

## PRONUNCIATION KEY

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<i>Symbol</i>	<i>Key Words</i>	<i>Symbol</i>	<i>Key Words</i>
a	cat	b	bed
ā	ape	d	dog
ä	cot, car	f	fall
â	bear	g	get
e	ten, berry	h	help
ē	me	j	jump
i	fit, here	k	kiss, call
ī	ice, fire	l	leg, bottle
ō	go	m	meat
ō	fall, for	n	nose, kitten
oi	oil	p	put
oo	look, pull	r	red
ōō	tool, rule	s	see
ou	out, crowd	t	top
u	up	v	vat
u	fur, shirt	w	wish
o	a in ago	y	yard
	e in agent	z	zebra
	i in pencil	ch	chin, arch
	o in atom	ŋ	ring, drink
	u in circus	sh	she, push
	hospital (häs'pit'l)	th	thin, truth
		th	then, father
		zh	measure

A stress mark ' is placed after a syllable that gets a primary stress, as in **vocabulary** (vō kab' yə ler ē).

# Lesson 1

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**abate**  
ə bāt

*v.* To become weaker; to decrease.

[The speaker waited until the applause had *abated* before continuing.]

**unabated** *adj.* Showing no sign of weakening; showing no decrease.

[Representative Millet showed *unabated* enthusiasm for campaigning for the senate seat, even though he had been twice defeated for that office.]

**acknowledge**  
ək nəl' ij

*v.* 1. To admit the existence of.

[Did the police officer *acknowledge* your right to remain silent?]

2. To express recognition or thanks for.

[The new Wimbledon singles champion raised her hand to *acknowledge* the cheers of the crowd.]

**acknowledged** *adj.* Commonly accepted or recognized.

[Julia Child is an *acknowledged* expert on French cooking.]

**agent**  
ā' jənt

*n.* 1. A person who acts or does business for another.

[The author's *agent* found a company to publish his latest mystery story.]

2. Something that brings about a result.

[A new principal can be a powerful *agent* for change in a school.]

**authority**  
ə thōr' ə tē

*n.* 1. The right to give orders, make decisions, or take action.

[Only the Congress of the United States has the *authority* to declare war.]

2. An expert source of information.

[The researcher Jane Goodall is a world *authority* on chimpanzees.]

**authorities** *n.* A group of people who have the right to enforce laws.

[The *authorities* closed the restaurant because it did not meet the proper standards for cleanliness.]

**devastate**  
dev' ə stāt

*v.* To ruin or destroy completely.

[Farmers in the Midwest fear that lack of rain will *devastate* the wheat crop.]

**devastating** *adj.* Causing destruction.

[A *devastating* hurricane destroyed hundreds of homes in southern Florida.]

**devastation** *n.* Great destruction.

[The earthquake in Japan created a scene of massive *devastation*.]

**epidemic**  
ep' ə dem' ik

*n.* The rapid spreading of a disease to many people at one time.

[The flu *epidemic* of 1918 killed over twenty million people in the northern hemisphere.]

*adj.* Spreading rapidly as a disease over a wide area.

[AIDS became *epidemic* in central Africa in the 1980s.]

**estimate**  
es' tə māt

*n.* A number that is not exact; a careful guess.

[The mechanic's *estimate* for repairing the car is \$1000.]

*v.* (es' tə māt) To figure out roughly; to make an approximate calculation.

[We *estimate* that it will take us an hour to drive to the airport.]

**evict**  
ē vikt

*v.* To force out of property by taking legal action.

[The landlord threatened to *evict* the tenants for not paying the rent.]

<b>impartial</b> im pār' shəl	<i>adj.</i> Not favoring one side more than another; fair. [A judge should be <i>impartial</i> in the courtroom.]
<b>industrious</b> in dus' trē əs	<i>adj.</i> Hard working; not lazy. [The more <i>industrious</i> workers in the clothing factory were rewarded with pay raises at the end of the year.]
<b>infuriate</b> in fyoor' ē āt	<i>v.</i> To make very angry. [Cruelty to animals <i>infuriates</i> me.]
<b>irrelevant</b> ir rel' ə vənt	<i>adj.</i> Having nothing to do with the subject. [The candidate's personal wealth is <i>irrelevant</i> to our discussion about his qualifications for the job.]
<b>precise</b> prē sīs'	<i>adj.</i> Exact; accurate. [Do you know the <i>precise</i> time that your plane arrives?] <b>precision</b> <i>n.</i> (prē sīzh' ən) Exactness. [An eye surgeon's work requires great <i>precision</i> .]
<b>sham</b> sham	<i>n.</i> Something fake or false. [Their offer to make us rich turned out to be a <i>sham</i> .] <i>adj.</i> Not genuine; fake. [Although he tried to appear sorry, his <i>sham</i> apology fooled no one.] <i>v.</i> To pretend. [We <i>shammed</i> illness so we could stay home.]
<b>trek</b> trek	<i>n.</i> A long, slow, and difficult journey. [The hikers were exhausted after their <i>trek</i> over the mountain.] <i>v.</i> To travel slowly and with difficulty. [Sam <i>trekked</i> ten miles into town after his car broke down.]

## 1A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 1. Write each sentence in the space provided.

1. (a) you make that person very angry. (c) If you infuriate someone,  
(b) you act in that person's place. (d) If you evict someone,
- 

2. (a) something that is not genuine. (c) An estimate is  
(b) a decrease in size or amount. (d) A sham is
- 

3. (a) a disease that spreads rapidly. (c) An epidemic is  
(b) a number that is not exact. (d) An agent is
-

4. (a) that is meant to be helpful. (c) A devastating comment is one  
(b) An irrelevant comment is one (d) that is off the subject.
- 
5. (a) An agent is (c) something that cannot be explained.  
(b) A trek is (d) something that produces a result.
- 
6. (a) one who works hard. (c) An industrious person is  
(b) An impartial person is (d) one who is highly paid.
- 
7. (a) Estimates are (c) people who enforce the law.  
(b) Authorities are (d) witnesses to an accident.
- 
8. (a) is strongly denied. (c) Something that is acknowledged  
(b) is generally accepted. (d) Something that is unabated
- 
9. (a) a state of destruction. (c) Precision is  
(b) Devastation is (d) a sticking or holding together.
- 
10. (a) An authority is (c) an expert source of information.  
(b) a decrease in force or power. (d) A trek is
- 

## 1B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 1.

1. The people had no right to be there, so they were *removed by force* from the house.
2. The governor has the *right under the law* to appoint judges to state courts.
3. Those called for jury duty are expected to be *fair and not to favor either side*.

4. The parts of a jigsaw puzzle must be cut with *very great care* if they are to fit together properly.
5. In a special ceremony, the town *expressed its gratitude for* the heroic act of the firefighter.
6. To succeed in the movie business, you need a good *person to represent you*.
7. The carpenter will *give a rough idea of* the cost of building a deck.
8. We waited for the heavy traffic to *decrease in volume* before we left the city.
9. Yesterday's tornado in eastern Kansas *completely ruined* a trailer park.
10. We *made a long and difficult journey* across the desert for three days.

## 1C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following can be *shammed*?  
(a) concern (c) sleep  
(b) honesty (d) interest
2. Which of the following might be *estimated*?  
(a) the cost of repairs (c) the population of a town  
(b) the height of a hill (d) the number of days in a week
3. Which of the following would be *irrelevant* in judging a student's writing?  
(a) the student's age (c) the width of the margins  
(b) the student's name (d) the color of the ink used
4. Which of the following might result in someone's being *evicted* from a house?  
(a) failing to pay the rent (c) causing damage to it  
(b) using it for illegal purposes (d) running a business from it
5. Which of the following can *abate*?  
(a) anger (c) silence  
(b) high winds (d) applause
6. Which of the following are *precise* amounts?  
(a) 2,145 (c) half a dozen  
(b) several hundred (d) a lot

7. Which of the following might be considered a *trek*?
- (a) a trip to the corner store                      (c) a walk across Canada  
(b) a ride in a hot air balloon                      (d) a plane trip to Europe
8. Which of the following would be *devastating* to a town?
- (a) a new mayor    (c) a hot summer  
(b) an earthquake    (d) a large population

## 1D Word Relationships

*In each group below, circle the two words that are synonyms.*

- |                |             |             |            |
|----------------|-------------|-------------|------------|
| 1. AUTHORITY   | EXPERT      | 4. SECRET   | IRRELEVANT |
| AGENT          | PRACTICE    | FAIR        | IMPARTIAL  |
| 2. ADMIT       | ACKNOWLEDGE | 5. WEAK     | FAKE       |
| FORGET         | DEVASTATE   | PRECISE     | SHAM       |
| 3. CALCULATION | DECISION    | 6. INCREASE | DESTROY    |
| ESTIMATE       | TREK        | DEVASTATE   | INFURIATE  |

*In each group below, circle the two words that are antonyms.*

- |           |        |                 |            |
|-----------|--------|-----------------|------------|
| 7. ABATE  | RULE   | 9. EPIDEMIC     | PRECISE    |
| INCREASE  | EVICT  | INACCURATE      | ANGRY      |
| 8. TREK   | DENY   | 10. INDUSTRIOUS | IRRELEVANT |
| INFURIATE | SOOTHE | STRONG          | LAZY       |

## 1E Narrative

*Read the narrative below; then complete the exercise that follows.*

### THE TRAIL OF TEARS

The original inhabitants of what is now Kentucky and Tennessee were an industrious people who lived mainly by hunting and farming. They were called Cherokees by the Europeans who first made contact with them after settling along the East Coast in the early 1600s. These first meetings between European traders and Cherokees were friendly but were to have **devastating** consequences for the Native Americans later. The Europeans brought goods for trading, but they also brought smallpox, a disease that had been unknown in North America before their arrival. This disease left the body covered with sores and was often fatal. In 1745, a smallpox epidemic struck the Cherokee people and killed more than half the population. And that was just the beginning of the Cherokee people's woes.

The United States government recognized the Cherokee Nation as a separate country and acknowledged its right to sign treaties, or legally binding agreements, with other countries. In treaty after treaty, the Cherokees gave more and more of their land to the United States government in return for the right to evict anyone who settled illegally on the remaining land. But settlers ignored these agreements and continued to move onto Cherokee land. The United States government did not even pretend to be impartial in the disputes that arose as a result. The appeals of the Cherokee leaders fell on deaf ears, and the theft of their land continued unabated. By 1828, the Cherokee nation was one-tenth the size it had been a hundred years earlier.

In 1835, an agent of the United States government persuaded twenty Cherokees to sign one final treaty. According to its terms, the Cherokees would get five million dollars for leaving the last of their land and moving almost a thousand miles west. The Cherokee signers had no authority to act for the entire Cherokee Nation, but this fact was brushed aside as irrelevant by those in the government who wanted the land. The Chief Justice of the United States declared the agreement a sham. His opinion infuriated President Andrew Jackson, who replied, "The Chief Justice has made his decision; now let him enforce it."

Precisely two years after the signing of the agreement, on the orders of the president, two thousand heavily armed United States soldiers arrived and drove the Cherokee families from their homes. Nearly twenty thousand people were forced to trek more than nine hundred miles west into what is now Oklahoma. They went mostly on foot, and it has been estimated that about four thousand Native Americans died on the journey, which became known as "the trail of tears." In a sense, though, the Cherokees had traveled an even longer and even more sorrowful trail, a journey in time that began when the unsuspecting Cherokees first greeted the Europeans as friends.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. Why did smallpox kill so many Cherokees in such a short time?

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2. About how many Cherokees died of smallpox in 1745?

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3. Did the Cherokees' repeated appeals to the United States government slow down the theft of their land?

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4. What is the meaning of agent as it is used in the narrative?

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5. Why was the Cherokees' last treaty a sham?

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6. Why might we think that the Cherokees were successful farmers?

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7. Were those who wanted the Cherokees' land influenced by the fact that the Cherokee signers of the 1835 treaty had acted illegally?

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8. What is the meaning of acknowledged as it is used in the narrative?

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9. Why do you think that President Jackson was infuriated by the chief justice's opinion?

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10. What is the meaning of authority as it is used in the narrative?

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11. What happened when the Cherokees tried to evict illegal settlers?

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12. How should the United States government have behaved in dealing with the disputes between the Cherokees and the white settlers?

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13. How far did the Cherokees have to travel to get to what is now Oklahoma?

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14. Is the figure of 20,000 persons forced out of their homes an exact one?

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15. What kind of effect did the forced removal of the Cherokees from their land have on them?

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## WORDLY WISE

A disease is *epidemic* when it spreads rapidly and affects many people. (Polio was *epidemic* in the United States in the 1950s.) A disease is *endemic* when it occurs normally in an area because of the conditions in that area. (Malaria is *endemic* to tropical Africa.)



*Industry* is a noun and means (1) "a branch of business or manufacturing" (the automobile *industry*; the film *industry*), and (2) "a willingness to work hard" (The teacher praised the student's *industry*). The two adjectives formed from this noun relate to its two different meanings. *Industrial*

means "having to do with business or manufacturing." (The United States and Japan are two of the world's leading *industrial* nations.) *Industrious* relates to the second meaning of *industry*.



Trek comes from an old Dutch word *treck*, meaning "to pull or drag." Dutch settlers in South Africa used the word when describing their journeys by covered wagon because they often had to drag the wagons themselves when the going was hard. The English word, therefore, has come to mean any long, slow, difficult journey.

# Lesson 2

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

- astute**  
ə stūt  
*adj.* Wise in a clever or practical way.  
[An *astute* shopper compares prices carefully before making a purchase.]
- authentic**  
ō then' tīk  
*adj.* Genuine; true.  
[An authority on old maps declared that the sixteenth-century chart of the Florida Keys is *authentic*.]  
**authenticity** *n.* (ō then tis' i tē) The condition of being genuine.  
[Lawyers questioned the *authenticity* of the signature on the agreement.]  
**authenticate** *v.* To prove that something is genuine.  
[Only an art expert can *authenticate* the painting as one by Rubens.]
- delicacy**  
del' i kə sē  
*n.* 1. A choice item of food.  
[Smoked salmon is a *delicacy*.]  
2. Great consideration for the feelings of others.  
[Discussing her mistake will embarrass her unless you handle the matter with *delicacy*.]
- derogatory**  
dər rāg' ə tōr ē  
*adj.* Expressing a low opinion; intended to hurt the reputation of a person or thing.  
[His habit of making *derogatory* comments about his co-workers made him unpopular.]
- devour**  
də vour'  
*v.* 1. To eat up hungrily.  
[The wolf was about to *devour* Little Red Riding Hood when the woodcutter arrived.]  
2. To take in eagerly with the eyes or ears.  
[The children *devoured* comic books when they were younger.]
- figment**  
fīg' mənt  
*n.* Something that is made up in the mind but that has no connection with reality.  
[The monster in the closet is a *figment* of the child's imagination.]
- mythical**  
mīth' i kəl  
*adj.* Imaginary; not real.  
[Unicorns are *mythical* creatures.]
- plumage**  
plūm' ij  
*n.* A bird's feathers.  
[Parrots have brightly colored *plumage*.]
- predatory**  
pred' ə tōr ē  
*adj.* 1. Living by killing and eating other animals.  
[Crocodiles are *predatory* reptiles.]  
2. Living by robbing or stealing from others.  
[*Predatory* bands of pirates once sailed the Mediterranean seeking victims.]  
**predator** *n.* 1. A creature that lives by killing.  
[A sea eagle is a *predator* that dives for fish.]  
2. A person who lives by robbing.  
[These gang members are *predators* who belong in jail.]
- prior**  
pri' ə  
*adj.* 1. Coming earlier in time.  
[I was unable to see you this morning because I had a *prior* appointment.]  
2. Coming before in order or importance.  
[The court ruled that the Native Americans had a *prior* claim to the land.]

**scavenge**  
skav' ənj

*v.* To search through or pick over, looking for something usable.  
[People with metal detectors *scavenge* the beach looking for coins.]

**scavenger** *n.* 1. Someone who scavenges.

[After the fire, *scavengers* looked through the debris, hoping to find something of value.]

2. An animal that feeds on dead or decaying matter.

[Vultures, hyenas, and other *scavengers* are an important part of nature's clean-up crew.]

**slaughter**  
slōt' ə

*v.* 1. To kill in order to obtain meat.

[The hogs are fattened up before they are *slaughtered*.]

2. To kill people or animals in large numbers or in a cruel way.

[For centuries, whales were *slaughtered* for their oil and other valuable products.]

*n.* 1. The killing of an animal for food.

[The *slaughter* of beef cattle should be carried out as swiftly and painlessly as possible.]

2. The act of killing on a large scale or in a cruel way.

[Those who drink and drive contribute to the *slaughter* on the nation's highways.]

**solitude**  
sōl' ə tōd

*n.* The condition of being alone or at some distance from people.

[We enjoyed the *solitude* of a walk on the deserted beach.]

**ungainly**  
un gān' lē

*adj.* Moving in a clumsy or awkward way.

[Walruses, graceful in the water, are *ungainly* creatures on land.]

**vulnerable**  
vul' nər ə bəl

*adj.* Open to attack; easily injured physically or emotionally.

