

6. to interrupt rudely   
   (A) ask questions  
   (B) break in  
   (C) disagree with  
   (D) talk about

7. under new management   
   (A) judgment  
   (B) directors  
   (C) methods  
   (D) teachers

8. to plead innocent   
   (A) pretend to be  
   (B) seem to be  
   (C) declare oneself  
   (D) declare someone

9. to quarantine the sick   
   (A) heal quickly  
   (B) treat with antibiotics  
   (C) hide from  
   (D) set apart

10. carry out a scheme   
    (A) skit  
    (B) plot  
    (C) surprise  
    (D) vacation
Test 14

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. a famous architect
   (A) fashion designer
   (B) building designer
   (C) master shipbuilder
   (D) college professor

2. to betray the people
   (A) stand up for
   (B) listen to
   (C) protect
   (D) deceive

3. a desperate person
   (A) very needy
   (B) very different
   (C) long lost
   (D) very angry

4. in a local district
   (A) school
   (B) region
   (C) factory
   (D) courthouse

5. eternal life
   (A) short
   (B) long
   (C) interesting
   (D) everlasting

6. to catch a glimpse
   (A) careless mistake
   (B) quick view
   (C) breathtaking view
   (D) contagious disease

7. within the realm
   (A) organization
   (B) building
   (C) triangle
   (D) kingdom

8. sacrifice one’s time
   (A) fill up
   (B) plan for
   (C) ask for
   (D) give up

9. a victim of the accident
   (A) possible cause
   (B) person who witnessed
   (C) person injured
   (D) amount of force

10. the victorious team
    (A) winning
    (B) stronger
    (C) losing
    (D) untrained
Test 15

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. abundant amounts of paper
   (A) small
   (B) plentiful
   (C) required
   (D) decreasing

2. to come upon an unexpected barrier
   (A) blockade
   (B) choice
   (C) problem
   (D) opening

3. descriptive stories
   (A) true-to-life
   (B) well-written
   (C) concerned with detail
   (D) concerned with characters

4. her desirable job
   (A) particular
   (B) unwanted
   (C) volunteer
   (D) attractive

5. to establish a theory
   (A) prove
   (B) lie about
   (C) introduce
   (D) knock down

6. the plants flourish
   (A) wilt
   (B) grow tall
   (C) thrive
   (D) dry up

7. to possess a camera
   (A) wish for
   (B) work for
   (C) lose
   (D) own

8. prehistoric rocks
   (A) irregularly formed
   (B) completely natural
   (C) before history
   (D) unusually large

9. the town survey
   (A) summer population
   (B) detailed study
   (C) curfew rules
   (D) municipal building

10. rough terrain
    (A) rain
    (B) water
    (C) ground
    (D) wind
Test 16

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. a dramatic event
   (A) planned
   (B) striking
   (C) necessary
   (D) boring

2. her extraordinary story
   (A) exceptional
   (B) published
   (C) alternate
   (D) true

3. to perform a feat
   (A) daily task
   (B) remarkable deed
   (C) classic ballet
   (D) thorough study

4. his inaccurate version
   (A) correct
   (B) misleading
   (C) one-sided
   (D) fair-minded

5. an irregular pattern
   (A) normal
   (B) uneven
   (C) repeating
   (D) sewing

6. time for leisure
   (A) movement of troops
   (B) complete understanding
   (C) sleeping all day
   (D) freedom from work

7. to marvel at something
   (A) throw things
   (B) be amazed
   (C) continue to stare
   (D) become angry

8. numerous questions
   (A) difficult
   (B) simple
   (C) many
   (D) few

9. satisfy the rules
   (A) fill the needs of
   (B) not fulfill
   (C) question at length
   (D) try to change

10. the vicinity of the restaurant
    (A) furnishings
     (B) neighborhood
     (C) specialty
     (D) prices
Using New Words on Tests

Test 17

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. the ambitious person
   (A) unhealthy
   (B) eager
   (C) mean
   (D) humorous

2. to envy a classmate
   (A) be jealous of
   (B) win the trust of
   (C) feel sympathy for
   (D) help to elect

3. to exclaim from a shock
   (A) recover quickly
   (B) be confused
   (C) become silent
   (D) cry out

4. the young heir
   (A) animal
   (B) lady
   (C) inheritor
   (D) officer

5. the honorable woman
   (A) interesting
   (B) talented
   (C) famous
   (D) worthy

6. to make the oath
   (A) formal declaration
   (B) casual promise
   (C) lasting agreement
   (D) serious decision

7. a family portrait
   (A) photograph
   (B) car
   (C) porch
   (D) gathering

8. to reign fairly
   (A) advise
   (B) collect
   (C) rule
   (D) vote

9. an oak wardrobe
   (A) closet
   (B) headboard
   (C) bookshelf
   (D) bench

10. to go on a yacht
    (A) trip
    (B) walk
    (C) airplane
    (D) boat
Using New Words on Tests

Test 18

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. the arid speech
   (A) interesting
   (B) lengthy
   (C) dull
   (D) bad

2. a counterfeit dollar
   (A) stolen
   (B) secret
   (C) silver
   (D) fake

3. a good investment
   (A) safety feature
   (B) piece of clothing
   (C) something bought for income
   (D) word of advice

4. to use a knapsack
   (A) bag worn on the back
   (B) piece of camp equipment
   (C) paper napkin
   (D) natural ingredient

5. a luxurious meal
   (A) home-cooked
   (B) take-out
   (C) family
   (D) expensive

6. the ornamental fringe
   (A) detailed
   (B) colorful
   (C) silk
   (D) decorative

7. to relate a story
   (A) request
   (B) write
   (C) study
   (D) tell

8. to request a refund
   (A) offer to give
   (B) deserve to receive
   (C) ask for
   (D) intend to withhold

9. a solitary fish
   (A) one of many
   (B) without others
   (C) rare saltwater
   (D) rare freshwater

10. the transparent dish
    (A) clear
    (B) white
    (C) breakable
    (D) slippery


**Test 19**

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. **the appropriate** response  
   (A) emotional  
   (B) suitable  
   (C) unsuitable  
   (D) expected

2. **to assume** incorrectly  
   (A) behave  
   (B) act  
   (C) imitate  
   (D) suppose

3. **to contribute** a great amount  
   (A) praise  
   (B) admire  
   (C) give  
   (D) save

4. **to cultivate** an appreciation of music  
   (A) fake  
   (B) develop  
   (C) investigate  
   (D) reveal

5. **a gorgeous** painting  
   (A) copied  
   (B) famous  
   (C) dark  
   (D) beautiful

6. **a hearty** welcome  
   (A) enthusiastic  
   (B) cold  
   (C) forced  
   (D) royal

7. **a very inviting** offer  
   (A) useful  
   (B) pleasing  
   (C) respectful  
   (D) tempting

8. **find the right occasion**  
   (A) place  
   (B) answer  
   (C) opportunity  
   (D) clothing

9. **ordinarily** stopped at lunchtime  
   (A) always  
   (B) usually  
   (C) never  
   (D) rarely

10. **a small quantity**  
    (A) squash  
    (B) area  
    (C) error  
    (D) amount
Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to boast unnecessarily
   (A) laugh
   (B) brag
   (C) cook
   (D) lift

2. a big contrast
   (A) argument
   (B) meeting
   (C) difference
   (D) gap

3. a slight disadvantage
   (A) problem with numbers
   (B) age difference
   (C) increase
   (D) drawback

4. to eliminate the enemy
   (A) remove
   (B) join
   (C) study
   (D) fight

5. to exert effort
   (A) gain
   (B) use
   (C) request
   (D) receive

6. to export an expensive item
   (A) buy from another country
   (B) sell to another country
   (C) keep in a vault
   (D) produce in another country

7. to import cloth
   (A) bring from another country
   (B) take to another country
   (C) sell worldwide
   (D) produce in another country

8. a luscious dessert
   (A) pastry
   (B) chocolate
   (C) delicious
   (D) large

9. much precipitation
   (A) activity
   (B) wind
   (C) confusion
   (D) snow

10. a family tradition
    (A) gathering
    (B) business
    (C) custom
    (D) uniform
Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to appreciate an offer
   (A) be grateful for
   (B) make use of
   (C) accept willingly
   (D) refuse rudely

2. to learn braille
   (A) woodworking skills
   (B) sign language
   (C) a system of writing
   (D) a method of teaching

3. to entertain a friend
   (A) invite
   (B) amuse
   (C) assist
   (D) become

4. a genuine smile
   (A) sincere
   (B) fake
   (C) forced
   (D) familiar

5. to inform the president
   (A) answer
   (B) tell
   (C) select
   (D) respect

6. to give inspiration
   (A) sufficient supplies
   (B) a kind word
   (C) negative feedback
   (D) a source for action

7. a mammoth party
   (A) terrible
   (B) small
   (C) huge
   (D) successful

8. original text
   (A) state
   (B) writing
   (C) house
   (D) city

9. theme of the article
   (A) topic
   (B) argument
   (C) plan
   (D) usefulness

10. her visual sense
    (A) connected with smell
     (B) connected with sight
     (C) connected with hearing
     (D) connected with taste
**Using New Words on Tests**

**Test 22**

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. **to campaign** successfully
   - (A) promote
   - (B) announce
   - (C) interview
   - (D) assemble

2. **a familiar characteristic**
   - (A) quality
   - (B) sound
   - (C) person
   - (D) smell

3. **to have a conscience**
   - (A) background in science
   - (B) sense of right and wrong
   - (C) shared opinion
   - (D) lack of power

4. **will doubtless happen**
   - (A) certainly
   - (B) possibly
   - (C) quickly
   - (D) never

5. **the furious thunderstorms**
   - (A) afternoon
   - (B) remarkable
   - (C) intense
   - (D) frequent

6. **that juvenile movie**
   - (A) immature
   - (B) musical
   - (C) popular
   - (D) foreign

7. **a garden plot**
   - (A) vegetable
   - (B) plant
   - (C) tool
   - (D) area

8. **a price reduction**
   - (A) increase
   - (B) lessening
   - (C) war
   - (D) result

9. **to feel the urge**
   - (A) pain
   - (B) impulse
   - (C) insect
   - (D) idea

10. **widespread terror**
    - (A) silly
    - (B) unlimited
    - (C) focused
    - (D) arguable
Test 23

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to applaud an opinion
   (A) express
   (B) oppose
   (C) praise
   (D) question

2. to provide guidance
   (A) entertainment
   (B) relief
   (C) leadership
   (D) opinions

3. an inexpensive restaurant
   (A) costly
   (B) cheap
   (C) foreign
   (D) fancy

4. the issue of civil rights
   (A) question to be decided
   (B) new publication
   (C) poorly planned discussion
   (D) attempt to study

5. to persuade the voters
   (A) follow
   (B) convince
   (C) thank
   (D) notice

6. to protest the decision
   (A) strongly support
   (B) attempt to change
   (C) object to
   (D) examine closely

7. the best remedy
   (A) essay
   (B) contest
   (C) question
   (D) cure

8. to complete a revolution
   (A) turn
   (B) sentence
   (C) test
   (D) term

9. a temporary address
   (A) long lasting
   (B) recent change of
   (C) not permanent
   (D) hard-to-find

10. to catch the villain
    (A) train
    (B) animal
    (C) disease
    (D) criminal
Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to adjust the temperature
   (A) correct or change
   (B) maintain the same
   (C) attempt to predict
   (D) dress for

2. to hand in your ballot
   (A) composition
   (B) vote
   (C) song
   (D) report

3. to become a candidate
   (A) person seeking office
   (B) famous police officer
   (C) noted person
   (D) ballet dancer

4. to create a corporation
   (A) design firm
   (B) business operation
   (C) investment fund
   (D) military group

5. a look of disgust
   (A) healthiness
   (B) distaste
   (C) sickness
   (D) fright

6. to dissolve a relationship
   (A) pay attention to
   (B) make known publicly
   (C) use up
   (D) break up

7. a fair employer
   (A) worker
   (B) contest
   (C) judge
   (D) boss

8. the foul smell
   (A) fruity
   (B) strong
   (C) rotten
   (D) spicy

9. a public hazard
   (A) show
   (B) risk
   (C) hearing
   (D) statement

10. the spring merchandise
    (A) weather
    (B) influence
    (C) look
    (D) goods
**Test 25**

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to absorb the facts
   (A) ask about
   (B) take in
   (C) follow closely
   (D) be convinced of

2. a minor complaint
   (A) defense
   (B) protest
   (C) offense
   (D) injury

3. to refuse to cooperate
   (A) work with others
   (B) buy something
   (C) borrow something
   (D) lend something

4. a small debt
   (A) something owed
   (B) something paid
   (C) feeling of doubt
   (D) something desired

5. mourning a loss
   (A) lessening
   (B) celebrating
   (C) grieving
   (D) hastening

6. his serious offense
   (A) illness
   (B) request
   (C) odor
   (D) crime

7. to omit a part
   (A) refuse to take
   (B) send out
   (C) leave out
   (D) receive a copy of

8. to regret asking a question
   (A) forget about
   (B) be proud of
   (C) feel sorry about
   (D) be rude in

9. a sense of security
   (A) safety
   (B) danger
   (C) smell
   (D) direction

10. the feeling of tension
     (A) happiness
      (B) strain
      (C) anger
      (D) hate
Test 26

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. the amateur athlete
   (A) professional
   (B) nonprofessional
   (C) training
   (D) former

2. to find the duplicate
   (A) turning point
   (B) source of confusion
   (C) weak part
   (D) exact copy

3. a rude intrusion
   (A) interruption
   (B) comment
   (C) thought
   (D) notice

4. to be keen about
   (A) careful
   (B) enthusiastic
   (C) curious
   (D) angry

5. to respect her privacy
   (A) secret wishes
   (B) personal life
   (C) mature behavior
   (D) formal announcement

6. to rebel often
   (A) yell rudely
   (B) talk loudly
   (C) resist authority
   (D) refuse to help

7. become a resident
   (A) medical doctor
   (B) person who lives somewhere
   (C) person who studies the weather
   (D) person who visits somewhere

8. without any self-respect
   (A) high regard for others
   (B) clear solutions
   (C) high regard for oneself
   (D) selfish actions

9. to simplify the problem
   (A) make harder
   (B) partially solve
   (C) define aloud
   (D) make easier

10. to have sympathy
    (A) a shared understanding
    (B) a difference in feeling
    (C) a feeling of pain
    (D) various questions
Test 27

Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to keep in captivity
   (A) office
   (B) imprisonment
   (C) control
   (D) mind

2. a decrease in the number of students
   (A) lessening
   (B) change
   (C) difference
   (D) rise

3. to eavesdrop again
   (A) lend something
   (B) listen secretly
   (C) fall behind
   (D) drop hints

4. birds that migrate in winter
   (A) live in caves
   (B) move to another place
   (C) change color
   (D) get sick

5. his prey
   (A) frequent habit
   (B) poem of worship
   (C) tragic mistake
   (D) something hunted

6. to prohibit entrance
   (A) prevent
   (B) provide
   (C) desire
   (D) demand

7. to provoke a neighbor
   (A) stir up
   (B) ask about
   (C) please
   (D) confuse

8. necessary for survival
   (A) existence
   (B) playing
   (C) understanding
   (D) winning

9. the threat of rain
   (A) indication
   (B) impossibility
   (C) certainty
   (D) feel

10. affected by the tragedy
    (A) storm
    (B) disaster
    (C) snow
    (D) traffic
Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to benefit the community
   (A) describe
   (B) improve
   (C) deceive
   (D) lecture