[Starving people are more *vulnerable* to disease than those who are well-fed.]

## 2A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 2. Write each sentence in the space provided.

1. (a) To authenticate is to  
(b) To scavenge is to
- (c) prove to be a fake.  
(d) search for something usable.
- 

2. (a) Plumage is  
(b) being cut off from society.
- (c) Delicacy is  
(d) a bird's feathers.
- 

3. (a) that isn't real.  
(b) An astute creature is one
- (c) A mythical creature is one  
(d) that moves awkwardly.
- 

4. (a) A figment is  
(b) A delicacy is
- (c) a choice item of food.  
(d) an awkward situation.
-

- 
5. (a) Authenticity is  
(b) Solitude is  
(c) the fear of looking foolish.  
(d) the quality of being genuine.
- 
6. (a) A predator is  
(b) a creature that is easily hurt.  
(c) something that is imagined.  
(d) A figment is
- 
7. (a) A prior commitment  
(b) is one made earlier.  
(c) is one made in a hurry.  
(d) An astute commitment
- 
8. (a) An ungainly person  
(b) A vulnerable person  
(c) is one who takes from others.  
(d) is one who is easily hurt.
- 
9. (a) Slaughter is  
(b) Solitude is  
(c) killing on a large scale.  
(d) the condition of being overcrowded.
- 
10. (a) An ungainly person is  
(b) one who is surefooted.  
(c) one who robs others.  
(d) A predatory person is
- 

## 2B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 2.

1. People who are *able to use good judgment* are unlikely to be fooled easily.
2. The *killing on a huge scale* of the American bison almost led to its extinction.
3. While Carlotta was at camp, she *read with great eagerness* the letters from home.
4. *Persons who pick over objects that have been thrown away* are not allowed at the town dump.
5. It's obvious that this coin marked 55 B.C. is not *genuine but must be a fake*.

6. There is some unfinished business left over from a *meeting that took place before the present meeting*.
7. I felt very *clumsy and not at all graceful* when called upon to dance in public.
8. People who like *the condition of being all alone* make good lighthouse keepers.
9. I try to ignore statements that are *intended to hurt someone's reputation*.
10. The counselor asked questions about the student's family with *much consideration for his feelings*.

## 2C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following might be *vulnerable*?
  - (a) a young child
  - (b) a wounded animal
  - (c) an undefended city
  - (d) a trusting person
2. In which of the following places might you find *solitude*?
  - (a) a busy airport
  - (b) a crowded theater
  - (c) a log cabin in Alaska
  - (d) an uninhabited island
3. Which of the following can be *astute*?
  - (a) a reply
  - (b) a person
  - (c) a solution
  - (d) an advertisement
4. Which of the following occurred *prior* to 1990?
  - (a) the Kennedy presidency
  - (b) the death of Abraham Lincoln
  - (c) the 1984 Olympics
  - (d) the 1993 Florida hurricane
5. Which of the following are *mythical* creatures?
  - (a) mermaids
  - (b) unicorns
  - (c) dragons
  - (d) dinosaurs
6. Which of the following are *predators*?
  - (a) wolves
  - (b) gorillas
  - (c) spiders
  - (d) sharks
7. Which of the following might be *devoured*?
  - (a) important news
  - (b) an interesting novel
  - (c) a batch of cookies
  - (d) elevator music
8. Which of the following is a *derogatory* remark?
  - (a) "You're stupid."
  - (b) "It's too expensive."
  - (c) "You're a saint."
  - (d) "You could do better."

## 2D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                            |                           |   |   |
|----------------------------|---------------------------|---|---|
| 1. EAT UP<br>WANDER        | SCAVENGE<br>DEVOUR        | S | A |
| 2. DEROGATORY<br>AUTHENTIC | UNGAINLY<br>FAKE          | S | A |
| 3. ASTUTE<br>PRIOR         | MYTHICAL<br>REAL          | S | A |
| 4. GRACEFUL<br>PREDATORY   | VULNERABLE<br>DEFENSELESS | S | A |
| 5. ASTUTE<br>STUPID        | UNGAINLY<br>PRECISE       | S | A |
| 6. FIGMENT<br>KILLING      | SLAUGHTER<br>SOLITUDE     | S | A |
| 7. IRRELEVANT<br>PRIOR     | EARLIER<br>DEROGATORY     | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. DELICACY : EAT ::  
 (a) jewelry : wear  
 (b) beverage : drink  
 (c) food : refrigerate  
 (d) nose : smell
9. PLUMAGE : BIRD ::  
 (a) wheels : car  
 (b) feather : wings  
 (c) water : boat  
 (d) scales : reptile
10. GRACEFUL : UNGAINLY ::  
 (a) fast : slow  
 (b) flattering : derogatory  
 (c) mythical : imaginary  
 (d) prior : earlier

## 2E Narrative

Read the narrative below; then complete the exercise that follows.

### THE LAST DODO

If someone called you a “dodo,” you would probably be insulted. It is a derogatory term that describes someone who is not very astute. The English word comes from the Portuguese *doulo*, which means “a foolish person.” Dodo was the name Portuguese settlers gave to a large bird that inhabited the island of Mauritius in the Indian Ocean. Some people think of the dodo as a mythical creature, but it was a real bird, and its story is a sad one.

For thousands of years, until the island of Mauritius was discovered by Portuguese sailors in 1507, this odd-looking bird lived in peaceful solitude. Because there were no predatory animals on the island, it had long since lost the ability to fly. And since it had no natural enemies, it was very trusting and made no attempt to flee when approached by humans. Because of this, the Portuguese considered the bird stupid and gave it the name by which we know it—the dodo.

Even if it had been less trusting of humans, the dodo would still have been vulnerable because it was too fat and ungainly to run very fast. The settlers on the island found that dodos, although a little tough, were good to eat and slaughtered them in large numbers. Domesticated animals brought to the island by the settlers added to the dodos’ problems. The female dodo laid a single large white egg, which it deposited on the ground, usually in a tuft of grass. Prior to the arrival of the first settlers, the eggs had lain undisturbed until they hatched. To the dogs that now roamed the island, these eggs were a delicacy, so the dogs scavenged the island and devoured any dodo eggs they found. The dodo was last seen alive in 1681, and none is believed to have survived after that date.

As time passed, people began to wonder if the dodo had ever existed. Drawings done by artists who had visited Mauritius showed a bird somewhat larger than a swan, with a long neck, a large head, an enormous black bill, and a short, tufted tail. Its plumage was grayish in color over most of its body and white on its breast. Most people who saw these pictures thought that such an odd-looking creature must be a figment of the artist’s imagination; at that time, there was no way of knowing whether they provided an authentic record of an actual creature.

Then, in 1889, a large number of dodo bones were discovered in a swamp on Mauritius. Several skeletons were reconstructed from them and later displayed in museums in London and Paris. They are all that remain of this odd-looking but rather lovable bird.

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.

1. What drastic change occurred in the dodos' living conditions in 1507?

---

2. What is the meaning of **prior** as it is used in the narrative?

---

3. What was it **about** the dodo's nature that made it easy to catch?

---

4. What was it about the dodo's physical condition that made it easy to catch?

---

5. What other names of birds are **derogatory** when applied to humans?

---

6. How was the existence of the dodo **authenticated**?

---

7. What did the Portuguese think of the dodo's intelligence?

---

8. What is the meaning of **delicacy** as it is used in the narrative?

---

9. What color were the feathers of a dodo?

---

10. What is the meaning of **devoured** as it is used in the narrative?

---

11. Why did many people believe the dodo to be a **figment** of an artist's imagination?

---



12. What did many people come to think about the dodo before the discovery of the bones?

---

13. What is the meaning of *slaughtered* as it is used in the narrative?

---

14. What is the meaning of *predatory* as it is used in the narrative?

---

15. How would you describe the dogs that lived on the island?

---

### WORDLY WISE

The Latin for *feather* is *pluma*. In addition to the word *plumage*, this Latin root gives us the English word *plume*, which is a noun, meaning “a large feather or group of feathers,” and a verb, meaning “to smooth its feathers.” (Birds *plume* themselves with their beaks.) The French word for *pen* is *plume* and comes from the same Latin root. Pens were once made from large feathers with the ends split to hold ink.

The Latin *solus* means “alone” or “without company” and forms the root of a number of English words in addition to *solitude*. *Solitaire* is a card game for just one person. *Solitary* means “alone” or “without company.” *Solo* means “performed by one person.”

# Lesson 3

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**admonish**  
əd mən' ish

*v.* 1. To warn.  
[Rescue workers *admonished* us to stay away from the flooding river.]  
2. To criticize gently.  
[The coach *admonished* me for missing practice.]

**admonition** *n.* (əd mə nish' ən) A warning.  
[We remembered our parents' *admonition* to stay close to shore while swimming.]

**aghast**  
ə gəst'

*adj.* Struck with horror; shocked.  
[We were *aghast* at the photographs of starving children in Africa.]

**annihilate**  
ə ni' ə lāt

*v.* To destroy completely; to reduce to utter ruin.  
[General Custer's army of over 200 men was *annihilated* at the battle of the Little Bighorn in 1876.]

**benefactor**  
ben' ə fək tər

*n.* A person who provides help, especially by giving money.  
[People who donated more than \$100 were listed as *benefactors* of the library.]

**bestow**  
bē stō'

*v.* To give as an honor; to present as a gift.  
[An Academy Award is the highest honor Hollywood can *bestow* on a film.]

**devious**  
dē' vē əs

*adj.* 1. Having many twists and turns; winding.  
[The climbers followed a *devious* route up the mountain.]  
2. Sneaky; not frank or honest.  
[This *devious* scheme was intended to take advantage of vulnerable people.]

**devoid**  
də void'

*adj.* Lacking; empty; entirely without.  
[Although he had experienced great misfortune, he was *devoid* of bitterness.]

**heed**  
hēd

*v.* To pay attention to.  
[I hope you will *heed* my advice.]  
*n.* Attention; notice.  
[Pay *heed* to the teacher's instructions before you begin the test.]

**heedful** *adj.* Paying careful attention.  
[*Heedful* of the fog, I drove slowly.]

**heedless** *adj.* Failing to pay proper attention.  
[They went ahead with their plans, *heedless* of our objections.]

**mortal**  
mōrt' l

*n.* A human being, especially as contrasted with a god.  
[Achilles, a hero in Greek mythology, had a goddess for a mother and a *mortal* for a father.]

*adj.* 1. Of or relating to human beings.  
[Being *mortal*, he accepted the fact that one day he would die.]  
2. Causing death; fatal.

[India's Prime Minister Indira Gandhi received a *mortal* wound delivered by an assassin in 1984.]

3. Very severe.  
[My friend wouldn't go into the reptile house because he has a *mortal* fear of snakes.]

**muse**  
myūz

*v.* To think about in a quiet, careful way.  
[I *mused* over whether to sell the house.]

**pioneer**  
pi ɔ nir

*n.* A person who goes before others and opens the way for them to follow.  
[Lucretia Mott and Elizabeth Cady Stanton, two nineteenth-century women, were *pioneers* in the women's rights movement.]

*v.* To open the way for others.  
[Isadora Duncan *pioneered* modern dance.]

**plague**  
plāg

*n.* 1. A deadly disease that spreads rapidly from person to person.  
[Those Londoners who could afford it fled to the country to escape the great *plague* of 1665.]

2. Anything that causes destruction or suffering.  
[A *plague* of locusts destroyed the crop.]

*v.* To cause suffering or distress.  
[After the tryouts, I was *plagued* by doubts that I would make the varsity team.]

**subside**  
səb sīd

*v.* 1. To sink to a lower level.  
[After the rain stopped, the floodwaters gradually *subsided*.]

2. To become quieter or less active.  
[The baby's sobs gradually *subsided*.]

**unwitting**  
un wīt' īg

*adj.* Not done on purpose; unintended.  
[I tried to ignore the *unwitting* insult, but his comment hurt me just the same.]

**wrath**  
rath

*n.* Forceful anger; fury.  
[It says in the Bible that envy and *wrath* shorten life.]

**wrathful** *adj.* Very angry.  
[In Homer's story of the Trojan War, a *wrathful* Achilles seeks revenge on the killer of his friend Patroclus.]

### 3A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 3. Write each sentence in the space provided.

1. (a) is one that is caused deliberately.  
(b) A mortal wound

- (c) is one that causes death.  
(d) An unwitting injury

2. (a) helps with gifts of money.  
(b) A pioneer is someone who

- (c) stands in the way of change.  
(d) A benefactor is someone who

3. (a) one that is unintended.  
(b) A wrathful insult is

- (c) one given as a warning.  
(d) An unwitting insult is

- 
4. (a) gradually rises.  
(b) twists and turns.
- (c) A subsiding path is one that  
(d) A devious path is one that
- 
5. (a) fooled by false promises.  
(b) shocked.
- (c) To be aghast is to be  
(d) To be annihilated is to be
- 
6. (a) To subside is to  
(b) do worse than expected.
- (c) To muse is to  
(d) sink to a lower level.
- 
7. (a) To be wrathful is to  
(b) To be mortal is to
- (c) live forever.  
(d) be very angry.
- 
8. (a) open the way for others.  
(b) express disagreement.
- (c) To muse is to  
(d) To pioneer is to
- 
9. (a) To admonish someone is to  
(b) protect that person.
- (c) To plague someone is to  
(d) criticize that person.
- 
10. (a) is to fail to pay attention to it.  
(b) to be well supplied with it.
- (c) To be heedless of something  
(d) To be devoid of something
- 

### 3B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 3.

1. "Lord, what fools these *human beings* be," says Shakespeare's Puck.
2. Drug-related violence is a *cause of much suffering* that began to spread rapidly in the 1970s.

3. Homestead Air Force Base in Florida was almost *reduced to ruins* in 1992 by Hurricane Andrew.
4. Elizabeth Blackwell was a *person who opened the way for others* in the field of medical education for women.
5. Anyone tempted to smoke should *pay close attention to* the warnings printed on cigarette packages.
6. I avoid doing business with him because I think he is *not honest in his dealings with others*.
7. As far as we know, Mars is *totally lacking in any form of life*.
8. In ancient times, people believed that a volcano's eruption was caused by the *terrible anger* of the gods.
9. Two children are easier to care for than one, he *thought quietly to himself*.
10. We obeyed the park ranger's *instruction that warned us* to be careful with matches while in the woods.

### 3C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following can *subside*?  
(a) an epidemic (c) a storm  
(b) the floor (d) flames
2. Which of the following might a *wrathful* person do?  
(a) seek revenge (c) make derogatory remarks  
(b) apologize (d) speak in a loud voice
3. Which of the following can you *heed*?  
(a) advice (c) a warning  
(b) a suggestion (d) a gift
4. Which of the following might *plague* a person?  
(a) hopes (c) worries  
(b) doubts (d) fears

5. Which of the following might make you *aghast*?  
 (a) seeing a beautiful sunset (c) missing a favorite TV show  
 (b) hearing of a terrible accident (d) receiving good news
6. Which of the following can be *mortal*?  
 (a) terror (c) enemies  
 (b) wounds (d) friends
7. Which of the following could be described as *devious*?  
 (a) a winding path (c) a person who lies and cheats  
 (b) an impartial judge (d) a person who lacks authority
8. Which of the following might a *benefactor* do?  
 (a) pay your college tuition (c) make derogatory remarks about you  
 (b) support a local theater (d) give you good advice

### 3D Word Relationships

In each group below, circle the two words that are antonyms.

- |            |            |             |           |
|------------|------------|-------------|-----------|
| 1. HEED    | BESTOW     | 4. INTENDED | UNWITTING |
| RECEIVE    | MUSE       | PRECISE     | WRATHFUL  |
| 2. MORTAL  | SLY        | 5. STRAIGHT | ASTUTE    |
| DEVOID     | FULL       | DEROGATORY  | DEVIOUS   |
| 3. DEVIOUS | HONEST     | 6. MUSE     | SCAVENGE  |
| AGHAUST    | IRRELEVANT | ADMONISH    | PRAISE    |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

7. INCREASE : SUBSIDE ::  
 (a) reward : admonish (c) attack : defend  
 (b) grow : shrink (d) alter : change
8. DAMAGE : ANNIHILATE ::  
 (a) annoy : infuriate (c) lessen : abate  
 (b) depart : arrive (d) praise : flatter
9. HEED : IGNORE ::  
 (a) borrow : return (c) open : shut  
 (b) guess : estimate (d) accept : reject
10. UPSET : AGHAUST ::  
 (a) tired : exhausted (c) genuine : authentic  
 (b) mortal : immortal (d) hungry : thirsty

### 3E Narrative

Read the narrative below; then complete the exercise that follows.

## PANDORA'S BOX

Modern English contains many words and phrases whose origins go back to ancient Greece. One of these phrases is *a Pandora's Box*, which has come to mean "something that produces unexpected problems or difficulties." For example, it could be said that the nineteenth-century French scientist Marie Curie, a pioneer in the study of uranium, opened a Pandora's Box with her research. It led later to the splitting of the uranium atom and the development of the atomic bomb, which gave the human race, for the first time in history, the power to annihilate itself. The expression *a Pandora's Box* comes from a Greek myth that explains how evil and suffering came into existence in a world that was originally devoid of them.

The story starts with Prometheus, whom the ancient Greeks looked upon as a benefactor of the human race. They believed that he stole fire from Zeus, the king of the gods, and gave it to human beings. To get revenge, the wrathful Zeus punished Prometheus by chaining him to a rock where eagles came and devoured his liver. Each night it grew back, and each day it was devoured afresh. Zeus was not satisfied with this, however; he also wanted to punish the people who had received the precious gift of fire, so he came up with a devious plan.

Zeus ordered his son Hephaestus, the best craftsman of the gods, to create the first woman. Her name, Pandora, means "all the gifts" because each of the gods bestowed a special gift upon her. Aphrodite gave her beauty, and Hermes gave her the ability to be crafty. Zeus gave her a box, which he admonished her never to open. But he also gave her the gift of curiosity, so he knew that she would not heed his warning.

Zeus then sent Pandora to live on earth as a mortal. She married and lived happily, untroubled except for one thing. She could not stop glancing at the box that Zeus had given her, and this kept her musing about what it contained. She was often tempted to lift the lid and peep inside, but then she would remember Zeus's warning and restrain herself. However, her curiosity, far from subsiding, increased with every passing day.

Finally, she could stand it no longer. Acting swiftly, so as to give herself no time to think, she picked up the box and opened it. Immediately, all the evils that now exist in the world flew out of Pandora's Box. Greed and envy, hatred and fear, disease and despair appeared on earth for the first time and began to plague humankind. Pandora was aghast at what she had done and quickly slammed the lid shut. Too late! She had been Zeus' unwitting helper as he carried out his plan of revenge and proved his power once again.

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.

1. What did Prometheus bestow on humankind?

---

2. What is the meaning of *subsiding* as it is used in the narrative?

---

3. Did Pandora know what she was doing when she helped Zeus carry out his plan?

---

4. Why would it be incorrect to call Pandora a benefactor of humankind?

---

5. What is the meaning of *devious* as it is used in the narrative?

---

6. What warning did Zeus give Pandora when he presented her with the box?

---

7. Did Hephaestus obey Zeus's order?

---

8. How did Zeus's gift of curiosity affect Pandora?

---

9. What is the meaning of *plague* as it is used in the narrative?

---

10. Did Zeus show any pity for Prometheus?

---

11. In what way did Marie Curie take a lead in the world of science?

---



12. What is the meaning of mortal as it is used in the narrative?
- 
13. According to the myth, who suffered because of Zeus's wrath?
- 
14. Why can we say that Marie Curie opened a Pandora's Box?
- 
15. How do you think Madame Curie would have felt if she had known that her research would lead to the atom bomb?
- 

### WORDLY WISE

The word *benefactor* is formed from two Latin roots, *bene*, which means "good" or "well," and *facere*, which means "to do; to make." The Latin word *malus* means "bad" or "evil." Using your knowledge of Latin roots, can you figure out the meaning of the word *malefactor*?



The Latin word for "death" is *mortalis*; from it comes our word *mortal*. The antonym of *mortal*, both as an adjective and a noun, is *immortal*. As an adjective, it means "living forever" (According to Greek mythology, the gods and goddesses who lived on Mount Olympus were *immortal*), and "having lasting fame" (No writer can compare to the *immortal* William Shakespeare). As a noun, *immortal* means "a mythical being who will never die" (Athena

and the other *immortals* of Mount Olympus were sometimes rivals), and "a person having lasting fame" (Jane Austen is one of the *immortals* of English literature).



Plague is now the general term for any widespread and deadly disease; it once referred to a specific disease called "the Plague," also known as "the Black Death," which swept through Europe and parts of Asia in the fourteenth century, killing up to three quarters of the population. A red cross on a door was a sign that someone inside the house had the disease. Spread by fleas that had bitten infected rats, it attacked many parts of the body, especially the lungs, and was almost always fatal. It has reappeared at various times over recorded history; the last great outbreak of the disease was in England in 1665.

# Lesson 4

## Word List *Study the definitions of the words below; then do the exercises for the lesson.*

- acquire**  
ə kwīr'  
*v.* To gain ownership of something; to get by one's own efforts or actions.  
[Most tourists *acquire* souvenirs from the places they visit.]  
**acquisition** *n.* (ək wə zish' ən) Something that is acquired.  
[We left the store with our shopping bags filled with our *acquisitions*.]
- antagonize**  
ən tag' ə niz  
*v.* To make an enemy of; to stir up anger or dislike.  
[You will *antagonize* your classmates if you make derogatory comments about them.]
- competent**  
kəm' pə tənt  
*adj.* Having the ability to do what is needed.  
[The mechanic is *competent* to work on the car's brakes.]  
**competence** *n.* The ability to do what is needed.  
[This examination tests the student's *competence* to drive safely.]
- comprise**  
kəm prīz'  
*v.* 1. To form; to make up.  
[Five states *comprise* New England.]  
2. To consist of or include.  
[A baseball team *comprises* nine players.]
- correspond**  
kōr ə spænd'  
*v.* 1. To match; to be equal to.  
[The two handwriting samples *correspond* in every way.]  
2. To exchange letters with another person.  
[Although the friends hadn't seen each other for several years, they *corresponded* regularly.]  
**correspondence** *n.* The act of exchanging letters; the letters that are exchanged.  
[The *correspondence* of famous people is often published after their death.]
- dilapidated**  
dī lap' ə dāt əd  
*adj.* In poor condition from neglect or age.  
[The shed was so *dilapidated* that it wasn't worth repairing.]
- illustrious**  
il lūs' trē əs  
*adj.* Very famous; outstanding.  
[Nadine Gordimer, the *illustrious* South African writer, received the Nobel Prize for literature in 1991.]
- incident**  
in' sə dənt  
*n.* Something that happens in real life or in a story; an event, often of little importance.  
[My car was struck from behind, but I thought no more about the *incident* until my neck began to hurt.]
- inherit**  
in her' it  
*v.* 1. To receive something from someone after that person's death.  
[I *inherited* this house from my grandparents.]  
2. To receive, as part of one's physical or mental make-up, from one's parents.  
[The baby *inherited* his mother's red hair.]

<b>latitude</b> lat' ə tōd	<p><i>n.</i> 1. The distance north or south of the equator, measured in degrees. [The <i>latitude</i> of New Orleans is 30 degrees north.]</p> <p>2. A region as marked by its distance from the equator. [Tropical plants cannot survive in northern <i>latitudes</i>.]</p> <p>3. Freedom from strict rules. [Students in high school are allowed some <i>latitude</i> in choosing their courses.]</p>
<b>loath</b> lōth	<p><i>adj.</i> Unwilling; reluctant. [I was <i>loath</i> to put my trust in such a devious person.]</p>
<b>maintain</b> mān tain'	<p><i>v.</i> 1. To declare something to be true. [Although the evidence against her is strong, she continues to <i>maintain</i> her innocence.]</p> <p>2. To continue in the same way or condition. [The walkers try to <i>maintain</i> an even pace as they exercise.]</p> <p>3. To keep in good condition. [The state of New York <i>maintains</i> this highway.]</p>
<b>renovate</b> ren' ə vāt	<p><i>v.</i> To make like new again. [We intend to <i>renovate</i> the apartment completely before we move in.]</p> <p><b>renovation</b> <i>n.</i> (ren ə vā' shən) The act of renovating; the thing renovated. [A group of concerned parents was responsible for the <i>renovation</i> of the playground.]</p>
<b>reprimand</b> rep' rə mand	<p><i>v.</i> To scold in a harsh or formal manner. [The manager <i>reprimanded</i> us for being late for work.]</p> <p><i>n.</i> A strong scolding from someone in authority. [The teacher gave us a <i>reprimand</i> for being absent without permission.]</p>
<b>supervise</b> sūp' pər vīz	<p><i>v.</i> To direct or manage activities. [Ms. Agostino will <i>supervise</i> the students in the study hall.]</p> <p><b>supervision</b> <i>n.</i> (sūp pər vīz' ən) The act of managing or directing. [A lack of proper <i>supervision</i> resulted in yesterday's accident at the playground.]</p> <p><b>supervisor</b> <i>n.</i> A person who manages or directs activities. [The <i>supervisor</i> reminded the worker to wear a hardhat at the construction site.]</p>

## 4A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 4. Write each sentence in the space provided.

1. (a) something caused by carelessness. (c) A renovation is  
(b) An incident is (d) something made like new again.
- 

2. (a) To supervise someone is to (c) make that person angry.  
(b) To antagonize someone is to (d) pay no heed to that person.
-

- 
3. (a) receive it after another person's death.  
(b) allow it to fall into neglect.
- (c) To maintain property is to  
(d) To inherit property is to
- 
4. (a) keep them in good condition.  
(b) consist of them.
- (c) To comprise several buildings is to  
(d) To acquire several buildings is to
- 
5. (a) distance from the equator.  
(b) letters exchanged between people.
- (c) Latitude is  
(d) Competence is
- 
6. (a) To be illustrious is to be  
(b) heavily decorated.
- (c) To be dilapidated is to be  
(d) in a poor state of repair.
- 
7. (a) something that takes place.  
(b) an unwitting insult or injury.
- (c) A reprimand is  
(d) An incident is
- 
8. (a) Correspondence is  
(b) letters exchanged between people.
- (c) failure to do what is required.  
(d) Competence is
- 
9. (a) a severe scolding.  
(b) a speech of praise.
- (c) A supervisor is  
(d) A reprimand is
- 
10. (a) To acquire a positive attitude  
(b) To maintain a positive attitude
- (c) is to question its value.  
(d) is to continue to have it.
-

## 4B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 4.

1. I was told that I would, *on the death of my mother*, become the new owner of the property.
2. In what year did the museum *become the owner* of this painting?
3. I was having such a good time that I was *not quite willing* to leave.
4. The child is too young to play outside without *someone watching over him*.
5. A pen and paper *form or make up* this writer's basic equipment.
6. We feel it is important to *write letters to each other* now that we live so far apart.
7. The store owner never doubted the manager's *ability to do the job properly*.
8. Maya Angelou is one of America's most *brilliant and highly respected* poets.
9. Students in that school are given plenty of *freedom from strict rules* but are expected to act responsibly.
10. A crew of sixty workers is needed to *take proper care of* the town's parks during the summer.

## 4C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following might be *inherited*?  
(a) brown eyes (c) money  
(b) bad luck (d) time
2. Which of the following can be *maintained*?  
(a) a point of view (c) a building  
(b) a denial (d) a custom
3. Which of the following might be *supervised*?  
(a) a work crew (c) the building of a house  
(b) a play group (d) solitude

4. Which of the following might result in a *reprimand*?
  - (a) behaving selfishly
  - (b) telling a lie
  - (c) getting sick
  - (d) getting an "A" on a test
  
5. Which of the following could be *renovated*?
  - (a) a house
  - (b) a tree
  - (c) a pet
  - (d) a disease
  
6. Which of the following could be an *acquisition*?
  - (a) intelligence
  - (b) old age
  - (c) a painting
  - (d) a quarrel
  
7. The word *latitude* could be applied to which of the following?
  - (a) 45 degrees south
  - (b) 10 degrees east
  - (c) North America
  - (d) the north star
  
8. Which of the following could be *dilapidated*?
  - (a) a building
  - (b) a truck
  - (c) a haircut
  - (d) an injury

## 4D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                             |                         |   |   |
|-----------------------------|-------------------------|---|---|
| 1. HATEFUL<br>LOATH         | WILLING<br>ILLUSTRIOUS  | S | A |
| 2. MANAGEMENT<br>INCIDENT   | SUPERVISION<br>LATITUDE | S | A |
| 3. ILLUSTRIOUS<br>INHERITED | UNKNOWN<br>HARDY        | S | A |
| 4. COMPETENT<br>IMPORTANT   | DILAPIDATED<br>ABLE     | S | A |
| 5. ANGER<br>ANTAGONIZE      | RENOVATE<br>MAINTAIN    | S | A |
| 6. INHERITED<br>DILAPIDATED | RUNDOWN<br>INJURED      | S | A |
| 7. REPRIMAND<br>EXCHANGE    | ACQUIRE<br>PRAISE       | S | A |

8. MATCH	GET		
COMPRISE	CORRESPOND	S	A
9. LOSE	ACQUIRE		
RENOVATE	ADJUST	S	A
10. HAPPENING	REWARD		
LATITUDE	INCIDENT	S	A

## 4E Narrative

*Read the narrative below; then complete the exercise that follows.*

### MOUNT VERNON

No visit to Washington, D.C., is complete without a trip to Mount Vernon, the home of George Washington, our nation's illustrious first president. It is located just a few miles south of our nation's capital, and its fine views, spacious lawns, shaded walks, and carefully tended gardens make it one of the most popular tourist attractions in the nation. More than a million people a year visit Mount Vernon, where they may pay their respects to the memory of our first president and his wife, the first lady, both of whom are buried there.

Mount Vernon had been in the Washington family for almost a hundred years when George Washington inherited the property in 1761. It comprised five separate farms as well as the house overlooking the Potomac river in which he lived with his wife and her two children from a former marriage. Because the house was too small for their needs, Washington added rooms and outbuildings. He hired the best workers he could find and supervised their work closely; by the time he had finished, Mount Vernon was the fine mansion visitors see today.

Although Washington was loath to leave his beautiful home, his duty to his country required him to be absent from Mount Vernon from 1775 until 1783, while he was leading the Continental army in the war against the British. In his absence, a distant cousin, Lund Washington, managed the property for him. We know a great deal about this period in the history of Mount Vernon because the correspondence between the two men has survived.

Washington gave his cousin considerable latitude in looking after the estate, and Lund was a competent manager. However, one incident aroused Washington's wrath. Lund wrote to him saying that a British warship had come up the river and that the crew had asked for food. Not wanting to antagonize them, Lund had complied with their request. Washington reprimanded his cousin and told him that he should have refused "even if they had burnt my house and laid the Plantation in ruins."

In 1789, Washington reluctantly left Mount Vernon once again to serve as the country's first president. He retired from public life after eight years and returned for the last time to his beloved home, where two years later he died. The property remained in the Washington family until 1858, by which time the house was in a sadly dilapidated state. In that year, the Mount Vernon Ladies Association, a group of private citizens, acquired the property. The association carefully renovated the house so that it now looks as it did when George Washington lived there. The Mount Vernon Ladies Association has maintained it ever since and opens it to the public every day of the year.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. What is the meaning of latitude as it is used in the narrative?

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2. Who supervised the workers at Mount Vernon between 1775 and 1783?

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3. Was George Washington eager to leave Mount Vernon in 1789?

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4. Why does Washington have a secure place in United States history?

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5. Why did George Washington, on the whole, have reason to be satisfied with his cousin's management?

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6. Was George Washington at Mount Vernon when the British warship arrived?

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7. Was George Washington pleased when his cousin helped the British?

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8. What is the meaning of **comprised** as it is used in the narrative?  
\_\_\_\_\_
9. How did George Washington know what was going on at Mount Vernon while he was away?  
\_\_\_\_\_
10. Why did Lund give the British what they asked for?  
\_\_\_\_\_
11. What is the meaning of **inherited** as it is used in the narrative?  
\_\_\_\_\_
12. Had the Washington family taken good care of Mount Vernon prior to its purchase by the Mount Vernon Ladies Association?  
\_\_\_\_\_
13. What was Mount Vernon in need of in 1858?  
\_\_\_\_\_
14. In what year did George Washington become the owner of Mount Vernon?  
\_\_\_\_\_
15. What is the meaning of **maintained** as it is used in the narrative?  
\_\_\_\_\_

## WORDLY WISE

*Inheritance* is a noun related to the word list's first meaning of the verb *inherit*. An *inheritance* is the property received from a person after her or his death. Another noun that relates to the first meaning of *inherit* is *heir*, one who inherits property. *Heredity* is another noun related to the second meaning of *inherit*. *Heredity* is the passing on from parents to children of the things that make up that person, both physically and mentally.