2. the obvious truth
   (A) alternate
   (B) evident
   (C) possible
   (D) temporary

3. reckless driving
   (A) careless
   (B) careful
   (C) slow
   (D) fast

4. to resemble his father
   (A) recall to mind
   (B) describe in detail
   (C) greet warmly
   (D) look like

5. a new responsibility
   (A) house
   (B) opportunity
   (C) duty
   (D) problem

6. a severe headache
   (A) serious
   (B) slight
   (C) lasting
   (D) repeating

7. the suburbs of Atlanta
   (A) political districts
   (B) towns around
   (C) bus routes
   (D) warm months

8. unfortunate timing
   (A) exact
   (B) lucky
   (C) unlucky
   (D) right

9. to unite people
   (A) speak to
   (B) bring together
   (C) care for
   (D) form groups of

10. vocal in their protest
    (A) work together
    (B) feel good about
    (C) inclined to speak
    (D) extremely angry
**Test 29**

**Directions.** In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to sing the anthem
   - (A) current hit
   - (B) forgotten tune
   - (C) classic song
   - (D) song of devotion

2. to compliment a friend
   - (A) praise
   - (B) aggravate
   - (C) deserve
   - (D) interest

3. to be courteous
   - (A) polite
   - (B) interesting
   - (C) exciting
   - (D) calm

4. to engage in a disturbance
   - (A) help another
   - (B) take part in
   - (C) agree to take part
   - (D) hide something

5. to justify a belief
   - (A) act against
   - (B) prove to be reasonable
   - (C) judge unfairly
   - (D) single out

6. to nominate oneself
   - (A) propose
   - (B) withdraw
   - (C) rename
   - (D) include

7. her big promotion
   - (A) demand for power
   - (B) increase in salary
   - (C) advancement in position
   - (D) change in career

8. to qualify for the job
   - (A) apply quickly
   - (B) be unfit
   - (C) be fit
   - (D) avoid competing

9. the final rehearsal
   - (A) practice
   - (B) ending
   - (C) question
   - (D) performance

10. to specify a demand
    - (A) mention beforehand
    - (B) have regret for
    - (C) define in detail
    - (D) describe in general terms
Directions. In the space provided, write the letter of the word or phrase closest in meaning to the boldface word. (10 points each)

1. to apologize publicly
   (A) speak out
   (B) repeat demands
   (C) express concern
   (D) express regret

2. to ask for the application
   (A) explanation
   (B) reason
   (C) form
   (D) statement

3. to associate with others
   (A) argue
   (B) join
   (C) speak
   (D) agree

4. to be in a frantic state
   (A) calm
   (B) wild
   (C) bored
   (D) scared

5. to hesitate briefly
   (A) copy
   (B) pause
   (C) breathe
   (D) blink

6. to suffer from impatience
   (A) mood changes
   (B) head injury
   (C) poor nutrition
   (D) restless eagerness

7. to pollute the water
   (A) dump into
   (B) go beneath
   (C) make impure
   (D) throw away

8. a reservoir of ink
   (A) large supply
   (B) full bottle
   (C) variety of colors
   (D) several choices

9. superior vegetables
   (A) average
   (B) excellent
   (C) overcooked
   (D) steamed

10. the toxic substance
    (A) chemical
    (B) harmless
    (C) strong
    (D) poisonous
SUMMATIVE ASSESSMENT

Tests 1–3
**Test 1**

**CONTEXT:** Amazing Nature

Making New Words Your Own Lessons 1-10
Understanding New Words and Their Uses Lessons 1-5
Connecting New Words and Patterns Lessons 1-5
Reading New Words in Context Lessons 1-5

**PART A • Caves—Beauty Below**

**Context Clues**

*Directions.* From the list below, choose the word that best completes the sentence. Write the word in the blank. You will use each word only once. *(1 point each)*

- astonish
- collapse
- definite
- departure
- descendants
- detect
- disastrous
- disturb
- error
- exception
- generation
- incident
- legend
- majority
- reliable
- session
- symbols
- twilight
- unexpectedly
- vivid

1. A few caves are formed from molten lava. However, the ________________ of caves are formed in limestone and similar rock.

2. Often we can’t ________________ underground caves because they have no visible openings to the surface.

3. Sometimes a cave wall will ________________. The fallen rock may leave an opening called a *sinkhole*.

4. Many caves have mineral formations called *speleothems*. These strange, beautiful crystals may ________________ people who are seeing them for the first time.

5. Some cave chambers are so huge that you could hold a ________________ of Congress in them!

6. Experienced cave explorers are careful not to ________________ the environment in a cave. For example, they take care not to break any of the delicate speleothems.

7. It’s important for people today to preserve natural wonders for the people of the next ________________.
8. Because it's dangerous, cave exploring requires the proper equipment and a skilled guide. Exploring a cave on your own could be ____________.

9. There are many stories about children who got into trouble while exploring caves. While there is no ____________ number of these incidents, it is known that there are far too many.

10. The writer Samuel Clemens, better known as Mark Twain, got lost in a cave when he was a boy. He never forgot this ____________ from his childhood.

11. Clemens told the story as fiction in *The Adventures of Tom Sawyer*. With the ____________ of a few added details, the cave adventure really happened.

12. In *Tom Sawyer*, Tom and Becky's troubles start with their ____________ from the group. They leave the other cave explorers to wander down unfamiliar passageways.

13. At first, they see many ____________ drawn on the walls by earlier explorers. Soon, though, the written signs give way to blank rock.

14. Their candles give only a little light. Still, the gloomy ____________ is better than total darkness.

15. Tom and Becky ____________ find themselves alone in a chamber of the cave. Until now, they didn't notice how far they were from the other explorers.

16. When no one answers their shouts, they realize what a terrible ____________ they've made. They should never have left the group!

17. In real life, a search party found Clemens and his friend. Clemens's ____________ memory of the experience helped him write the colorful scene in *Tom Sawyer*.

18. Later, Clemens told the story in his autobiography. So we know from the most ____________ source that the event really happened.

19. The tale of the cave is a ____________ in Hannibal, Missouri, Clemens's hometown. People have told the story for generations.

20. Thanks to Clemens, the cave got a new name—Mark Twain Cave. And the people of Hannibal got a story to tell their ____________, their children and grandchildren.
Like Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word. (1 point each)

21. to bombard with questions
   (A) build
   (B) attack
   (C) connect
   (D) defend

22. an office complex
   (A) furniture arrangement
   (B) architect’s sketch
   (C) group of buildings
   (D) group of rooms

23. an awful nuisance
   (A) danger
   (B) treat
   (C) annoyance
   (D) rudeness

24. to collide with the cave wall
   (A) race along
   (B) crash into
   (C) run from
   (D) ignore warnings

25. to express gratitude
   (A) joy
   (B) annoyance
   (C) thankfulness
   (D) cheerfulness

26. a rash of burglaries
   (A) sudden end
   (B) small number
   (C) detailed study
   (D) sudden increase

27. doubtful results
   (A) certain
   (B) unusual
   (C) possible
   (D) uncertain

28. to predict an outcome
   (A) know about
   (B) reveal afterward
   (C) tell beforehand
   (D) wonder about

29. an unfavorable grade
   (A) unsatisfactory
   (B) passing
   (C) helpful
   (D) incorrect

30. the airplane’s navigator
   (A) person who repairs
   (B) person who schedules
   (C) person who directs
   (D) person who causes trouble
Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word. (1 point each)

31. a previous commitment
   (A) earlier
   (B) short
   (C) later
   (D) false

32. proceed with caution
   (A) extreme fear
   (B) carefulness
   (C) common sense
   (D) recklessness

33. a miraculous event
   (A) extraordinary
   (B) unlucky
   (C) possible
   (D) ordinary

34. to deny the charges
   (A) make fun of
   (B) agree with
   (C) declare untrue
   (D) suddenly announce

35. innumerable choices
   (A) few
   (B) countless
   (C) one hundred
   (D) not enough

36. to congratulate the winner
   (A) show pleasure with the success of
   (B) be angry at the success of
   (C) sincerely compliment
   (D) reward the success of

37. available locally
   (A) in a given area
   (B) in surrounding areas
   (C) everywhere
   (D) nowhere

38. a separation period
   (A) lengthy absence
   (B) setting apart
   (C) joining together
   (D) short vacation

39. heroic deeds
   (A) hard
   (B) skillful
   (C) cowardly
   (D) brave

40. to summarize the story
   (A) remember clearly
   (B) give a brief account of
   (C) slowly explain
   (D) tell a long version of
**Word Analysis**

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix or suffix as it is used in each pair. *(1 point each)*

41. redemonstrate    re-rewrite
   (A) after
   (B) again
   (C) with
   (D) before

42. journalism    heroism
   (A) act, result
   (B) able, likely
   (C) rank, office
   (D) one receiving action

43. involvement    government
   (A) able, likely
   (B) doing, showing
   (C) action or process
   (D) having, full of

**Directions.** For each of the following items, circle the letter of the word that correctly completes the sentence. *(1 point each)*

44. The Latin word *conferre*, meaning “to bring together,” will help you understand the meaning of
   (A) collide
   (B) congratulate
   (C) confess
   (D) conference

45. The Latin word *avis*, meaning “bird,” will help you understand the meaning of
   (A) involve
   (B) navigator
   (C) aviation
   (D) average
**Multimeaning**

**Directions.** Read each numbered sentence below. Then circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence. (1 point each)

46. Lian was chosen to interview Shannon Jones, the famous speleologist, for the school paper.
   (A) At the start of the interview, Ms. Jones explained that a speleologist is a scientist who explores and studies caves.
   (B) Why interview someone with such a strange-sounding occupation?
   (C) Giving an interview was a good way for Ms. Jones to explain the appeal of speleology.
   (D) She said in the interview that speleology is an exciting, challenging career.

47. Lian didn’t quote Ms. Jones’s every word; a good interviewer decides what’s important.
   (A) In one helpful quote, Ms. Jones describes the safety equipment speleologists wear.
   (B) To quote the expert, “Always have two sources of light in a cave—a flashlight and a headlamp.”
   (C) I asked the manager of the sporting goods store to quote me a price on a complete set of caving gear.
   (D) Always quote the title of a short story; don’t underline it.

48. I want to explore caves, but I dread running into bats.
   (A) The dread creatures love to roost in caves.
   (B) The thought of them fills me with dread.
   (C) Who wouldn’t dread crawling into a cave chamber that’s filled with bats?
   (D) Maybe bats view people with just as much dread.

49. Often, the foundation of a successful group is its leader.
   (A) The foundation of most caves is limestone.
   (B) A speleologist needs a foundation of thorough training as well as skill.
   (C) The cave explorers asked the foundation for a grant.
   (D) The foundation often provides funds for such expeditions.

50. The accident was not fatal, but one explorer was injured.
   (A) The fatal moment was when he dropped his flashlight.
   (B) It could be a fatal mistake to explore caves without a hard hat.
   (C) A head wound could easily be fatal.
   (D) The whole outcome of the expedition depended on one fatal decision.
PART B • The World Underwater
Context Clues

Directions. From the list below, choose the word that best completes the sentence. Write the word in the blank. You will use each word only once. (1 point each)

<table>
<thead>
<tr>
<th>acquire</th>
<th>flexible</th>
<th>license</th>
<th>pierce</th>
</tr>
</thead>
<tbody>
<tr>
<td>competition</td>
<td>gasp</td>
<td>linger</td>
<td>portion</td>
</tr>
<tr>
<td>conceal</td>
<td>hibernate</td>
<td>lunar</td>
<td>pry</td>
</tr>
<tr>
<td>discomfort</td>
<td>hoist</td>
<td>paralysis</td>
<td>reference</td>
</tr>
<tr>
<td>disguise</td>
<td>imitate</td>
<td>pharmacy</td>
<td>requirement</td>
</tr>
</tbody>
</table>

51. The encyclopedia’s entry for exploration mentions the undersea explorer William Beebe. The ________________ to Beebe gave me the idea of writing a report about the ocean.

52. In 1934, Beebe lowered a bathysphere, a watertight observation chamber, one-half mile down in the ocean. I wonder how they managed to ________________ it back up to the surface.

53. A spirit of adventure is an important ________________ for being an undersea explorer. In fact, it's necessary for any journey into the unknown.

54. The ocean is so beautiful that divers may ________________ there too long. Caught up in “the rapture of the deep,” they don't want to leave.

55. There are many strange creatures in the sea. Some are masters of ________________; they make themselves look like something they’re not.

56. For many sea animals, life is like a ________________. They are in a contest for survival.

57. For example, a razor fish can ________________ its environment. It can look just like the leaf of an underwater plant.

58. And a sea anemone may ________________ its deadly tentacles from unsuspecting prey by hiding its tentacles and making itself look like a lump on a rock.

59. The sea anemone’s sting causes ________________; its victim is unable to move.

60. The shark’s attack on its prey is scary to watch. A shark’s pointed, sharp teeth can ________________ almost anything.
61. The jellyfish can be dangerous, too. If you step on one, you might ______________ with pain.

62. The animal’s poison can cause great ______________, although the painful stinging feeling goes away eventually.

63. At a ______________, you can buy some medicine to soothe a jellyfish sting.

64. Sea creatures provide us with important data. For example, scientists study sharks to ______________ knowledge about the human body; they also gain information about diseases and how they affect humans.

65. The ocean is full of beauty and surprises. If you ______________ open an oyster shell, you might find a pearl inside.

66. Not everyone likes to eat a serving of oysters. You might not be pleased if someone gave you a ______________ of raw oysters on a plate.

67. You know that bears ______________ for the winter in caves. But did you know that some fish live their whole lives in sea caves?

68. Animals must be ______________. For example, cave fish had to develop a keen sense of touch to make up for their blindness.

69. Sea life also adapts to the ______________ cycle of the tides. This cycle is governed by the moon.

70. People can’t be allowed to pollute the oceans. No one has ______________ to destroy the environment.
Like Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word. (1 point each)

71. amidst all the commotion
   (A) happiness
   (B) arguing
   (C) confusion
   (D) silence

72. a dainty necklace
   (A) delicate
   (B) pale
   (C) heavy
   (D) costly

73. to look earnest
   (A) wise
   (B) stubborn
   (C) serious
   (D) joking

74. a sly impostor
   (A) thief
   (B) pretender
   (C) glance
   (D) fox

75. to regulate the pace
   (A) force
   (B) adjust
   (C) quicken
   (D) ignore

76. a bird’s instinct
   (A) inborn ability
   (B) basic survival
   (C) natural desire
   (D) normal wingspan

77. the bus terminal
   (A) route
   (B) schedule
   (C) port
   (D) station

78. the annual receipts
   (A) amount of debt
   (B) amount received
   (C) business plans
   (D) amount spent

79. received a conviction
   (A) prison term
   (B) proof of guilt
   (C) temporary release
   (D) quick verdict

80. increase the toll
   (A) gift
   (B) fare
   (C) ticket
   (D) money
Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word. (1 point each)

81. nobody’s foe
   (A) enemy
   (B) neighbor
   (C) friend
   (D) date

82. maximum effort
   (A) worst
   (B) least
   (C) greatest
   (D) longest

83. to inhale deeply
   (A) breathe out
   (B) breathe in
   (C) stare at
   (D) breathe in smell

84. to discourage reckless climbing
   (A) protect
   (B) prevent
   (C) frighten
   (D) encourage