Lines of *latitude* are imaginary lines parallel to and north and south of the equator. Latitudes close to zero are near the equator; latitudes close to 90 degrees are near the

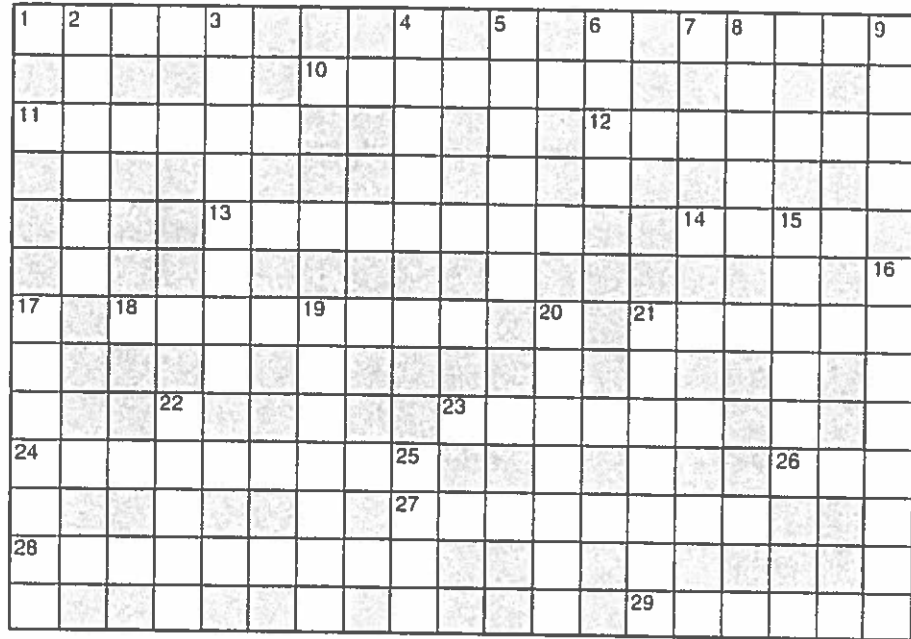
poles. Lines of *longitude* run from pole to pole and are measured east and west of Greenwich, England. (The *latitude* of Los Angeles is 34 degrees north; its *longitude* is 118 degrees west.)



The Latin for *new* is *novus*, which forms the root of the verb *renovate*. Other words formed from this root include *novice*, "a person new to an activity" (a tennis *novice*); *novelty*, "something that excites interest because it is new" (a popular *novelty* in the stores this holiday season); and *innovation*, "a new way of doing something" (the latest *innovation* in the automobile industry).

## CROSSWORD PUZZLE

Solve the crossword puzzle below by studying the clues and filling in the answer boxes. Clues followed by a number are definitions of words in Lessons 1 through 4. The number gives the word list in which the answer to the clue appears.



### Clues Across

1. To become weaker; to decrease (1)
7. Forceful anger; fury (3)
10. Something that exists only in the mind (2)
11. Wise in a clever or practical way (2)
12. To gain ownership (4)
13. To keep in good condition (4)
14. Something fake or false (1)
18. Imaginary; not real (2)
21. A deadly disease that spreads rapidly (3)
23. To eat up hungrily (2)
24. Having the ability to do what is needed (4)
26. Comes before D E F
27. To make like new again (4)
28. To direct or manage activities (4)
29. Four score

### Clues Down

2. To present as a gift (3)
3. To figure out roughly (1)
4. Something that brings about a result (1)
5. Lacking; empty (3)
6. Opposite of *go*
8. Opposite of *smooth*
9. To pay attention to (3)
15. Large country in central Africa
16. A choice item of food (2)
17. Exact; accurate (1)
19. To receive after the death of someone (4)
20. Not frank or honest (3)
21. Birds' feathers (2)
22. Excessive ——— on the highway can kill.
25. A long, slow, and difficult journey (1)

# Lesson 5

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**adequate**  
ad' ə kwət

*adj.* Enough; sufficient.  
[One blanket will be *adequate* on such a warm night.]

**administer**  
ad min' is tər

*v.* 1. To manage or direct.  
[The Red Cross *administers* the blood donor program.]  
2. To give out as treatment or assistance.  
[The scout leader *administered* first aid to the child who had cut his hand.]

**agitate**  
əj' ə lāt

*v.* 1. To disturb or upset.  
[Talk of sharks in the water *agitated* swimmers at the beach.]  
2. To move with an irregular, fast, or violent action.  
[Strong winds *agitated* the surface of the lake.]  
3. To stir up interest in and support for a cause.  
[The miners *agitated* for better working conditions.]

**capitulate**  
kə pich' yōō lāt

*v.* To give in; to surrender.  
[The airline *capitulated* to the baggage handlers' demands and granted the pay raise.]

**citrus**  
si' trəs

*n.* 1. A fruit of the family that includes oranges, lemons, grapefruits, and limes.  
[A *citrus* is an excellent source of vitamin C.]  
2. A tree that produces these fruits.  
[*Citruses* grow well in Florida.]  
*adj.* Of or relating to these fruits or trees.  
[The kumquat is a less well-known member of the *citrus* family.]

**disrupt**  
dis rupt'

*v.* 1. To break up the orderly course of.  
[Angry protesters *disrupted* the president's speech.]  
2. To interrupt; to bring to a temporary halt.  
[A strike by the drivers *disrupted* service on the subway.]  
**disruptive** *adj.* Causing confusion or disorder.  
[*Disruptive* behavior is not acceptable in the classroom.]  
**disruption** *n.* A disturbance that interrupts or causes confusion.  
[Work on the telephone lines caused a temporary *disruption* of service.]

**hovel**  
huv' əl

*n.* An unpleasant, cramped, and dilapidated place to live.  
[The Saxons complained that they were forced to live in *hovels* while their Norman conquerers had fine homes.]

**illiterate**  
il lit' ə rət

*adj.* Unable to read or write.  
[Volunteers are needed to help teach *illiterate* adults how to read.]  
**illiteracy** *n.* Inability to read or write.  
[*Illiteracy* is practically nonexistent in Japan.]

**indifferent**  
in dit' ar ant

*adj.* 1. Not concerned about; not caring.  
[The authorities can no longer afford to be *indifferent* to the problem of nuclear waste disposal.]  
2. Neither very good nor very bad; passable.  
[Her *indifferent* grades in school worried her parents.]

**menial**  
mē' nē əl

*adj.* Of or relating to low-level, humble work.  
[Desperate for money, Oliver accepted *menial* work with low pay.]

**permanent**  
pur' mā nant

*adj.* Lasting or expected to last for a long time.  
[A child's first *permanent* teeth appear at about the age of six.]

**respite**  
res' pit

*n.* A period of rest; a pause.  
[The rain brought a welcome *respite* from the tremendous heat.]

**strenuous**  
stren' yoo əs

*adj.* 1. Needing much effort; using a lot of energy.  
[Chopping wood is *strenuous* work.]  
2. Very active; vigorous.  
[The plan to close the local school met with *strenuous* opposition from parents.]

**toil**  
toil

*v.* 1. To work long and hard.  
[Sugar cane cutters *toil* in the fields from dawn to dusk.]  
2. To make one's way with difficulty.  
[We *toiled* up the steep hill.]  
*n.* Hard and tiring labor.  
[After a lifetime of *toil*, her retirement is a richly deserved reward.]

**urgent**  
ur' jant

*adj.* Needing quick action or attention.  
[The county has an *urgent* need for a new hospital.]  
**urgency** *n.* The need for quick action.  
[The senator stressed the *urgency* of cleaning up the polluted waters of our country.]

## 5A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 5. Write each sentence in the space provided.

1. (a) work long and hard. (c) To toil is to  
(b) To capitulate is to (d) move with an irregular, violent action.
- 

2. (a) that can be taken two ways. (c) that is expressed with force.  
(b) A strenuous response is one (d) An indifferent response is one
- 

3. (a) Illiteracy is (c) the inability to read or write.  
(b) Urgency is (d) an unwillingness to be concerned.
-

4. (a) a building to house animals.  
(b) A respite is
- (c) A hovel is  
(d) a small and dilapidated house.
- 
5. (a) avoid the company of other people.  
(b) be neither very good nor very bad.
- (c) To be indifferent is to  
(d) To be permanent is to
- 
6. (a) To agitate  
(b) is to become afraid or upset.
- (c) is to surrender.  
(d) To capitulate
- 
7. (a) seems worse than it really is.  
(b) requires attention right away.
- (c) A permanent problem is one that  
(d) An urgent problem is one that
- 
8. (a) To disrupt a program is to  
(b) To administer a program is to
- (c) be responsible for running it.  
(d) provide the money for it.
- 
9. (a) A respite is  
(b) A citrus is
- (c) a lemon or similar fruit.  
(d) a task requiring hard work.
- 
10. (a) that person is disturbed or upset.  
(b) that person avoids other people.
- (c) If someone is agitated,  
(d) If someone is disruptive,
- 

## 5B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 5.

- Although entry-level jobs may seem *low-level and humble*, young people can still take pride in them and do them to the best of their ability.
- Political protesters *stirred up* the crowd with their loud, emotional language.

3. A two-room apartment is *just large enough* for one person.
4. The work of a logger is *tiring because it requires a lot of effort*.
5. The man who was *causing a disturbance* during the performance was asked to be quiet.
6. I'm afraid that this ink stain is *not going to go away*.
7. Although I asked him for help repeatedly, he was *not interested in listening* to my requests.
8. We worked in the garden all afternoon without a *break from our activity*.
9. What an unpleasant task it was *to make my way with difficulty* through 500 pages of small print.
10. This medicine must be *given to the patient* by a nurse or doctor.

## 5C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following would be a matter of *urgency*?
 

(a) a bomb threat	(c) a hurricane warning
(b) a sudden epidemic	(d) an overdue library book
2. Which of the following can become *agitated*?
 

(a) water	(c) a rock
(b) a crowd	(d) a child
3. Which of the following is a *citrus* fruit?
 

(a) a grapefruit	(c) a kumquat
(b) an avocado	(d) a banana
4. Which of the following might an *illiterate* person do?
 

(a) play checkers	(c) solve a crossword puzzle
(b) write a report	(d) play a word game
5. Which of the following can *capitulate*?
 

(a) an army	(c) a person
(b) a country	(d) a building
6. Which of the following is a *strenuous* activity?
 

(a) shoveling snow	(c) washing dishes
(b) swimming	(d) doing homework

7. Which of the following can be *disrupted*?
- (a) a speech (c) one's education  
(b) a meeting (d) one's vacation
8. Which of the following is an *adequate* grade?
- (a) A- (c) B  
(b) C+ (d) F

## 5D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                |            |   |   |
|----------------|------------|---|---|
| 1. WORK        | INCREASE   |   |   |
| AGITATE        | TOIL       | S | A |
| 2. CAPITULATE  | DISRUPT    |   |   |
| WANDER         | SURRENDER  | S | A |
| 3. MENIAL      | TEMPORARY  |   |   |
| PERMANENT      | ACTIVE     | S | A |
| 4. LOWER       | AGITATE    |   |   |
| ADMINISTER     | SOOTHE     | S | A |
| 5. INDIFFERENT | PASSABLE   |   |   |
| ACCURATE       | STRENUOUS  | S | A |
| 6. MANAGE      | DISRUPT    |   |   |
| REMOVE         | ADMINISTER | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

7. ILLITERATE : READ ::
- (a) tired : stumble (c) dilapidated : rebuild  
(b) sightless : see (d) athletic : run
8. HOVEL : POVERTY ::
- (a) hut : shelter (c) king : queen  
(b) money : health (d) palace : wealth
9. LEMON : CITRUS ::
- (a) apple : orange (c) wheat : grain  
(b) letter : package (d) plant : animal



## 10. TOIL : STRENUOUS ::

(a) food : hungry

(b) task : urgent

(c) benefactor : devious

(d) leisure : relaxing

**5E Narrative***Read the narrative below; then complete the exercise that follows.***HARVEST OF SHAME**

We Americans are lucky to have ample supplies of fruits and vegetables in our supermarkets twelve months a year. But did you ever wonder who picks this food? An estimated three quarters of a million women, children, and men travel the United States picking asparagus and strawberries in Washington state, citrus fruits in Florida, apples in New York state, and many kinds of vegetables in California. These laborers are called migrant farm workers because they move from place to place, wherever crops need picking. Most would prefer permanent full-time employment, but it is not often available to them because many are unable to speak English or are illiterate.

Many migrant workers live in hovels without running water or electricity. Their work is strenuous; pickers bend and stoop, often under a blazing hot sun, from seven in the morning until seven at night. Their only respite may be a twenty-minute lunch break. Because it is considered menial work, wages are low, and laborers are paid only when they pick. If it rains, or if they are too sick to work, they get nothing. What's more, they cannot get adequate medical treatment when they are ill or injured.

The children suffer because their education is disrupted as they move from school to school. In fact, only one student in ten graduates from high school. The young people often drop out of school altogether to toil in the fields alongside their parents where they may be exposed to chemical pesticides sprayed on crops. One California study showed cancer among migrant workers' children at twelve times the normal rate.

In the 1960s, laborers in California began to agitate for better working conditions, but the growers were indifferent to their demands. So the migrant workers, under the leadership of two Mexican-Americans, Cesar Chavez and Dolores Fernandez Huerta, formed a labor union called the United Farm Workers of America. When growers tried to ignore the union, it called strikes and organized boycotts of California lettuce and grapes. It took years of struggle, many organized marches, and sometimes violent clashes, but in the end most of the growers capitulated and in 1966 recognized the union's right to represent workers. Despite the union's efforts, conditions have improved only slightly since the 1960s. One notable accomplishment has been the creation of the East Coast Migrant Head Start Project, which

administers many child-care centers for migrants from Florida to New York. But small children are still often left alone in cars while their parents work, so the need for more centers is urgent.

On the day after Thanksgiving in 1960, CBS television aired a film about migrant farm workers that shocked the nation. Sad to say, if the film were to be shown today, very little of it would seem out of date. And its title would be as apt today as it was then. The film was called *Harvest of Shame*.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. What is the meaning of **strenuous** as it is used in the narrative?

---

2. What do oranges, grapefruit, and lemons have in common?

---

3. What is the meaning of **administers** as it is used in the narrative?

---

4. Describe the living conditions of many migrant farm workers.

---

5. In what ways did the farm workers **agitate** for better conditions?

---

6. Is there still much need to improve the conditions of migrant workers?

---

7. What is the meaning of **disrupted** as it is used in the narrative?

---

8. Why are people willing to do **menial** work?

---

9. What did farm workers gain when the growers **capitulated** in 1966?

---

10. What is the meaning of *toil* as it is used in the narrative?
- 
11. How would permanent employment improve the state of migrant workers?
- 
12. Why is a twenty-minute lunch break especially welcome to farm workers?
- 
13. What is the meaning of *indifferent* as it is used in the narrative?
- 
14. Why is the produce section at supermarkets usually well stocked?
- 
15. Why are radio and television often the only source of news for farm workers?
- 

### WORDLY WISE

The noun formed from the verb *administer* is *administration*; its general meaning is “the management of a business” but it also has a specialized meaning, “the members of the executive branch of government, headed by the president.” In this meaning, the word is usually capitalized. (During the Clinton *Administration* Janet Reno became the first woman Attorney General of the United States.) The other two branches of government are the Legislative (the Senate and the House of Representatives) and the Judiciary (headed by the United States Supreme Court).

The Latin word for *break* is *ruptura*; from it we form the verbs *disrupt* and *interrupt*. If you *interrupt* a speaker, you *break* in on what that person is saying. If you try to *disrupt* a meeting, you are attempting to *break* it up.



The antonym of *illiterate* is *literate*. Its primary meaning is “able to read,” but it has two secondary meanings: “well-read” (a *literate* scholar), and “well-written; polished” (a *literate* essay).

# Lesson 6

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

- addict**  
ad' ikt  
*n.* 1. A person with a very strong desire for something that is habit-forming and sometimes harmful.  
[Junk food *addicts* need to change their eating habits.]  
2. A person who is a very enthusiastic fan.  
[A true crossword puzzle *addict* should complete this puzzle in twenty minutes.]  
*v.* (ə dikt') To cause someone to have a very strong desire for something.  
[Pushers try to *addict* people to illegal drugs.]  
**addiction** *n.* (ə dik' shən) The condition of being addicted.  
[We need more treatment centers for drug *addiction*.]  
**addictive** *adj.* (ə dik' tiv) Likely to cause addiction.  
[Cocaine is an *addictive* substance.]
- aspire**  
ə spīr'  
*v.* To have a strong desire to get or do something; to seek.  
[Every NFL team *aspires* to win the Super Bowl.]  
**aspiration** *n.* (as pər ā' shən) A strong desire to achieve something; an ambition.  
[Jian Xiao sings in local clubs but has *aspirations* to be an opera singer.]
- bias**  
bī' əs  
*n.* A preference that prevents one from being impartial; prejudice.  
[The lawyers in town insist that Judge Lewis shows *bias* in favor of women.]  
*v.* To cause someone to have prejudice; to influence.  
[Don't let a single bad experience with one French restaurant *bias* you against all others.]
- blatant**  
blāt' nt  
*adj.* Very obvious in an offensive or shameless way.  
[The governor's promise to cut taxes if re-elected was a *blatant* attempt to win votes.]
- candid**  
kən' did  
*adj.* Expressed honestly and without holding back unpleasant truths.  
[Tony asked the teacher for her *candid* opinion about his poem.]
- confront**  
kən frunt'  
*v.* 1. To stand up to; to face boldly.  
[Do you intend to *confront* the people who have been spreading rumors about you?]  
2. To put or bring face to face.  
[When the police *confronted* the pair with the evidence, they confessed to the robbery.]  
**confrontation** *n.* (kən frən tā' shən) A hostile meeting between people who hold opposite views.  
[Rosie avoided a *confrontation* with her mother by staying in her room.]
- debut**  
də' byu:t  
*n.* A first public appearance.  
[Radio broadcasting made its *debut* in 1920.]  
*v.* To make a first public appearance.  
[The new television shows *debut* in September.]
- enroll**  
en rōl'  
*v.* To sign up to become a member of some group or activity; to register.  
[A small inheritance made it possible for me to *enroll* in art school.]  
**enrollment** *n.* The number of people enrolled.  
[The karate class has an *enrollment* of six students.]