85. a static situation
   (A) sleepy
   (B) loud
   (C) active
   (D) inactive

86. the latest gossip
   (A) idle talk
   (B) suspicious talk
   (C) joking talk
   (D) serious talk

87. flammable cloth
   (A) washable
   (B) easily set on fire
   (C) fireproof
   (D) flame-colored

88. a particle of rock
   (A) large chunk
   (B) overhanging cliff
   (C) tiny fragment
   (D) square-cut piece

89. in a vacuum
   (A) a large space
   (B) an empty space
   (C) a dirty room
   (D) a crowded area

90. a growing suspicion
   (A) faith
   (B) guilt
   (C) mistrust
   (D) betrayal


**Word Analysis**

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix or suffix as it is used in each pair. *(1 point each)*

91. immobile    improper
   (A) within
   (B) not
   (C) beyond
   (D) after

92. resign    reset
   (A) forward
   (B) again, back
   (C) from, away
   (D) before

93. abdominal    seasonal
   (A) full of
   (B) doer
   (C) without
   (D) of, about

**Directions.** For each of the following items, circle the letter of the word that correctly completes the sentence. *(1 point each)*

94. The Old French words *jeu parti,* meaning a “game in which the chances are even,” will help you understand the meaning of
   (A) jester
   (B) jest
   (C) jeopardy
   (D) jealous

95. The Greek word *cheiourgia,* meaning “a working with the hands,” will help you understand the meaning of
   (A) competition
   (B) static
   (C) suspicion
   (D) surgery
**Multimeaning**

**Directions.** Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence. *(1 point each)*

**96.** The vault arched more than thirty feet above us.
   (A) Bandits once used this cave as a vault for stolen money.
   (B) We may have to vault that wide crack in the rock.
   (C) Because of its graceful vault, this cave chamber is called the Cathedral Room.
   (D) A cave explorer must be able to climb and vault as well as crawl.

**97.** The bureau can give you more information about sea caves.
   (A) This old bureau must be an antique by now.
   (B) Which bureau is responsible for nature preserves?
   (C) You may need a larger bureau to hold all those guide books.
   (D) Some of the photographs from the beach are in that bureau.

**98.** He let his thoughts stray to the beautiful blue water of the Gulf of Mexico.
   (A) The stray cat hid its kittens on the other side of the ridge.
   (B) Wild and stray animals make their homes in the smaller caves.
   (C) Lil tried to tuck a stray hair into her hard hat.
   (D) The guide warned the visitors not to stray from the group.

**99.** In "The Ransom of Red Chief" by O. Henry, two kidnappers hold a boy, "Red Chief," for ransom in a cave.
   (A) The rowdy Red Chief is in no hurry for his family to ransom him. He likes camping out in the cave and terrorizing the men.
   (B) Red Chief attacks his kidnappers with a slingshot. In their opinion, his father can't ransom him too soon.
   (C) Red Chief's father doesn't have to ransom him, after all.
   (D) The kidnappers end up paying him a ransom to take Red Chief off their hands.

**100.** The aquarium provided an escort to guide us through the exhibit.
   (A) Her job was to escort visitors and answer questions.
   (B) You'll get much more out of the exhibit if you let an experienced guide escort you.
   (C) Our escort explained that whales are highly intelligent.
   (D) Someone made a scene near the dolphin pool, and a security guard had to escort him away.
CONTEXT: People and Places

Making New Words Your Own  Lessons 11–20
Understanding New Words and Their Uses  Lessons 6–10
Connecting New Words and Patterns  Lessons 6–10
Reading New Words in Context  Lessons 6–10

PART A • G’Day Across Australia

Context Clues

Directions. From the list below, choose the word that best completes the sentence. Write the word in the blank. You will use each word only once. (1 point each)

architect   desperate   fragrant   realm
barrier     destination   offspring   routine
career      determination   possess   sacrifice
ceremony    establish    publicity   scholar
descriptive flourish   quarantine   terrain

1. Mel Gibson began his acting _________________ in Australia. Now his work in films can be seen around the world.

2. Gibson doesn’t like a lot of public attention or _________________.

3. Deserts and dry grasslands make up Australia’s interior land. This rugged _________________, called the outback, is what many people in the U.S. think of when they think of Australia.

4. Australia does _________________ a variety of mineral resources. However, many of the mineral deposits Australia has are difficult to mine.

5. Australians use many colorful expressions. The highly _________________ expression “His blood is worth bottling” is one example.

6. A _________________ studying word histories will learn that the words kangaroo and koala were originally Aboriginal words.

7. After a number of years, Australians were able to _________________ Australian English. Gradually they created not only new vocabulary but also a new accent, different from the English of the early British settlers.
8. Kangaroos carry their newborn _______________ in a pouch because these babies are very, very small at birth.

9. Such tiny newborns must have a great deal of _______________ to survive. How else could they succeed in crawling into the mother's pouch just after birth?

10. When a zoo brings a new kangaroo to the United States, the animal may first have to be kept apart, in _______________, to be sure that it is not sick.

11. "Don't lean over the _______________ between you and the crocodile!" warned our guide at the zoo. "It's there for your protection."

12. Whether your _______________ in Australia is Perth on the west coast or Alice Springs in the center, you can find a way to get there; you can go wherever you want.

13. If you travel across the outback, you will probably have to give up bathing often because of the water shortage. However, it really isn't that difficult to _______________ such comforts while traveling.

14. As a matter of fact, many travelers look forward to breaking their usual daily _______________ and doing something different for a change.

15. On the other hand, you may become _______________ for a bath and even be willing to pay a lot of money for one!

16. The first Australians were the Aborigines. Their culture includes many special celebrations to honor nature. During one _______________, an Aboriginal dancer wears a bird costume and imitates a bird.

17. These dancers move about with a _______________. All their movements are showy and make them interesting to watch.

18. The way Aborigines traditionally think about time and space is different from the way Europeans do. For instance, there is the everyday world that we can see, but there is also another _______________, a place called the Dreamtime.

19. The man who designed the Sydney Opera House is the Danish _______________ Joern Utzon.

20. The _______________ eucalyptus plant is native to Australia. Its strong-smelling oil is often used in folk medicine.
Like Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word. (1 point each)

21. to analyze the problem
   (A) solve
   (B) examine
   (C) ignore
   (D) make

22. to document the discovery
   (A) erase
   (B) copy
   (C) outline
   (D) record

23. a bad reaction
   (A) response
   (B) remark
   (C) reach
   (D) retelling

24. a thorough cleaning
   (A) partial
   (B) complete
   (C) better
   (D) gentle

25. a silly notion
   (A) belief
   (B) portion
   (C) lie
   (D) wish

26. my chosen profession
   (A) hobby
   (B) speech
   (C) assignment
   (D) work

27. a respectable restaurant
   (A) unclean
   (B) pricey
   (C) worthy
   (D) unusual

28. to plead for a chance
   (A) cry
   (B) work
   (C) beg
   (D) complain

29. to scheme in private
   (A) question
   (B) forget
   (C) plan
   (D) shout

30. the shopping district
   (A) county
   (B) section
   (C) corner
   (D) building
Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word. (1 point each)

31. identical sweaters
   (A) formal
   (B) fancy
   (C) same
   (D) different

32. a generous gift
   (A) unselfish
   (B) nice
   (C) large
   (D) small

33. to have self-confidence
   (A) doubt about oneself
   (B) belief in oneself
   (C) self-control
   (D) self-worth

34. to rudely interrupt
   (A) stretch
   (B) continue
   (C) stop
   (D) drag

35. to betray a friend
   (A) be loyal to
   (B) offer help to
   (C) lie to
   (D) be suspicious of

36. eternal life
   (A) average
   (B) pleasant
   (C) endless
   (D) short

37. victorious in battle
   (A) killed
   (B) brave
   (C) defeated
   (D) winning

38. abundant crops
   (A) plentiful
   (B) average
   (C) cheap
   (D) small

39. a desirable location
   (A) unwanted
   (B) out-of-the-way
   (C) ugly
   (D) sought-after

40. prehistoric bones
   (A) ancient
   (B) modern
   (C) large
   (D) valuable
Word Analysis

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix or suffix as it is used in each pair. (1 point each)

41. nonessential non-typical
   (A) between
   (B) not
   (C) partly
   (D) from

42. mismanagement misadventure
   (A) bad
   (B) new
   (C) half
   (D) over

43. victimize pressurize
   (A) cause to be
   (B) belonging to
   (C) in the direction of
   (D) having the habits of

44. ignitable acceptable
   (A) lacking
   (B) similar
   (C) made of
   (D) able to

Directions. For the following item, circle the letter of the word that correctly completes the sentence. (1 point)

45. The Greek word *graphein*, meaning “to write,” will help you understand the meaning of
   (A) geology
   (B) terrain
   (C) biography
   (D) grasp
**Multimeaning**

**Directions.** Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence. (1 point each)

46. Many Australian soldiers earned medals for their heroic conduct in battle during World War II.
   (A) Wolfgang bragged he could conduct an orchestra with his eyes closed.
   (B) The movie had already begun, so an usher had to conduct us to our seats.
   (C) Returning to the classroom and finding it quiet, the teacher praised the students’ good conduct.
   (D) The coach says that athletes should conduct themselves well both on and off the field.

49. Mathew Flinders, a British explorer, was sent to survey the entire coastline of Australia.
   (A) After a survey of West Australia, settlers founded the capital city of Perth.
   (B) Large parts of Australia’s coastline remained unmapped in the late eighteenth century. A survey was needed.
   (C) “We should survey the area before we choose a location for our settlement,” said the guide.
   (D) This survey of the island will be very useful in choosing a new harbor.

47. If you’re lucky, you may catch a glimpse of a koala bear, an animal found only in Australia.
   (A) The sailors were able to glimpse a dolphin swimming along beside their ship.
   (B) One glimpse of Michael Jordan was enough to make the fans cheer.
   (C) While sitting outside in the evening, you may glimpse a falling star.
   (D) The campers could glimpse the moon through the trees.

50. The Europeans didn’t ask for consent before they settled the land the Aborigines were already living on.
   (A) Originally, the federal government of Australia did not consent to directly aid Aborigines. In fact, the constitution didn’t allow such aid.
   (B) Today, most Australians consent to government programs that help Aborigines.
   (C) The citizens showed their consent by voting to change the constitution.
   (D) The citizens of a democracy must consent to any changes in the constitution.

48. The presidential candidates will debate the issues on TV tonight.
   (A) Some people want to debate the importance of protecting endangered animals.
   (B) The debate ended in a tie; both teams had performed well.
   (C) Nori joined his school’s debate team.
   (D) Many people are involved in a national debate on the environment.
PART B • Japan: Its Nature and Its Culture

Context Clues

Directions. From the list below, choose the word that best completes the sentence. Write the word in the blank. You will use each word only once. (1 point each)

arid       disadvantage       investment       portraits
assume    exert         inviting        precipitation
boast       feat         knapsack    quantity
contribute  heir         occasion       tradition
cultivate        import            ordinarily  vicinity

51. In Japan, my brother met Keiji Sato from Kyoto. Keiji’s ancestors also come from the _______________ of Kyoto. In fact, he and his parents are now living in a house near Kyoto, built by his great-grandparents.

52. In Japan, the eldest son _______________ inherits his father’s property. It would be usual if he didn’t.

53. Keiji is the eldest son, so he is his father’s _______________. Someday he will inherit the house in Kyoto.

54. This is one example of a family _______________. Another related custom may require a daughter to go live with her husband’s family when she marries.

55. Many homes in the United States have formal family pictures on the walls. Japanese homes, on the other hand, don’t have such _______________ of family members.

56. There are a few possible reasons for this cultural difference. First, Japanese homes are made differently; second, in a culture that values modesty, such a display might appear as if one were trying to _______________ about, or show too much pride in, one’s family.

57. We can’t _______________, or suppose, that we know the answer before asking a question about another culture. That would be arrogant.

58. My brother described one _______________ when he and his Japanese hosts had a star watching party. Unfortunately, it started to rain.

59. However, the _______________ was brief, and the stars came out more brilliant than ever.
Like Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word. (1 point each)

71. a dramatic gown
   (A) pretty
   (B) simple
   (C) interesting
   (D) striking

72. an extraordinary event
   (A) normal
   (B) amazing
   (C) terrible
   (D) enjoyable

73. numerous flowers
   (A) large
   (B) many
   (C) few
   (D) various

74. an ambitious actor
   (A) eager
   (B) talented
   (C) rich
   (D) lazy

75. to make an oath
   (A) lie
   (B) promise
   (C) word
   (D) order

76. to reign fairly
   (A) rule
   (B) attack
   (C) leave
   (D) win

77. on a yacht
   (A) plane
   (B) train
   (C) ship
   (D) bus

78. a luxurious coat
   (A) warm
   (B) reasonable
   (C) long
   (D) expensive

79. a solitary traveler
   (A) tired
   (B) alone
   (C) bored
   (D) lost

80. a gorgeous sunset
   (A) ordinary
   (B) unusual
   (C) brief
   (D) beautiful
Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word. (1 point each)

81. irregular hem
   (A) even
   (B) neat
   (C) crooked
   (D) professional

82. leisure time
   (A) play
   (B) quiet
   (C) work
   (D) rest

83. the luscious peach
   (A) well-done
   (B) distasteful
   (C) delicious
   (D) well-kept

84. an honorable judge
   (A) honest
   (B) untrustworthy
   (C) young
   (D) unintelligent

85. counterfeit money
   (A) old
   (B) fake
   (C) real
   (D) foreign

86. an ornamental railing
   (A) heavy
   (B) plain
   (C) modern
   (D) decorative

87. to relate a story
   (A) not find
   (B) not finish
   (C) not know
   (D) not tell

88. appropriate answers
   (A) difficult
   (B) short
   (C) wrong
   (D) correct

89. a clear contrast
   (A) sameness
   (B) interest
   (C) difference
   (D) argument

90. to eliminate completely
   (A) destroy
   (B) fill up
   (C) throw out
   (D) include
**Word Analysis**

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix or suffix as it is used in each pair. (1 point each)

91. exportable  fixable
   (A) full of
   (B) capable of being
   (C) produced by
   (D) made of

92. inaccurate  inactive
   (A) not
   (B) around
   (C) half
   (D) with

93. semitransparent  semicircle
   (A) beside
   (B) not
   (C) half
   (D) away

94. dissatisfy  disqualify
   (A) to the inside
   (B) do the opposite of
   (C) under, beneath
   (D) in place of

**Directions.** For the following item, circle the letter of the word that correctly completes the sentence. (1 point)

95. The Latin word * clamare*, meaning "to shout," will help you understand the meaning of
   (A) contrast
   (B) cultivate
   (C) excuse
   (D) exclaim
Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence. (1 point each)

96. Don’t you envy her ability to use chopsticks?
   (A) Envy can hurt a friendship.
   (B) Even a happy person can feel envy now and then.
   (C) Rita’s skill at soccer inspires envy in her friends.
   (D) I can’t help but envy Carlos; he does so well at math.

97. According to some people, Mount Fuji is Japan’s greatest marvel.
   (A) The crowd will marvel at the high-wire act.
   (B) At sunrise the view from Mill Mountain is a marvel.
   (C) Everyone crowded around to marvel at Jeff’s ant farm.
   (D) I couldn’t help but marvel when Jason cleaned the whole garage by himself.