<b>fluster</b> flus' tər	<i>v.</i> To make nervous, embarrassed, or confused. [The personal question <i>flustered</i> me, so I was unable to think of an answer quickly.]
<b>impunity</b> im pyūn' nē tē	<i>n.</i> Freedom from being harmed or punished. [Those who think they can smoke cigarettes with <i>impunity</i> are sadly mistaken.]
<b>intensify</b> in ten' sō fī	<i>v.</i> To increase; to strengthen or deepen. [Volunteers will <i>intensify</i> their efforts to find the missing children.]
<b>intimidate</b> in tim' ə dāt	<i>v.</i> To frighten, especially by threatening someone. [The pitcher's scowl was intended to <i>intimidate</i> the batter.]
	<b>intimidation</b> <i>n.</i> (in tim ə dā' shən) The act of intimidating. [Jones claimed that <i>intimidation</i> had been used to make him confess to the crime.]
<b>obnoxious</b> əb nāk' shəs	<i>adj.</i> Very unpleasant; disgusting. [An <i>obnoxious</i> diner at the next table ruined our meal by complaining in a very loud voice.]
<b>retort</b> rē tōrt'	<i>v.</i> To answer, especially in a quick or clever way. ["You have much to be modest about," I <i>retorted</i> when the speaker claimed to be a modest person.]
	<i>n.</i> A quick or clever reply. [Unable to think of a suitable <i>retort</i> , I remained silent.]
<b>stint</b> stint	<i>n.</i> 1. A period of time devoted to a job or some task. [After finishing college, Marsha had a two-year <i>stint</i> in the Peace Corps in Kenya.]
	2. A limit or restriction. [Local benefactors gave without <i>stint</i> to help make the youth center a reality.]
	<i>v.</i> To limit or restrict. [Many parents <i>stint</i> on luxuries to pay for their children's education.]

## 6A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 6. Write each sentence in the space provided.

1. (a) To debut is to  
(b) overcome difficulties.
- (c) limit or restrict.  
(d) To stint is to

---

2. (a) Impunity is  
(b) Intimidation is
- (c) the act of threatening a person.  
(d) a strong desire to succeed.

---

3. (a) is a habit that is hard to break.  
(b) is a desire to do well.
- (c) An addiction  
(d) A confrontation

---

- 
4. (a) to break a bad habit. (c) to make a first public appearance.  
(b) To debut is (d) To retort is
- 
5. (a) face that person boldly. (c) To enroll someone is to  
(b) To confront someone is to (d) fail to treat that person fairly.
- 
6. (a) A candid answer is one (c) that is made up on the spur of the moment.  
(b) A blatant lie is one (d) that is obvious to everyone.
- 
7. (a) Bias is (c) freedom from the fear of punishment.  
(b) Impunity is (d) the inability to break a habit.
- 
8. (a) An addict is (c) a clever reply.  
(b) An aspiration is (d) an enthusiastic fan.
- 
9. (a) does not hold back the truth. (c) An obnoxious person is one who  
(b) is anxious to please. (d) A candid person is one who
- 
10. (a) a first public appearance. (c) a quick and clever reply.  
(b) A retort is (d) A bias is
- 

## 6B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 6.

1. A *definite amount of time spent working* in the kitchen was part of each camper's daily routine.
2. It's best to *face up to* your problems rather than hope they'll go away.
3. The band made its *first public appearance* precisely one year ago.

4. The smell from the fish processing plant was *not only unpleasant but disgusting*, so the authorities closed the building down.
5. The weather report said that heat will *become more extreme* as the day wears on.
6. Many comedians who work in clubs have *strong ambitions* to appear on national television.
7. Some people ask you to be *honest in what you say* and then get upset when you are.
8. Those with an *inability to say no* to illegal drugs need treatment rather than punishment.
9. My New Year's resolution is to *sign up as a student* in the community center's yoga class.
10. Your *inability to take an impartial position* prevents you from considering both sides of the question.

## 6C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following cannot be done with *impunity*?
 

(a) walking the dog	(c) losing weight
(b) neglecting to pay bills	(d) skipping classes
2. In which of the following might one *enroll*?
 

(a) a painting class	(c) the Peace Corps
(b) a birthday party	(d) summer camp
3. To which of the following might one *aspire*?
 

(a) the presidency	(c) a career in the theater
(b) a jail sentence	(d) being born to wealthy parents
4. Which of the following can be *intensified*?
 

(a) one's efforts	(c) a search
(b) criticism	(d) a number between 1 and 10
5. Which of the following might *intimidate* a person?
 

(a) an offer of help	(c) fear of a reprimand
(b) a parent's anger	(d) speaking before a large group
6. Which of the following can be *blatant*?
 

(a) a refusal	(c) a denial
(b) an error	(d) an admonishment

7. Which of the following might *fluster* a speaker?  
 (a) getting one's notes mixed up      (c) going on past the time allowed  
 (b) taunts from the audience      (d) forgetting the chairperson's name
8. To which of the following can a person become *addicted*?  
 (a) soap operas      (c) horror movies  
 (b) alcohol      (d) cigarettes

## 6D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                              |                      |   |   |
|------------------------------|----------------------|---|---|
| 1. BLATANT<br>UNWANTED       | BIASED<br>IMPARTIAL  | S | A |
| 2. CANDID<br>PLEASANT        | OBNOXIOUS<br>SILENT  | S | A |
| 3. REPLY<br>REMOVE           | ASPIRE<br>RETORT     | S | A |
| 4. INTIMIDATE<br>INCREASE    | STINT<br>SCARE       | S | A |
| 5. CANDID<br>ADDICTIVE       | DEVIIOUS<br>URGENT   | S | A |
| 6. DECREASE<br>INTENSIFY     | ENROLL<br>APPEAR     | S | A |
| 7. HABIT-FORMING<br>UNENDING | BLATANT<br>ADDICTIVE | S | A |
| 8. REPLY<br>REGISTER         | ENROLL<br>FLUSTER    | S | A |
| 9. STINT<br>DESIRE           | DEBUT<br>LIMIT       | S | A |
| 10. CONFRONT<br>FLUSTER      | ARRANGE<br>CONFUSE   | S | A |



## 6E Narrative

Read the narrative below; then complete the exercise that follows.

### OUT OF HER LEAGUE?

Pam Postema grew up in Willard, Ohio, hooked on sports and with an unusual ambition—she aspired to be a major-league baseball umpire. At the time, this seemed like an impossible dream, and no one took her seriously. Postema persisted, however, and in 1977 enrolled in the country's top umpiring school. At that time, she was twenty-two and well aware of the strong bias against women in professional baseball. Although the school she chose to attend had previously accepted several women, none had completed the course. In its entire history, the school had graduated seven thousand men but not one woman!

The umpiring school's chief instructor treated Postema fairly, and he was very candid with her. He told her that her chances of getting a top job in the future were slim. In order to make it into the major leagues, she would have to be twice as good as any man. Postema was determined to succeed, and she did well at the school, graduating seventeenth out of a class of over a hundred students. She began at once to look for a job as a professional baseball umpire.

Within a few months, Postema made her professional debut with the Gulf Coast Single A League, and during the next few years, she advanced steadily. In 1983, she began calling plays in the Triple A Pacific League, one step below the majors. It was not easy, though. If a male umpire made a bad call, it was brushed aside. If Postema did the same thing, she was accused of becoming flustered. Some baseball fans seized on any errors she made as "proof" that umpiring was not an appropriate occupation for a woman.

Postema believed that a manager would often view a confrontation with her as a test of his manhood and that if he failed to intimidate her, he felt somehow disgraced. She wanted to show that no one should expect to attack her authority with impunity, so she ejected managers and players from the game at twice the rate of other umpires. She even had three spectators thrown out of the ball park for making obnoxious remarks about female umpires. Postema admits she sometimes enjoyed arguing, whether with managers, players, or even other umpires. In fact, she says that many umpires are addicted to arguing.

In 1988, Postema got a job umpiring the National League spring training games where she had to deal with major-league players and managers. When the starting pitcher for the Pittsburgh Pirates told a reporter that God never intended women to be major-league baseball umpires, Postema retorted that she doubted that God was interested in baseball. Not everyone was as blatant as the Pirates' pitcher, but the

hostility directed against her, far from diminishing, seemed to intensify as her career advanced.

Pam Postema's career as a professional baseball umpire was marked by talent and spirit. Her *stint* in the minors had lasted seven years when she was dropped from the official list of umpires. There was nothing unusual about this. After about five years in the minors, most umpires are let go to give others a chance; very few make it into the majors.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. When did Postema make her first professional public appearance in a major-league game?

---

2. Did Postema fulfill her chief aspiration?

---

3. How did Postema show that managers could not easily intimidate her?

---

4. According to Postema, what habit is often common in umpires?

---

5. Why was it especially important for Postema not to get flustered?

---

6. How did three fans learn early on that they couldn't insult Postema with impunity?

---

7. What happens to most minor-league umpires?

---

8. Why might Postema have had reason to respect her instructor's predictions about her future in the major leagues?

---

9. Was Postema the first woman to attend the umpiring school?
- 
10. How did the Pirates' pitcher show his bias?
- 
11. Was the remark of the Pirates' pitcher typical of other pitchers as well?
- 
12. How did Postema feel about sexist remarks from spectators?
- 
13. Who had the last word in the argument between Postema and the Pirates' pitcher?
- 
14. According to Postema, why did managers often make life difficult for her?
- 
15. How did Postema demonstrate that she was not a quitter?
- 

### WORDLY WISE

The English word *candid* comes from the Latin verb *candere*, which means "to shine." Truth is like a light, sometimes exposing what someone might wish to hide. A *candid* person shines the light of truth on something others might wish to conceal.



The Latin verb *punire* means "to punish" and forms the root of several other English words besides *punish* and *impunity*. If a jury awards *punitive* damages against someone who has been injured, the intention is to punish those who caused the injury. If you pay a *penalty*, you are being punished for doing what you shouldn't have done or fail-

ing to do what you should have done. A state's *penal* system is designed to punish criminals by putting them in jail.



*Obnoxious* is formed from the Latin *noxa*, meaning "an injury"; so is *noxious*, meaning "harmful" or "unhealthy" (*noxious* gas from car exhaust). The smell from a skunk is *obnoxious* but not *noxious*. Carbon monoxide gas is *noxious* but not *obnoxious* (because it cannot be smelled). Cigarette smoke is *noxious*; it is also *obnoxious* to non-smokers who are sometimes forced to inhale it when someone near them is smoking.

# Lesson 7

## Word List

Study the definitions of the words below, then do the exercises for the lesson.

**beseech**  
hē sēch'

*v.* To ask earnestly; to beg.  
[I *beseech* you to stay just one more day.]

**consternation**  
kān stər nā' shən

*n.* Amazement or fear that makes one feel confused.  
[We were filled with *consternation* when we saw that our car had been towed.]

**delectable**  
dē lek' tə bəl

*adj.* Pleasing to the senses, especially to the sense of taste; delicious.  
[My grandfather's homemade apple pie is *delectable*.]

**garland**  
gār' lənd

*n.* A wreath or chain of leaves and flowers.  
[The islanders greet new arrivals with *garlands* of fresh flowers to put around their necks.]

**gratify**  
grat' i fī

*v.* 1. To please or satisfy.  
[The Red Cross was *gratified* by the response to its appeal for blood donors.]  
2. To give in to what is wanted or requested.  
[My parents were unable to *gratify* my wish for a pony.]  
**gratifying** *adj.* Pleasing.  
[It is *gratifying* to see one's hard work in math rewarded with higher grades.]

**haughty**  
hōt' ē

*adj.* Showing too much pride in oneself and scorn or contempt for others.  
[The supervisor's *haughty* manner made her unpopular in the office.]  
**haughtiness** *n.* The state or quality of being haughty.  
[His *haughtiness* seemed absurd for one who had accomplished so little.]

**impetuous**  
im pech' ū əs

*adj.* Inclined to act without thinking; hasty.  
[I regretted my *impetuous* decision to invite everyone at Marcello's party to come over to my place.]

**lavish**  
lav' ish

*adj.* 1. Much more than enough.  
[The Chinese New Year's celebration included a *lavish* fifteen-course meal.]  
2. Very costly.  
[The tribal chiefs at the ceremony bestowed *lavish* gifts on each other as signs of respect.]  
*v.* To give freely or generously.  
[Critics *lavished* praise on the new Broadway musical.]

**pluck**  
pluk

*v.* 1. To pull off or out; to pick.  
[I was tempted to *pluck* a rose from the bush, but the sight of the thorns stopped me.]  
2. To remove the feathers from.  
[This machine can *pluck* a chicken in less than eight seconds.]  
3. To pull at and let go.  
[You play the harp by *plucking* the strings gently.]  
*n.* Courage; bravery.  
[It took a lot of *pluck* for Rico to learn to walk again.]  
**plucky** *adj.* Brave; courageous.  
[After a *plucky* attempt to rescue the kitten stuck in the tree, Monique had to call the fire department.]

<b>ponder</b> pan' dər	<i>v.</i> To think about; to consider carefully. [Lost in thought, the chess player <i>pondered</i> her next move.]
<b>privilege</b> priv' ə lij	<i>n.</i> A special favor, right, or advantage given to a person or group. [Free parking at National Airport is one of the <i>privileges</i> enjoyed by members of Congress.] <b>privileged</b> <i>adj.</i> Given favors or advantages denied to others. [You should feel <i>privileged</i> that you were able to attend an Ivy-League school.]
<b>prostrate</b> prə' stræt	<i>adj.</i> 1. Lying flat. [Having fainted, he lay <i>prostrate</i> on the floor.] 2. Lying face down, especially to show respect. [The worshippers in the temple lay <i>prostrate</i> before the high priest.] 3. Completely overcome; weak and helpless. [People were <i>prostrate</i> with terror as the tornado approached.]
<b>rapture</b> rap' chər	<i>n.</i> A state of great joy, delight, or love. [The Scot was filled with <i>rapture</i> at the sound of bagpipes.]
<b>revelry</b> rev' ə lē	<i>n.</i> Noisy merrymaking. [Sounds of <i>revelry</i> came from the locker room after the game.]
<b>whim</b> wɪm	<i>n.</i> A sudden wish to do something without a particular reason; a fanciful idea. [Purchasing a puppy is not something to be done on a <i>whim</i> .]

## 7A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 7. Write each sentence in the space provided.

1. (a) A plucky attempt is one  
(b) that takes a lot of courage.  
\_\_\_\_\_ (c) An impetuous attempt is one  
(d) that is bound to fail.
2. (a) To be prostrate is to be  
(b) devoid of hope.  
\_\_\_\_\_ (c) To be gratified is to be  
(d) lying with the face downward.
3. (a) To act impetuously is to  
(b) do something without thinking.  
\_\_\_\_\_ (c) do something knowing it to be wrong.  
(d) To act in a haughty manner is to
4. (a) is to be watchful and alert.  
(b) is to be blissfully happy.  
\_\_\_\_\_ (c) To be in a state of rapture  
(d) To be in a state of consternation

5. (a) A haughty person is  
(b) A privileged person is
- (c) one who tries to please others.  
(d) one who shows contempt for others.
- 

6. (a) A whim is  
(b) a wreath of leaves and flowers.
- (c) A garland is  
(d) a small gift.
- 

7. (a) Consternation is  
(b) contempt for the feelings of others.
- (c) Revelry is  
(d) a state of shocked surprise.
- 

8. (a) To be prostrate is to be  
(b) To be gratified is to be
- (c) dissatisfied.  
(d) helpless.
- 

9. (a) Pluck is  
(b) a display of joy.
- (c) noisy merrymaking.  
(d) Revelry is
- 

10. (a) to give it freely.  
(b) To lavish something is
- (c) To ponder something is  
(d) to feel uncomfortable about it.
- 

## 7B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 7.

1. I am making an *earnest request* to you not to get involved in their quarrel.
2. The *feeling of great joy and love* in the faces of the bride and groom was captured in the wedding photographs.
3. Imagine being able to buy a plane ticket to Tahiti on a *sudden wish to do something out of the ordinary!*
4. Parents do not have to *show they care by giving in to* every wish of their children.

5. I felt *that I was being given a special favor* when my parents let me borrow the car for the first time.
6. Getting back on a horse after taking a bad fall takes *a lot of courage*.
7. The student *gave a great deal of deep thought* to the question before replying.
8. The pizza at Saracino's is *pleasing to the taste*.
9. The new government offices are so *much more luxurious than is necessary* that reporters were shocked at the waste of taxpayers' money.
10. We were *lying stretched out flat on the ground* from exhaustion after our long trek.

## 7C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following can express *haughtiness*?
 

(a) a look	(c) a retort
(b) an insult	(d) a bias
2. Which of the following could be considered a *privilege*?
 

(a) receiving a reprimand	(c) staying up late
(b) voting in an election	(d) paying taxes
3. Which of the following can be *plucked*?
 

(a) feathers	(c) trees
(b) flowers	(d) guitar strings
4. Which of the following might be a part of *revelry*?
 

(a) dancing	(c) solitude
(b) music	(d) laughter
5. Which of the following actions by children would *gratify* their parents?
 

(a) making derogatory remarks	(c) cleaning up their rooms
(b) making astute comments	(d) disrupting supper
6. Which of the following might cause *consternation*?
 

(a) losing the car keys	(c) suddenly gaining weight
(b) losing a wallet	(d) suddenly losing weight

7. Which of the following might a person *ponder*?
- (a) a choice of college                      (c) the origin of the universe  
 (b) a choice of leader                        (d) braking to avoid an accident
8. Which of the following might be done on a *whim*?
- (a) electing a president                      (c) buying a new coat  
 (b) administering a test                        (d) building a space station

## 7D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |              |            |   |   |
|--------------|------------|---|---|
| 1. STRENUOUS | LAVISH     |   |   |
| CAUTIOUS     | IMPETUOUS  | S | A |
| 2. RAPTURE   | IMPUNITY   |   |   |
| MISERY       | PRIVILEGE  | S | A |
| 3. HAUGHTY   | GREEDY     |   |   |
| HELPLESS     | PROSTRATE  | S | A |
| 4. EXPENSIVE | PLUCKY     |   |   |
| LAVISH       | HUMOROUS   | S | A |
| 5. PLEAD     | PONDER     |   |   |
| BESEECH      | ENJOY      | S | A |
| 6. PLUCKY    | HUMBLE     |   |   |
| RARE         | HAUGHTY    | S | A |
| 7. ANGRY     | GRATIFYING |   |   |
| PLEASING     | PRIVILEGED | S | A |

Complete the analogies by circling the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. STRINGS : PLUCK ::
- (a) beads : string                              (c) candle : glow  
 (b) drum : beat                                 (d) water : flow
9. DELECTABLE : FOOD ::
- (a) melodious : music                        (c) generous : benefactor  
 (b) dilapidated : building                    (d) derogatory : remark



10. FLOWER : GARLAND ::

(a) soil : garden

(b) actor : agent

(c) seed : plant

(d) link : chain

## 7E Narrative

*Read the narrative below; then complete the exercise that follows.*

### THE MIDAS TOUCH

It is sometimes said of people who are good at making money that everything they touch turns to gold. Such people are said to have “the Midas touch,” an expression that comes from an ancient Greek myth.

The Greek god Dionysus was visiting Phrygia, now part of Turkey, when his companion Silenus wandered off and got lost, arriving some time later at the court of King Midas. Having had too much to drink, he slipped off his donkey and fell asleep on the ground. When King Midas came upon him, he recognized Silenus at once and felt privileged to receive a visit from the friend of a god.

King Midas was determined to make his guest's stay a pleasant one. Midas's daughter presented Silenus with garlands made from flowers she herself had picked. Slaves fell prostrate to the ground when he passed and rushed to obey his every whim. Musicians filled the air with sweet music wherever he went. And every night the king honored Silenus with a lavish banquet at which the most delectable dishes were served. In short, Midas did everything he could think of to gratify his guest. The revelries continued until Dionysus finally arrived in search of his companion.

Dionysus told Midas that in return for his kindness to Silenus he could have anything he wanted. Now King Midas loved gold almost as much as he loved his own daughter, so he did not stop to ponder Dionysus' offer. “Make everything I touch turn to gold,” he said. When Dionysus suggested that Midas was being impetuous, the king haughtily rejected the suggestion. He was too proud to take advice from anyone, even a god. He refused to change his mind, and so Dionysus granted him his wish.

Eager to try out his new power, King Midas rushed into the garden as soon as his visitors had left and plucked an apple from a tree. In an instant it turned to gold. The king was in a state of rapture. He called out to his daughter and flung his arms around her as he told her the good news. To his consternation, she instantly turned into a gold statue.

King Midas was aghast when he saw the consequences of his greed. He beseeched Dionysus to take back his gift. Dionysus agreed to do so, and he also restored the king's daughter to her human state. As for King Midas, he learned this important lesson: be careful what you ask for; you might get it.

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.

1. What is the meaning of gratify as it is used in the narrative?

---

2. What brought Midas's rapture to an end?

---

3. Where do you think Midas's daughter placed the garlands she gave Silenus?

---

4. Why might Silenus have praised the chefs who worked for Midas?

---

5. What is the meaning of prostrate as it is used in the narrative?

---

6. How did Midas react when Dionysus suggested that he be cautious?

---

7. How did Midas's mood change when he saw what he had done?

---

8. Why should Midas have pondered Dionysus' offer?

---

9. Why did Dionysus agree to take back his gift?

---

10. What is the meaning of plucked as it is used in the narrative?

---

11. Why did Midas go to such trouble to entertain Silenus?

---

12. Why had Silenus no cause to complain about the service he received?

---

13. Why did Midas not give himself time to think over Dionysus's offer?

---

14. For how long did Midas entertain Silenus?

---

15. What is the meaning of lavish as it is used in the narrative?

---

### WORDLY WISE

The adjectives *prostrate* and *prone* both mean "lying with the face downward," but there is a difference between them that should be noted. *Prostrate* suggests either a show of respect or a state of helplessness. *Prone* is a more neutral term; it indicates bodily position and nothing more (lying *prone* in a bed). The antonym of *prone* is *supine*; it means "lying with the face upward."



The Latin verb *rapere* means "to seize" and forms the root of several English words. To be in a state of *rapture* is to be seized by deep feelings of joy. The adjective *rapt* means "deeply absorbed." It is difficult to get the attention of people who are rapt in thought; it is as though their minds have been seized by thoughts that mentally disconnect them from what is going on around them. Finally, there is *raptor*, the name for a bird of prey

that seizes small animals or fish in its talons and carries them off to eat later. Hawks and eagles are raptors.



In the eighteenth and nineteenth centuries, *whim-wham* was the name for a fanciful or amusing object worn as an ornament or decoration. The origin of the term is unknown, but it became shortened to *whim*, and its meaning was broadened so that a *whim* came to mean "a fanciful or amusing idea." *Whimsy* is a related word; it means "a fanciful or amusing quality." (The Uncle Remus stories of Joel Chandler Harris are filled with *whimsy*.) The adjective form of *whimsy* is *whimsical*; it means "marked by whimsy; amusing or fanciful." (A battery-powered fork for twirling spaghetti was one of the *whimsical* objects on display.)

# Lesson 8

## Word List *Study the definitions of the words below; then do the exercises for the lesson.*

<b>acid</b> ak' rid	<i>adj.</i> Sharp, irritating, or bitter to the sense of taste or smell. [Burning rubber gives off <i>acid</i> fumes.]
<b>casualty</b> kazh' oō ol tē	<i>n.</i> A person killed or injured in a war or accident. [Civilian <i>casualties</i> mounted in the Bosnian capital of Sarajevo as Serbian guns pounded the city.]
<b>congested</b> kən jest' əd	<i>adj.</i> 1. Overcrowded; filled too full. [We take the subway during rush hour to avoid the <i>congested</i> city streets.] 2. Filled with fluid. [My sinuses get <i>congested</i> when the pollen count is high.]
	<b>congestion</b> <i>n.</i> 1. The condition of being overcrowded. [The <i>congestion</i> inside the furniture store is due to the "Going out of Business" sale.] 2. The condition of being filled with fluid. [Most cold remedies claim to relieve <i>congestion</i> for at least eight hours.]
<b>cope</b> kōp	<i>v.</i> To manage problems or difficulties successfully. [Extra police were on duty to <i>cope</i> with the large crowds expected for the parade.]
<b>headlong</b> hed' lōŋ	<i>adj.</i> With great speed or force; reckless. [The crowd made a <i>headlong</i> rush for the best seats as soon as the doors were opened.] <i>adv.</i> Recklessly; without time for careful thought. [It's foolish to rush <i>headlong</i> into a dispute that doesn't concern you.]
<b>hurtle</b> hurt' l	<i>v.</i> To move with great force and speed. [A snowball <i>hurtled</i> past my car.]
<b>impede</b> im pēd'	<i>v.</i> To get in the way of; to interfere with the movement of. [An overturned truck <i>impeded</i> the flow of traffic.] <b>impediment</b> <i>n.</i> (im ped' ə mən) An obstacle; something that gets in the way. [Poor roads are an <i>impediment</i> to travel.]
<b>inevitable</b> in ev' ə tə bəl	<i>adj.</i> Bound to happen; unavoidable. [A certain amount of wear on even the best tires is <i>inevitable</i> with normal use.]
<b>initiate</b> i nish' ē āt	<i>v.</i> 1. To put into effect; to bring into use. [The school <i>initiated</i> the new dress code on September 6.] 2. To take in as a member. [The National Honor Society <i>initiated</i> thirty new members last evening.] <b>initiation</b> <i>n.</i> (i nish ē ā' shən) The act of beginning. [The <i>initiation</i> of the new traffic plan has been delayed until the road is repaired.] 2. The ceremony or process that makes one a member. [A celebration followed the <i>initiation</i> of new members into Sigma Tau fraternity.]
<b>irate</b> ī rāt'	<i>adj.</i> Very angry; furious. [ <i>Irate</i> citizens demanded that the chemical company stop polluting the lake.]

- lax**  
laks  
*adj.* 1. Not strictly enforced; undemanding; careless.  
[Frequent inspections are designed to ensure that airline safety procedures have not become *lax*.]  
2. Not tight; loose.  
[When I felt the rope go *lax*, I knew that my partner had dropped the other end.]
- negligent**  
neg' lə jənt  
*adj.* Failing to take proper care of or to give proper attention to.  
[You were *negligent* in failing to lock the car doors.]  
**negligence** *n.* The quality, state or act of being negligent.  
[When I went on vacation, my houseplants died because of my roommate's *negligence*.]
- smolder**  
smōl' də  
*v.* 1. To burn slowly without bursting into flames.  
[Hot ashes *smolder* long after the flames have died down.]  
2. To exist in a hidden state before bursting into the open.  
[A desire for freedom *smoldered* in the hearts of the people who left Cuba for Miami.]
- stringent**  
strin' jənt  
*adj.* 1. Strict; severe.  
[The *stringent* rules state that no exceptions can be made.]
- throng**  
thrɒŋ  
*n.* A large number of people gathered together; a crowd.  
[A *throng* of supporters cheered the president's arrival in Seattle.]  
*v.* To gather or move in large numbers.  
[Fans *thronged* into the ballpark for the first game of the World Series.]

## 8A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 8. Write each sentence in the space provided.

1. (a) Initiation is  
(b) Negligence is  
(c) a ceremony welcoming new members.  
(d) unnecessary waste.
- 

2. (a) fail to pay proper attention.  
(b) exist in a hidden state.  
(c) To smolder is to  
(d) To hurtle is to
- 

3. (a) Negligence is  
(b) a state of nervousness or fear.  
(c) Congestion is  
(d) the lack of proper attention.
- 

4. (a) gives off an irritating smell.  
(b) burns rapidly.  
(c) Something that is stringent  
(d) Something that is acrid
-

5. (a) be prostrate with grief. (c) be filled with fluid.  
(b) To be congested is to (d) To be lax is to
- 
6. (a) A headlong rush is one that (c) could have been prevented.  
(b) An inevitable rush is one that (d) is bound to happen.
- 
7. (a) To impede a new set of rules (c) is to deal successfully with them.  
(b) To cope with a new set of rules (d) is to introduce them.
- 
8. (a) A casualty is (c) something that holds one back.  
(b) an accident causing death or injury. (d) An impediment is
- 
9. (a) A headlong exit is one (c) An irate reply is one  
(b) that is made in a great hurry. (d) that should not have been made.
- 
10. (a) a person who is killed or injured. (c) A casualty is  
(b) a member of a group. (d) A throng is
- 

## 8B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 8.

1. Changing schools in midyear is difficult, but I'm sure you will *be able to deal successfully with your new situation*.
2. Travelers had to cope with *great numbers of slowly-moving vehicles* on the highway over the Labor Day weekend.
3. The bank's rules are so *strictly enforced* that managers have very little latitude when making loans.

4. The garage was found *to have failed to take proper care* in repairing the car's brakes, so it was held responsible for the accident.
5. The voters were *extremely angry* when the governor broke a promise not to raise taxes.
6. A huge rock *moved with great speed and force* down the side of the mountain.
7. School discipline was *not strictly enforced*; as a result, students' grades suffered.
8. Crowds *were present in large numbers* at the airport to greet the Olympic team.
9. A sailboat ran aground and *got in the way of* other vessels entering the harbor.
10. Make sure the campfire is out, or it will continue to *burn even though it may not actually burst into flame*.

## 8C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following can suffer from *congestion*?
 

(a) city streets	(c) a car
(b) a theater lobby	(d) the passages in one's nose
2. Which of the following can be *initiated*?
 

(a) a new member	(c) a new rule
(b) a new project	(d) a new year
3. Which of the following can *throng*?
 

(a) a pair of horses	(c) a flock of seagulls
(b) a pile of stones	(d) a crowd of people
4. Which of the following often result in *casualties*?
 

(a) a plane crash	(c) a war
(b) a wrestling match	(d) an earthquake
5. Which of the following can *smolder*?
 

(a) a fire	(c) resentment
(b) anger	(d) a flood
6. Which of the following can be *lax*?
 

(a) a metal bar	(c) supervision
(b) a fishing line	(d) rules

7. Which of the following could *hurtle* through the air?  
 (a) a jet fighter (c) a falling rock  
 (b) a baseball (d) a snowflake
8. Which of the following is *inevitable*?  
 (a) growing older (c) increased world population  
 (b) getting sick (d) change in our daily lives

## 8D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |              |            |   |   |
|--------------|------------|---|---|
| 1. COPE      | CONFRONT   |   |   |
| ASSIST       | IMPEDE     | S | A |
| 2. OBNOXIOUS | STRICT     |   |   |
| STRINGENT    | IRATE      | S | A |
| 3. THRONG    | INITIATION |   |   |
| BIAS         | BEGINNING  | S | A |
| 4. CONGESTED | ACRID      |   |   |
| ACCURATE     | DESERTED   | S | A |
| 5. IRATE     | HONEST     |   |   |
| PLEASED      | LAX        | S | A |
| 6. CROWD     | NEGLIGENCE |   |   |
| PLUCK        | THRONG     | S | A |
| 7. NEGLIGENT | AVOIDABLE  |   |   |
| LAVISH       | INEVITABLE | S | A |
| 8. ACRID     | ADEQUATE   |   |   |
| IRRITATING   | NEGLIGENT  | S | A |
| 9. STRINGENT | LAX        |   |   |
| ROUGH        | TIRED      | S | A |
| 10. BLATANT  | SLOW       |   |   |
| HEADLONG     | IRATE      | S | A |



## 8E Narrative

*Read the narrative below; then complete the exercise that follows.*

### THE TRIANGLE FIRE

A hundred years ago, American industry was growing fast and needed workers badly. It found them in the millions of immigrants who poured into the United States from Europe. Most passed through Ellis Island in New York Harbor with little money and few possessions, and many went no farther than New York City in their search for jobs. Young women found employment in the overcrowded, unsanitary, and unsafe factories of the city's garment district. In these sweatshops they worked long hours for low wages. Fire inspections were lax, and fire equipment was inadequate. It was inevitable that tragedy would strike sooner or later.

On Saturday, March 25, 1911, the top three floors of a ten-story building on New York's Lower East Side were crowded with women working for the Triangle Shirtwaist Company. Late in the afternoon, a bin containing waste fabric on the eighth floor began to smolder. No one noticed until it suddenly burst into flames. Women in the crowded workroom tried frantically to put out the rapidly spreading fire, but their efforts were in vain. Acrid smoke filled the room, and many of the women, coughing, choking, and unable to see where they were going, were trampled in the headlong rush for the only unlocked door in the workroom. The owners of the company kept the other doors locked to prevent women from slipping outside into the hallway for a break when they were supposed to be working.

Those who fled into the heavily congested hallway found that just one elevator was working; only twelve women were able to use it. The fire escape collapsed under the weight of people crowding onto it. The narrow stairway, less than three feet wide, impeded the movement of the women, leaving many trapped. More than forty women jumped from windows and hurtled to their deaths eighty-five feet below; others flung themselves down the elevator shaft in desperate attempts to escape. Firefighters at the scene were unable to cope with the situation. Water from their hoses failed to reach the flames because the pressure was too low, and their ladders reached only to the sixth floor.

A throng estimated at over a hundred thousand people attended the mass funeral of the victims of the fire. Incredible as it sounds, an official inquiry later found that the Triangle Shirtwaist Company had not been guilty of negligence.irate citizens demanded that such a tragedy never be allowed to happen again; and, as a result of the fire, new safety measures were initiated. Laws dealing with building safety were made more stringent, and firefighting equipment and methods were improved. But the changes came too late for the unfortunate 145 women who were casualties of New York's Triangle fire.

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.