98. Sam is going to request permission to study in Japan.
   (A) The deejay said, “This next request goes out to Jeanne from Rob.”
   (B) If you’re tired, you may request a short break.
   (C) Mr. Akato will be happy to honor your request.
   (D) Lisa’s request was a simple one.

99. The school gave its visitor a hearty welcome.
   (A) After such a hearty meal, I’m ready for a nap.
   (B) Mountain climbers usually are strong, hearty people.
   (C) Ms. Lee’s baby looks hearty, considering he just had the flu.
   (D) My uncle taught me always to give a hearty handshake.

100. In Japan, a girl’s wardrobe may include a formal kimono.
    (A) You’ll need a bigger wardrobe soon if you keep buying new clothes.
    (B) That oak wardrobe has been in our family for a century.
    (C) Mario can’t imagine a wardrobe that doesn’t include blue jeans.
    (D) In the back of the theater is a wardrobe filled with wonderful costumes.
**TEST 3**

**CONTEXT:** Ecology and Environment

Making New Words Your Own  Lessons 21–30
Understanding New Words and Their Uses  Lessons 11–15
Connecting New Words and Patterns  Lessons 11–15
Reading New Words in Context  Lessons 11–15

**PART A • Wildlife Preservation**

**Context Clues**

**Directions.** From the list below, choose the word that best completes the sentence. Write the word in the blank. You will use each word only once. (1 point each)

- absorb
- appreciate
- candidate
- cooperate
- doubtless
- hazard
- inexpensive
- inform
- inspiration
- juvenile
- mammoth
- merchandise
- persuade
- protest
- reduction
- remedy
- revolution
- temporary
- villains
- widespread

1. Ecology serves as an ________________ for many people. It moves them to act in the interest of the environment.

2. If we are not careful, there is no question that much of nature will soon be gone. Many kinds of animals will ________________ become extinct.

3. All living things depend on their environment. For example, plants ________________, or take in, nourishment from the soil.

4. The study of ecosystems, or communities of plants and animals interacting with their environment, helps us to ________________ the value of every living thing.

5. In the tale of our failing ecosystems, humans are often cast as the ________________. We’ve robbed the land of resources the way pirates robbed ships.

6. People’s activities can threaten other animals. For example, the water pollution caused by factories is a ________________ to fish.

7. Hunting has caused the extinction of some species. The ________________, a kind of elephant, was hunted by early people until it died out completely.
8. When an animal population grows too large and uses up its food supply, conservationists may try to cause a _______________ in the number of animals.

9. In the 1900s, scientists began breeding endangered species in zoos, or wildlife parks. But often, both the mature animals and the _______________ animals died in captivity.

10. In the 1950s, many countries began to _______________, or work together, to set up wildlife-conservation programs.

11. Groups sometimes speak out against activities that threaten our ecosystems. This kind of public _______________ can get the attention of lawmakers.

12. Signs and displays at the wildlife parks _______________ visitors that certain animals are dying out. The signs also tell visitors what they can do to help.

13. A lot of money goes into the upkeep of wildlife parks. On the other hand, natural habitats are fairly _______________ to maintain.

14. If a species is threatened, conservationists may propose that the animal be protected in wildlife parks. The California condor was a _______________ for protection.

15. Scientists hope the condors' stay in wildlife parks will be _______________. They hope that soon the birds' natural habitat will be their permanent home.

16. Some private organizations work for change in government. They try to convince, or _______________, lawmakers to pass laws that will help the environment.

17. But laws are only part of the _______________ for our environmental problems. People's interest must also be part of the solution.

18. Some environmental organizations sell goods such as T-shirts, calendars, and other _______________ to make people more aware of conservation.

19. Ecologists would like to see global, _______________ education. They believe that only when all of us understand our environment can we truly protect it.

20. Ecology has caused a _______________ in our society. We have completely changed the way we see nature, and we are taking better care of the earth.
Like Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word. (1 point each)

21. to nominate a candidate
   (A) appoint
   (B) remove
   (C) support
   (D) defend

22. a huge debt
   (A) amount paid
   (B) chest of drawers
   (C) amount owed
   (D) amount charged by mistake

23. to be guided by your conscience
   (A) belief in something
   (B) sincere desire
   (C) basic goodness
   (D) sense of right

24. adjust the puzzle pieces
   (A) find
   (B) lose
   (C) damage
   (D) arrange

25. read the text
   (A) front page
   (B) written work
   (C) new information
   (D) printing press

26. a military campaign
   (A) election
   (B) unplanned movement
   (C) training ground
   (D) battle

27. cast your ballot
   (A) decision
   (B) vote
   (C) play
   (D) election

28. a characteristic of otters
   (A) different species
   (B) distinguishing feature
   (C) description
   (D) unusual appearance

29. the theme of the story
   (A) moral lesson
   (B) main idea
   (C) necessary details
   (D) surprise ending

30. the parents' guidance
   (A) discipline
   (B) advice
   (C) permission
   (D) love
**Opposite Meanings**

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word. (1 point each)

31. to **applaud** the idea  
   (A) approve  
   (B) minimize  
   (C) reject  
   (D) like

32. to **omit** the salt  
   (A) neglect  
   (B) leave out  
   (C) forget to bring  
   (D) include

33. still in **mourning**  
   (A) sorrow  
   (B) darkness  
   (C) celebration  
   (D) hiding

34. to **disgust** the viewer  
   (A) offend  
   (B) protect  
   (C) warn  
   (D) please

35. a **genuine** smile  
   (A) sincere  
   (B) phony  
   (C) weak  
   (D) apparent

36. a **complaint** by the customer  
   (A) compliment  
   (B) question  
   (C) protest  
   (D) disease

37. deep **regret**  
   (A) confusion  
   (B) joy  
   (C) anger  
   (D) sorrow

38. dissolve in **water**  
   (A) disappear  
   (B) grow  
   (C) crush  
   (D) appear

39. **furious** winds  
   (A) warm  
   (B) violent  
   (C) calm  
   (D) steady

40. the secretary’s **employer**  
   (A) helper  
   (B) boss  
   (C) partner  
   (D) occupation
Word Analysis

Directions. Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix or suffix as it is used in each pair. (1 point each)

41. insecurity  incorrect  
   (A) within  
   (B) of, about  
   (C) not  
   (D) from  

42. hyperten sion  hyperactive  
   (A) among  
   (B) too much  
   (C) without  
   (D) against  

43. offensive  descriptive  
   (A) tending or belonging to  
   (B) place or thing for  
   (C) lack or loss of  
   (D) means or result of  

44. visualize  sterilize  
   (A) treat  
   (B) become  
   (C) perform  
   (D) make  

Directions. For the following item, circle the letter of the word that correctly completes the sentence. (1 point)

45. The Latin word *corporare*, meaning "to make into a body," will help you understand the meaning of  
   (A) cooperate  
   (B) candidate  
   (C) corporation  
   (D) cord
**Multimeaning**

**Directions.** Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence. *(1 point each)*

46. The antics of zoo animals **entertain** visitors, but zoos also have an educational purpose.
   (A) Mr. Jacoby cleaned the house so that he could **entertain** guests that evening.
   (B) I didn’t even **entertain** the possibility that we could work on the ecology project together.
   (C) The clown’s job was to **entertain** the children, not frighten them!
   (D) Did you **entertain** the idea of volunteering at the animal shelter?

49. The skunk’s **foul** odor drives off attackers.
   (A) Grandma says her knee aches whenever **foul** weather is approaching.
   (B) Electric cars don’t **foul** the air with pollution.
   (C) The judges discovered that the Sherlocks had won only because of a **foul** trick.
   (D) The garbage smelled so **foul** I had to hold my breath while I carried it to the dumpster.

47. **Braille** was invented in the nineteenth century.
   (A) Rosa learned how to read **braille** writing when she was ten.
   (B) This book has been translated into **braille** as well as into French and Spanish.
   (C) With a little practice, you can learn the **braille** alphabet.
   (D) Each **braille** letter is a specific pattern of raised dots.