1. Why did the fleeing women have trouble breathing?

---

2. What happened to the women who jumped from the windows?

---

3. What was the number of victims of the Triangle fire?

---

4. What is the meaning of lax as it is used in the narrative?

---

5. Did anything good result from the Triangle fire?

---

6. What did the official inquiry fail to do?

---

7. Why were the citizens of New York irate?

---

8. What is the meaning of smolder as it is used in the narrative?

---

9. How did the narrowness of the stairway contribute to the disaster?

---

10. Did the women leave the work area in an orderly manner?

---

11. How did their inadequate equipment hamper the firefighters?

---

12. What is the meaning of *congested* as it is used in the narrative?
- 
13. What is the meaning of *initiated* as it is used in the narrative?
- 
14. How did the people of New York pay their respects to the dead women?
- 
15. What was so terrible about the lack of concern by the authorities?
- 

### WORDLY WISE

*Initiate* and *begin* are synonyms, but their meanings carry a difference that should be noted. *Begin* is the general, all-purpose word for the start of something; one can *begin* anything from a sentence to a world war! *Initiate* has a narrower meaning; it suggests taking the first in a series of major steps. (A president may *initiate* a new trade policy; a company may *initiate* new hiring practices.)

*Initiative* is the first step in bringing something about. (I took the *initiative* by demanding a change.) *Initiative* is also the ability to

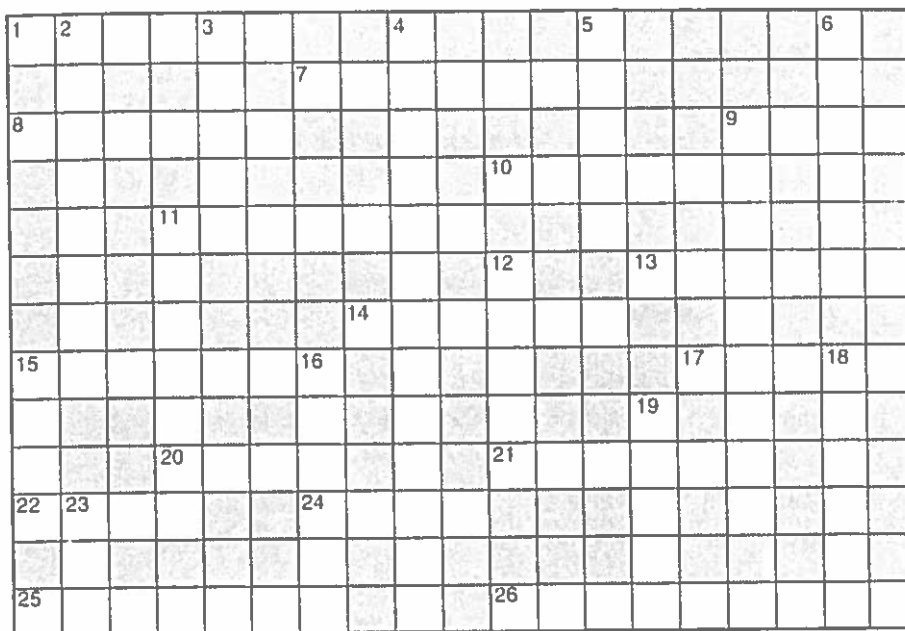
get things done without waiting to be told. (You must show *initiative* if you wish to be promoted.)



*Negligent* means “failing to give proper attention to” and is formed from the verb *neglect*. Another adjective, *negligible*, is formed from this verb; it means “so small or unimportant that it can be neglected or ignored.” (The cost of floor mats was *negligible* compared to the price of the car.)

**CROSSWORD PUZZLE**

Solve the crossword puzzle below by studying the clues and filling in the answer boxes. Clues followed by a number are definitions of words in Lessons 5 through 8. The number gives the word list in which the answer to the clue appears.

**Clues Across**

1. Expressed honestly and without holding back (6)
7. To burn slowly without bursting into flame (8)
8. Relating to work requiring little skill (5)
9. Short for *Peter*
10. To think about carefully (7)
11. A period of rest (5)
13. To give freely and generously (7)
14. Needing to be attended to at once (5)
15. To ask earnestly (7)
17. Courage; bravery (7)
20. Opposite of *front*
21. To gather or move in large numbers (8)
22. Opposite of *go*
24. To work long and hard (5)
25. To stir up interest in a cause (5)
26. Failing to pay proper attention to (8)

**Clues Down**

2. Just enough; sufficient (5)
3. Very angry (8)
4. Amazement or dismay that causes confusion (7)
5. Opposite of *rear*
6. Relating to oranges, lemons, and similar fruits (5)
9. A special favor given to a person or a group (7)
11. Noisy merrymaking (7)
12. A first public appearance (6)
15. A showing of an unfair preference (6)
16. To move with great force and speed (8)
18. The Grand \_\_\_\_\_ is in Arizona.
19. An unpleasant and cramped place to live (5)
23. Two sides pull on a rope in a \_\_\_\_\_ of war.

# Lesson 9

**Word List** Study the definitions of the words below; then do the exercise lesson.

- dumbfound**  
dum' found  
*v.* To make speechless with amazement.  
[The announcement that my cat Patch had won "best of show" *dumbfound* me.]  
**dumbfounded** *adj.* Speechless with amazement.  
[The *dumbfounded* tenants stared at the eviction notice in disbelief.]
- ensue**  
en sū' *v.* To follow; to come as a result of or at a later time.  
[When the headmaster declared the next day a holiday, shouting and clamor *ensued*.]
- era**  
er' ə *n.* A particular period in history.  
[The *era* of space exploration began in the 1950s.]
- flourish**  
flur' ish  
*v.* 1. To thrive or prosper.  
[Plants *flourish* in a greenhouse.]  
2. To wave in the air.  
[The softball player *flourished* her hat above her head to acknowledge the cheers.]  
*n.* 1. A sweeping motion.  
[The star of the show made her first entrance with a *flourish*.]  
2. A showy burst of music.  
[The opera begins with a *flourish* of trumpets.]  
3. A fancy line or curve added to something written.  
[His artistic nature was expressed in the *flourish* with which he signed his name.]
- garrison**  
gar' ə sən  
*n.* 1. Soldiers stationed in a place to protect it.  
[The *garrison* held off the enemy for four days before capitulating.]  
2. A military place of protection, together with its soldiers and weapons.  
[The *garrison* controlled the only passage through the mountain range.]  
*v.* To provide soldiers with a place to live.  
[The commander had to *garrison* the troops in an old schoolhouse.]
- grievous**  
grē' vəs *adj.* Causing grief or pain; hard to bear.  
[It was a *grievous* loss to the entire family when our pet dog Tiny died.]
- hoard**  
hōrd  
*v.* To save and put away, especially secretly.  
[Squirrels *hoard* acorns for the winter.]  
*n.* Anything put away in such a manner.  
[My *hoard* of comic books includes several authentic 1930s *Superman* covers.]
- inundate**  
in' ən dāt  
*v.* 1. To cover, as with water from a flood.  
[The valley was *inundated* when the dam burst.]  
2. To load with an excessive amount or number of something.  
[Fans *inundated* radio stations with requests to play the Wailers' new album.]
- invincible**  
in vin' sə bəl *adj.* Impossible to defeat.  
[When the Yankees had a fifteen-game winning streak, we began to think they were *invincible*.]

**nomad**  
nō' mad*n.* A member of a group that settles briefly in one place and then moves on to another.[The Bedouins of the Sahara and Arabian deserts were *nomads*.]**nomadic** *adj.* (nō mad' ik) Having the characteristics of a nomad.[After acquiring horses in the 1760s, the Cheyenne became *nomadic* buffalo hunters on the Great Plains.]**placate**  
plā' kāt*v.* To stop from being angry; to calm.[I was able to *placate* my friend when I explained my reason for being late.]**principal**  
prin' sə pəl*adj.* Most important.[The administration's *principal* objective is to reduce the school dropout rate.]*n.* 1. A person or thing that is of the greatest importance.[The club owners and the players' agent are the *principals* in the dispute over baseball players' salaries.]

2. The head of a school.

[The *principal* has the authority to hire extra teachers if student enrollment increases.]

3. The sum of money owed, not including the interest.

[You would need \$8,479 to pay off the *principal* on the car loan.]**recede**  
rē sēd'*v.* 1. To move back or to drop to a lower level.[The tide *receded* and exposed the rocks near the shore.]

2. To become fainter.

[The blare of the music from the car's radio *receded* as it disappeared into the night.]**ruthless**  
rūth' las*adj.* Showing no mercy; pitiless.[Disease and inadequate supplies finally terminated the *ruthless* invader, Attila the Hun, in fifth-century Europe.]**sacrifice**  
sak' rə fis*n.* 1. Something given up for the sake of another.[The parents made many *sacrifices* so that their children could go to college.]

2. An offering to a god.

[Thousands of years ago, priests burned dead animals as *sacrifices* on altars in temples.]*v.* 1. To give up something for another.[I *sacrificed* my privacy by sharing my room with my sister.]

2. To offer something of value to a god.

[The voodoo priest *sacrificed* a chicken as part of the religious ceremony.]

## 9A Finding Meanings

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

1. (a) A flourish is  
(b) a burst of music.

- (c) A garrison is  
(d) a troubling situation.

- 
2. (a) A principal is  
(b) an exchange for something else.
- (c) A hoard is  
(d) a collection put away secretly.
- 
3. (a) speechless with amazement.  
(b) To be grievous is to be
- (c) To be inundated is to be  
(d) covered with water.
- 
4. (a) provide them with a place to live.  
(b) To sacrifice soldiers is to
- (c) try to satisfy their demands.  
(d) To garrison soldiers is to
- 
5. (a) a sum of money owed.  
(b) a truth by which we govern ourselves.
- (c) Principal is  
(d) A nomad is
- 
6. (a) calm that person.  
(b) To dumbfound someone is to
- (c) To placate someone is to  
(d) show that person no mercy.
- 
7. (a) prevented from moving.  
(b) To be dumbfounded is to be
- (c) speechless with amazement.  
(d) To be invincible is to be
- 
8. (a) An era is  
(b) A sacrifice is
- (c) a burst of music that announces ;  
(d) something that is given up for an
- 
9. (a) lack the means to support themselves.  
(b) keep moving from place to place.
- (c) Ruthless people are those who  
(d) Nomadic people are those who
- 
10. (a) a person of the greatest importance.  
(b) An era is
- (c) A flourish is  
(d) a sweeping motion.
- 
11. (a) A ruthless character is one who  
(b) An invincible character is one who
- (c) exists only in stories.  
(d) cannot be defeated.
-

## 9B Just the Right Word

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

1. Oil is the *most important* export of Saudi Arabia.
2. John Hancock wrote his name with a *decorative sweeping line* when he signed the Declaration of Independence.
3. In Greek myths, an animal was sometimes *slaughtered as an offering* by a mortal to please the gods.
4. Some people believe you have to be *unwilling to show any pity to those with whom you have dealings* in order to succeed in business.
5. Many childhood memories *gradually became fainter and fainter* as we grow older.
6. Tennis suffered a *serious and very sad* loss when Arthur Ashe died.
7. The *period in history given the name of "the cold war"* ended in 1990 with the easing of tensions between the United States and the Soviet Union.
8. If this heavy rain continues, soil erosion will *follow as a result of it*.
9. The *soldiers housed in a protected place* suffered few casualties during the attack.

## 9C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following responses might *placate* an irate customer?  
(a) "Don't blame me; I just work here." (c) "Would you calm down!"  
(b) "I'll take care of the problem." (d) "Let me get the manager."
2. A town can be *inundated* with which of the following?  
(a) floodwaters (c) winds of hurricane force  
(b) tourists (d) requests for tourist information



3. Which of the following can *flourish*?
 

(a) a business	(c) a tree
(b) a country	(d) an incident
4. Which of the following could be the length of an *era*?
 

(a) twenty years	(c) a couple of centuries
(b) twenty seconds	(d) a couple of hours
5. Which of the following can be *boarded*?
 

(a) health	(c) food
(b) wealth	(d) solitude
6. Which of the following describes a *nomad*?
 

(a) is part of a group	(c) works at a 9 to 5 job
(b) has a permanent home	(d) lives mostly in cities
7. Which of the following applies to the word *principal*?
 

(a) it is not a noun	(c) it is a noun only
(b) it can be a noun or an adjective	(d) it is an adjective only
8. Which of the following can be *grievous*?
 

(a) a wound	(c) a loss
(b) a respite	(d) an insult

## 9D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |               |            |   |   |
|---------------|------------|---|---|
| 1. INVINCIBLE | MINOR      |   |   |
| GRIEVOUS      | ACRID      | S | A |
| 2. ASTOUND    | ENSUE      |   |   |
| PONDER        | DUMBFOUND  | S | A |
| 3. PLACATE    | WAVE       |   |   |
| FLOURISH      | BESEECH    | S | A |
| 4. FOLLOW     | INUNDATE   |   |   |
| ADJUST        | ENSUE      | S | A |
| 5. RETORT     | ADVANCE    |   |   |
| SACRIFICE     | RECEDE     | S | A |
| 6. UNWORTHY   | PRINCIPAL  |   |   |
| WEAK          | INVINCIBLE | S | A |

7. PLACATE INHERIT	ANNOY HOARD	S	A
8. ACRID RUTHLESS	NOMADIC KIND	S	A
9. PRINCIPAL SACRIFICE	OFFERING FOLLOWER	S	A
10. GARRISON ERA	SOLDIERS TRAVELERS	S	A

## 9E Narrative

*Read the narrative below; then complete the exercise that follows.*

### THE SPANISH CONQUEST OF MEXICO

For over two hundred years, until it was overthrown by Spanish invaders in 1519, the Aztec empire in Mexico was a prosperous and highly cultivated society. Many arts and sciences flourished; the Aztecs developed astronomy, mathematics, engineering, agriculture, sculpture, and music to a far higher degree than did the Europeans of that era. At the same time, they were a warlike people, ruthless in battle, and their religious beliefs involved acts of extreme cruelty. Prisoners of war were offered as human sacrifices to their many gods. The Aztecs believed that the gods had already destroyed the world four times, and unless they were placated in this way, they would destroy it again.

Originally a nomadic people who lived mainly by hunting, the Aztecs settled on an island on Lake Texcoco around 1300. The land there was wet and swampy, but the Aztecs drained the marshes and became farmers. While their principal crop was corn, they also grew beans, squash, and chili peppers. Over a two-hundred-year period, they created an empire extending across central Mexico from the Gulf of Mexico to the Pacific. Its capital was Tenochtitlán, which we know today as Mexico City. In 1500, Tenochtitlán was inundated by a terrible flood that drowned many of its people. After the floodwaters had receded, the Aztecs quickly rebuilt their city, but a far worse catastrophe was to follow.

In 1519, a Spanish explorer named Hernando Cortéz landed in Mexico with an army of 600 soldiers. He established a garrison in what is now the city of Vera Cruz on Mexico's east coast. His plan was to destroy the Aztec army and take over their country for Spain. Because horses were unknown to the Aztecs, they were dumbfounded by the sight of people on horseback. They believed the Spanish soldiers to be gods and therefore invincible. Fighting them, the Aztecs thought, would be point-

less, so Montezuma, the Aztec emperor, allowed the Spaniards to take over his city without any resistance. Cortéz now gave the orders and Montezuma became a prisoner in his own palace. The Spanish discovered a great hoard of gold and silver there. It was later loaded onto Spanish ships and sent to Spain although it is believed that much of the treasure was lost at sea.

When word came that Spanish soldiers had been killed in an attack on Vera Cruz, the Aztecs realized that they had made a grievous error in their previous thinking. These strange creatures were not gods after all! A battle ensued in Tenochtitlán, and although Montezuma was killed, the Aztecs drove the Spanish from their city. But their victory was only temporary. Cortéz returned in 1521 with another army which laid siege to Tenochtitlán. After eighty days, the city was forced to surrender. The rule of the Aztecs in Mexico had ended; Spanish rule had begun.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. When did the Aztecs give up their nomadic way of life?

---

2. What is the meaning of flourished as it is used in the narrative?

---

3. What is the meaning of principal as it is used in the narrative?

---

4. Why would thieves find Montezuma's palace especially appealing?

---

5. What grievous event occurred in Tenochtitlán in 1500?

---

6. Why would neighboring tribes not want to antagonize the Aztecs?

---

7. What was an initial part of Cortéz's plan to conquer Mexico?

---

What shocked the Aztecs when they first saw the Spaniards?

---

How do we know that the Aztecs feared their gods?

---

What is the meaning of sacrifices as it is used in the narrative?

---

Why did the Aztecs capitulate so readily?

---

What ensued after the second surrender of Tenochtitlán?

---

In what year did the Aztec era end?

---

What is the meaning of receded as it is used in the narrative?

---

What is the meaning of inundated as it is used in the narrative?

---

### WORDLY WISE

Flourish and *flower* (as verbs) are synonyms; both can mean “to thrive.” We can say that the arts *flourished* in Athens in the fifth century B.C.; we can also say that the arts *flowered* in Athens at that time. Both words come from the Latin *flos*, which means “a flower.”