48. At ten o’clock, Sharon had an **urge** to check on the baby.
   (A) Chico’s coach might **urge** him to enter the race.
   (B) You can use our pool if you get the **urge** to go for a swim.
   (C) Tonight at the public meeting, community members will **urge** the city council to reconsider its plans for a new highway.
   (D) I can’t **urge** you enough to attend the meeting.
PART B • Operation Cat Drop

Context Clues

Directions. From the list below, choose the word that best completes the sentence. Write the word in the blank. You will use each word only once. (1 point each)

amateur application benefit decrease duplicate
impatience justify obvious prey prohibit
rebel reckless rehearsal resident responsibility
severe simplify survival threat tragedy

51. Professional ecologists must study for many years to learn their work. But anybody can be an ________________ ecologist in his or her own back yard.

52. An ecosystem is a separate, self-supporting unit of living things interacting with their environment. To ________________ this complicated definition, you could say an ecosystem is a kind of community.

53. Each animal needs other living things for ________________. For example, deer can't exist without plants to eat.

54. It's impossible to ________________ an ecosystem. The connections among living things are too complex and delicate to be copied.

55. We can't afford to be careless with pesticides. ________________ use of them can affect whole ecosystems.

56. We can protect life with the ________________, or use, of ecology.

57. The story of Operation Cat Drop makes the point ________________. From this story, it's easy to see why ecology is important.

58. Imagine you are a ________________ of Borneo in 1955. In the sky you see an amazing sight. Could something this strange be happening where you live?

59. You can't wait to find out why cats in parachutes are dropping from the sky. Your ________________ is so great that you ask a neighbor what's going on.

60. "How can parachuting cats ________________ anybody?" you ask. "What's the good of such a thing?"

61. The cats have been sent because of a ________________, a terrible event, in Borneo's villages.
62. The World Health Organization had a _______________ to stop malaria in Borneo. To perform this duty, it had to kill the mosquitoes that spread the disease.

63. Powerful bug killers were used to _______________ the mosquito population. But the sprays lessened the number of other animals, too.

64. The people didn’t consider that cockroaches would _______________ on the poisoned mosquitoes. In turn, lizards would hunt and eat the poisoned cockroaches.

65. In other words, people forgot that nature tends to _______________ against, or resist, human control.

66. The result was that many cats in Borneo died from eating the poisoned lizards. This was not just a _______________ problem for the cats; it was also a serious problem for humans.

67. With the cats gone, the rats multiplied like crazy. The rats were a _______________ to the human population because they carried deadly diseases.

68. You guessed it—the cats were parachuted in to rescue Borneo from the rats! The success of Operation Cat Drop may _______________ the cats’ unpleasant ride through the sky.

69. Today, more laws exist to protect the environment. These laws _______________, or prevent, the careless use of pesticides.

70. For the sake of cats everywhere, though, let’s hope that Operation Cat Drop was a final performance, not a _______________ for future rescue missions.
Like Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word. (1 point each)

71. specify your plans
   (A) be unclear about
   (B) reveal gradually
   (C) discuss secretly
   (D) state in detail

72. a sincere compliment
   (A) praise
   (B) thanks
   (C) fondness
   (D) criticism

73. to qualify for the job
   (A) be unsuited
   (B) meet requirements
   (C) study hard
   (D) be prepared

74. apologize for that remark
   (A) express regret
   (B) show approval
   (C) take back
   (D) show pride

75. to pollute his thinking
   (A) make impure
   (B) try to change
   (C) make wise
   (D) try to confuse

76. a frantic search
   (A) calm
   (B) careful
   (C) careless
   (D) wild

77. the toxic liquid
   (A) unpleasant
   (B) poisonous
   (C) suitable
   (D) unclean

78. to hesitate briefly
   (A) stumble
   (B) decide
   (C) delay
   (D) step

79. to provoke sadness
   (A) feel
   (B) produce
   (C) choose
   (D) fear

80. another intrusion
   (A) interruption
   (B) interest
   (C) courtesy
   (D) request
**Opposite Meanings**

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word. *(1 point each)*

81. will invade your **privacy**
   (A) famous name
   (B) private life
   (C) public life
   (D) pleasing personality

82. the **suburbs of Chicago**
   (A) outer parts
   (B) inner city
   (C) outer boundaries
   (D) older neighborhoods

83. **courteous behavior**
   (A) disliked
   (B) rude
   (C) polite
   (D) harmful

84. to **resemble her brother**
   (A) look like
   (B) brag to
   (C) turn into
   (D) differ from

85. to get a **promotion**
   (A) lowered rank
   (B) move up
   (C) new job
   (D) low opinion

86. a **superior athlete**
   (A) skilled
   (B) excellent
   (C) second-rate
   (D) well-rounded

87. to **feel self-respect**
   (A) belief in oneself
   (B) great annoyance
   (C) low regard for
   (D) a sense of separation

88. a **vocal group**
   (A) talkative
   (B) smart
   (C) silent
   (D) restless

89. **bred in captivity**
   (A) attention
   (B) freedom
   (C) separateness
   (D) imprisonment

90. **unite the students**
   (A) classify
   (B) divide
   (C) transfer
   (D) combine
**Word Analysis**

**Directions.** Read each numbered pair of words below. Then, circle the letter of the choice that best describes the meaning of the underlined prefix or suffix as it is used in each pair. *(1 point each)*

91. **immigrate**   **import**  
   (A) no, not  
   (B) back, backward  
   (C) out, out of  
   (D) in, into

92. **sympathetic**   **athletic**  
   (A) away from  
   (B) dealing with, showing  
   (C) one who does  
   (D) back, backward

93. **eavesdropper**   **singer**  
   (A) one who does  
   (B) full of  
   (C) like, similar to  
   (D) skill

94. **unfortunate**   **unkind**  
   (A) over  
   (B) half  
   (C) badly  
   (D) not

**Directions.** For the following item, circle the letter of the word that correctly completes the sentence. *(1 point)*

95. The Latin word *antiphonos*, meaning "sounding back," will help you understand the meaning of    
   (A) apologize  
   (B) phony  
   (C) anthem  
   (D) ballad
Multimeaning

Directions. Read each numbered sentence below. Then, circle the letter of the choice that uses the boldface word in the same way as it is used in the numbered sentence. (1 point each)

96. The public had a keen sense of loss when the panda cub died.
   (A) Kate isn’t keen about the idea of studying tonight.
   (B) No one is safe from the keen blade of his wit.
   (C) She has a keen wish for world peace.
   (D) I can tell you aren’t keen about sailing.

97. The town council set aside a plot of land to be dedicated as a nature preserve.
   (A) One of the town’s citizens began to plot how he might use the land for something else.
   (B) The neighborhood church has a cemetery plot reserved for the pastor.
   (C) The class wrote a story with a plot about an animal that learned to speak and all the trouble that caused.
   (D) The man tried to devise a plot to overthrow the government.

98. Some polluting factories engage the environment in a war.
   (A) Let’s leave before he tries to engage us in an argument.
   (B) Did you engage a band for next month’s dance?
   (C) Lisa and Chico didn’t engage in the class discussion.
   (D) The club had to engage a new comedian at the last minute.

99. We felt honored to associate with the famous ecologist.
   (A) An associate can be anyone you spend time with.
   (B) Diaz and his associate are starting a new business.
   (C) If I associate with enough musicians, maybe their talent will rub off.
   (D) He’s friendly, but his associate is rude.

100. The volunteers cleaned up trash along the reservoir.
    (A) This reservoir of pennies is for an emergency.
    (B) I envy his unlimited reservoir of enthusiasm.
    (C) Carl seems to have a reservoir of dumb jokes.
    (D) The reservoir used to be polluted, but the water is cleaner now.
NOTES