Don't confuse hoard, “something collected and stored away secretly,” with *horde*, which means “a large crowd or swarm.” These two words are homophones; they sound the same but have different spellings and meanings.

Don't confuse principal with *principle*, which has three meanings: (1) “a rule or truth by which we govern ourselves” (The *principle* of the separation of church and state is contained in the Constitution of the United States.) (2) “a truth from which other truths can be worked out” (One of the *principles* of plane geometry is that parallel lines never meet.) (3) “a rule or law that explains how something works” (An electric bell works on the *principle* of the continuous making and breaking of an electric current.)

# Lesson 10

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**aquatic**  
ə kwat' ik

*adj.* 1. Growing or living in or on water.  
[Water lilies are *aquatic* plants.]  
2. Done in or upon water.  
[Water skiing is an *aquatic* sport.]

**assert**  
ə sɜrt'

*v.* To say firmly; to declare.  
[Charles *asserted* that the money entrusted to him was in a safe place.]

**assertion** *n.* A firm statement or declaration.  
[No one challenged her *assertion* that Tuckerman's Ravine was too dangerous to ski.]

**assertive** *adj.* Self-assured; bold and confident.  
[Because of his *assertive* manner, he was able to obtain an interview for the job.]

**avert**  
ə vɜrt'

*v.* 1. To turn away.  
[I *averted* my eyes from the scary scenes in the movie.]  
2. To keep from happening.  
[The driver *averted* an accident by hitting the brake.]

**bleak**  
blɛk

*adj.* 1. Without much hope.  
[The company's future looked *bleak* when the new product failed to sell.]  
2. Cold and dreary; exposed to cold winds and bad weather.  
[Penguins seem to flourish in Antarctica's *bleak* climate.]

**blithe**  
blith

*adj.* 1. Cheerful; carefree.  
[The children's *blithe* mood is captured beautifully in the Renoir painting.]  
2. Not showing proper care; heedless.  
[The driver showed a *blithe* indifference for the safety of others on the highway.]  
**blithely** *adv.* In a carefree manner.  
[I was reminded of her highly positive attitude when she walked *blithely* out the door.]

**docile**  
dəs' əl

*adj.* Well behaved; easy to handle.  
[Because it was my first attempt at riding, I was given the most *docile* horse in the stable.]

**dwindle**  
dwin' dəl

*v.* To keep on becoming less; to grow smaller in number or amount.  
[My hopes of winning the arm wrestling match *dwindled* when I saw the size of my opponent's muscles.]

**lethal**  
lə' θəl

*adj.* Causing, or capable of causing, death.  
[A rattlesnake's bite can be *lethal*.]

**monitor**  
mən' i tər

*v.* To watch closely and frequently; to observe and make note.  
[Some cities *monitor* the amount of pollution in the air.]  
*n.* A video screen used to display information.  
[The sales clerk checked the *monitor* to see if the book was still in stock.]

**mutilate**  
myooōt' 1 at

*v.* To hurt or damage by cutting into, cutting off, or cutting out.  
[Steel traps are cruel because they *mutilate* the animals caught in them.]

**nimble**  
nim' bəl

*adj.* 1. Able to move quickly and easily.  
[Karen's *nimble* fingers plucked the harp strings with amazing speed.]  
2. Showing quickness of thinking; clever.  
[It takes a *nimble* mind to solve such a difficult problem.]

**plight**  
plit

*n.* A difficult or dangerous condition or situation.  
[The *plight* of homeless people was the principal subject of tonight's evening news.]

**ponderous**  
pān' dər əs

*adj.* Heavy and slow-moving.  
[The elephant made its way with *ponderous* steps through the clearing.]

**verge**  
vɜrj

*n.* An edge, border, or brink.  
[After being on the *verge* of extinction, the bald eagle made a remarkable comeback in the 1980s.]

*v.* To come close to the edge or border of.  
[The story is not merely silly; it *verges* on the ridiculous.]

**vigilant**  
vij' ə lənt

*adj.* Watchful; ready for danger.  
[Health authorities remain *vigilant* for any signs of the epidemic's return.]

## 10A Finding Meanings

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

1. (a) be the cause of it. (c) To avert something is to  
(b) To mutilate something is to (d) prevent it from happening.

---

2. (a) To monitor something is to (c) To assert something is to  
(b) hide it from view. (d) declare it forcefully.

---

3. (a) To mutilate something is to (c) To verge on something is to  
(b) cause it to happen. (d) hurt it by cutting into it.

---

4. (a) A blithe response is one (c) that shows quickness of mind.  
(b) that is meant to intimidate. (d) A nimble response is one

---

5. (a) A vigilant creature is one (c) that is watchful.  
(b) whose bite can cause death. (d) A docile creature is one

---

6. (a) A plight is  
(b) A monitor is  
(c) a video screen that displays information.  
(d) a blatant denial of what is obviously true.
- 
7. (a) can be changed as needed.  
(b) suggests no future problems.  
(c) A blithe response is one that  
(d) A bleak response is one that
- 
8. (a) a difficult situation.  
(b) A verge is  
(c) an amusing diversion.  
(d) A plight is
- 
9. (a) A fortune that verges  
(b) increases monthly.  
(c) A fortune that dwindles  
(d) decreases in size.
- 

## 10B Just the Right Word

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

- Ramone *said in a very forceful way* that a ten-year-old is competent to babysit.
- You have to be *able to move quickly and easily* to get on the gymnastics team.
- Household chemicals such as bleach and other cleaning products can be *capable of causing death* if swallowed.
- This machine *keeps a check on* the patient's condition around the clock.
- The White Mountains can be *very cold and dreary with strong winds and bad weather* in winter.
- Some plants are *of a kind that flourish in water*, so they do not need soil in order to grow.
- Such negligence in maintaining the vehicle *comes close to bordering on* indifference to the passengers' safety.

9. Following the accident, the driver drove off *as though not caring*, seemingly unaware of the damage to his car.
10. Walruses are *heavy and slow moving* on land but graceful in the water.
11. I *turned away* my eyes from the light when it became too bright.

## 10C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

- Which of the following are *aquatic* activities?  
(a) boating (c) golfing  
(b) scuba diving (d) sunbathing
- Which of the following is *ponderous*?  
(a) a mouse (c) a bulldozer  
(b) a planet (d) a hippopotamus
- Which of the following can be *nimble*?  
(a) a mind (c) a squirrel  
(b) a tree (d) a dancer
- Which of the following might be a *plight*?  
(a) being evicted (c) being a casualty  
(b) inheriting money (d) facing a ruthless opponent
- Which of the following might an *assertive* person say?  
(a) "Get in line." (c) "I was here first."  
(b) "You don't belong here!" (d) "Oh, no you don't!"
- Which of the following can be *bleak*?  
(a) a region (c) a statement  
(b) a mountain (d) a delicacy
- Which of the following can be *lethal*?  
(a) a snake bite (c) a garland  
(b) a gunshot wound (d) a reprimand
- Which of the following might a *docile* person do?  
(a) push to the front of the line (c) get irate with a sales clerk  
(b) wait patiently until called (d) admonish a stranger



## 10D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                          |                        |   |   |
|--------------------------|------------------------|---|---|
| 1. PREDATORY<br>VIGILANT | NEGLIGENT<br>DOCILE    | S | A |
| 2. TIMID<br>BLEAK        | ASSERTIVE<br>SICKLY    | S | A |
| 3. AVERT<br>ACQUIRE      | PREVENT<br>MONITOR     | S | A |
| 4. PRECISE<br>VIGILANT   | WATCHFUL<br>NIMBLE     | S | A |
| 5. CAREFREE<br>BLITHE    | PONDEROUS<br>PROSTRATE | S | A |
| 6. INCREASE<br>VERGE     | DWINDLE<br>VARY        | S | A |
| 7. DECLARATION<br>PLIGHT | ASSERTION<br>WORRY     | S | A |
| 8. AUTHORITY<br>MONITOR  | VERGE<br>BRINK         | S | A |
| 9. AQUATIC<br>GRACEFUL   | HOPEFUL<br>BLEAK       | S | A |
| 10. PONDEROUS<br>LETHAL  | NIMBLE<br>DREARY       | S | A |

## IE Narrative

Read the narrative below; then complete the exercise that follows.

### DANGER: MANATEES AT PLAY

The subject of manatees takes us far back in the history of both natural science and imaginative storytelling. Having evolved more than 50 million years ago, this sea animal was probably what sailors were seeing long ago when they reported visions of mermaids sunning themselves on rocks far in the distance.

More recent, much closer observation of the manatee shows it to be a ponderous mammal that measures from eight to twelve feet in length and weighs up to 3,000 pounds. Its tapered body, shaped somewhat like that of an overgrown seal or miniature whale, has two front legs and a broad flat tail, all three of which act as flippers.

Manatees live singly or in small groups and can eat 200 pounds of food a day, grazing contentedly on water hyacinths and other aquatic plants. A manatee sometimes may stand up straight in the water, often with strings of sea plants hanging like hair from its head.

In the United States, Florida's coastal waters are the manatee's principal habitat. Quite docile by nature, these sea creatures have no fear of humans; actually, they seem to love company. They allow swimmers to play alongside them, something that is discouraged by game wardens.

Although it is difficult to get an exact count of the manatee population, authorities in Florida monitor the manatee's numbers and estimate that about 1,000 inhabit the area's waters. Manatees were once hunted for their hides and their meat, but they have been protected by law from this practice for more than a century. Still, the alarming reality is that the manatee population has dwindled considerably in recent years. In fact, this lovable creature, which has survived all these years without threats from predators, may now be on the verge of extinction. The main reason for this is related to the enormous increase in the number of powerboats in Florida.

Feeding just below the surface, manatees are often unobserved by speeding boaters who may go blithely on their way, ignorant of the terrible injuries they have just inflicted. Being struck by a high speed propeller can be lethal; almost a third of all manatee deaths are boat-related, and the number is growing. Wildlife wardens estimate that ninety percent of all adult manatees have been mutilated by the propellers of speeding boats. The reasons for this are not entirely clear—perhaps the manatees have poor hearing and are unaware of a boat's approach, or it may be that they are not nimble enough to get out of the way in time.

In recent years, people have become more aware of the plight of the manatee. Laws such as the Endangered Species Act and the Marine Mammal Protection Act prohibit

harming manatees, but more needs to be done. People operating power boats in areas where manatees live need to be more vigilant. If they were, many collisions could be averted. And speed limits need to be strictly enforced, even though people whose livelihood depends on the boating industry assert that too much regulation would cause economic hardship. One thing is certain: if speedboats continue to operate as they have in the past, the ancient manatee's prospects of survival are bleak.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. What behavior of manatees could have made sailors mistakenly assert that they had seen a mermaid?

---

2. What kind of plant is a water hyacinth?

---

3. Is the nature of the manatee similar to that of a predator?

---

4. Is the manatee population increasing or decreasing?

---

5. Have many manatees have been injured as a result of collisions with boats?

---

6. Can a manatee die as a result of being struck by the propeller of a boat?

---

7. Why do many boaters go blithely on their way after striking a manatee?

---

8. What could boat owners do to protect the manatee population?

---

9. What is the meaning of averted as it is used in the narrative?

---

10. How do we keep track of the manatee population?
- 
11. Why would manatees be described as ponderous?
- 
12. What is the meaning of nimble as it is used in the narrative?
- 
13. Why should we be concerned about the manatee?
- 
14. What is the meaning of bleak as it is used in the narrative?
- 
15. Are people indifferent to the manatees' plight?
- 

### WORDLY WISE

The Latin word for *water* is *aqua* and forms the root of the adjective *aquatic*. Other words formed from this root include nouns such as *aquarium* and *aqueduct*, "a large pipe or channel for water." You might guess that the word *aquiline* comes from the same Latin root. Actually, it comes from a different Latin word altogether, *aquila*, which means "eagle." An *aquiline* nose is one that is curved like an eagle's beak.



The ancient Greeks believed that the dead went to the Underworld, where they bathed in the river Lethe which caused them to forget their earthly lives. The Latin word *letum*, "death," comes from the name of the river and forms the English adjective *lethal*, "capable of causing death" (a *lethal* injection; a *lethal* weapon).

The noun *plight* carries with it a reminder of love and marriage in centuries past. Once it was a verb and meant "to promise; to pledge." When persons got engaged to be married, they "plighted their troth." This means they would dishonor themselves if they were not faithful and true to each other. *Troth* is a word that has disappeared entirely from the language. Once it meant "loyalty; faithfulness; honor."



Several words come from the Latin *vigilare*, "to be watchful." In addition to *vigilant*, there is *vigil*, a watch kept during normal hours of sleep (Parents keep a *vigil* by the bedside of a very sick child) and *vigilante*, a person who takes the law into her or his own hands, usually as part of a group.

# Lesson 11

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**ballast**  
bal' ast

*n.* Heavy material used to make a ship steady or control the rising and falling of a vessel like a balloon.  
[The hot air balloon rose when the water used as *ballast* was let go.]

**buoyant**  
bui' ant

*adj.* 1. Able to float.  
[The life jackets are *buoyant* enough to support a 200-pound person.]  
2. Cheerful and carefree.  
[The students were in a *buoyant* mood on the last day of school.]

**buoyancy** *n.* The ability to float.  
[The *buoyancy* of helium balloons causes them to rise rapidly.]

**clamber**  
klam' bar

*v.* To climb awkwardly.  
[I *clambered* onto the roof to get the kite.]

**detach**  
de' tach'

*v.* To separate from.  
[I *detached* the upper portion of the bill and returned it with my payment.]  
**detached** *adj.* 1. Not connected.  
[The house comes with a *detached* garage.]  
2. Lacking concern; not taking sides.  
[I tried to stay *detached* from my friends' quarrel.]

**eerie**  
i' ee

*adj.* Causing uneasiness; strange or mysterious.  
[The *eerie* sound you heard was just an owl hooting.]

**fathom**  
fath' am

*n.* A length of six feet, used in measuring the depth of water.  
[The wreck of the Spanish ship lay in thirty *fathoms* of water.]  
*v.* To figure out; to understand.  
[We could not *fathom* how the magician made the goldfish disappear.]

**pique**  
pek

*v.* To arouse or excite.  
[Pandora's curiosity was *piqued* by the mysterious box that she was not supposed to open.]  
*n.* A feeling of resentment caused by being ignored, insulted, etc.  
[It was the scientist's *pique* at not being invited to take part in the experiment that caused him to write that derogatory article about it.]

**probe**  
prob

*v.* 1. To poke or prod.  
[I *probed* the snow with my ski pole to determine how deep it was.]  
2. To examine closely.  
[In 1971, *Mariner 9* was launched to *probe* the planet Mars.]  
*n.* 1. A long, slender instrument used to examine a wound or part of the body.  
[The doctor used a *probe* to look for fragments of glass in the wound.]  
2. A thorough investigation.  
[The police *probe* into illegal gambling led to twelve arrests.]

- realize**  
rē' ə līz  
*v.* 1. To be aware of.  
[I didn't *realize* how astute you were until you came up with that brilliant idea.]  
2. To bring into being; to make happen.  
[I *realized* a lifelong dream by going skydiving.]
- rupture**  
rup' chər  
*v.* To split or break.  
[Frost *ruptured* the water pipe, flooding the basement.]  
*n.* 1. A breaking or tearing apart by force.  
[The earthquake caused a *rupture* in the highway that took three months to repair.]  
2. The breaking of a friendly relationship.  
[The *rupture* between Cuba and the United States began when Fidel Castro seized control of the island.]
- sphere**  
sfr  
*n.* 1. An object with all points on its surface equally distant from its center; a ball or globe.  
[The earth is not quite a *sphere* because it is flattened at the poles.]  
2. An area of power, influence, or activity.  
[The 1823 Monroe Doctrine extended the United States' *sphere* of influence throughout the Americas.]  
**spherical** *adj.* Of or relating to the shape of a sphere.  
[The *spherical* lamp threw light in all directions.]
- submerge**  
sub mərj'  
*v.* 1. To go underwater.  
[From the shore, we could see the dolphins jump and then *submerge*.]  
2. To put underwater or cover with water.  
[The tide *submerges* the rocks when it is high.]
- tedious**  
tē' dē əs  
*adj.* Seeming to go on for a long time; boring.  
[The lecture was so *tedious* that I nearly fell asleep.]  
**tedium** *n.* Boredom.  
[We tried to relieve the *tedium* of our long drive by telling jokes.]
- ultimate**  
ul' tə mət  
*adj.* 1. Final.  
[Anwar's *ultimate* goal is to be chief of surgery at a teaching hospital.]  
2. The greatest possible; maximum.  
[The producer has *ultimate* control over the movie.]  
*n.* Something that is the greatest; the maximum.  
[The ads claim that this soap is the *ultimate* in cleaning products.]
- unscathed**  
un skāthd'  
*adj.* Completely unharmed.  
[Because of its sturdy construction, the house came through the hurricane *unscathed*.]

## 11A Finding Meanings

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

- (a) be baffled by it.

(b) To realize a dream is to

(c) make it happen.

(d) To fathom a dream is to

2. (a) material used to make a ship steady.  
(b) a feeling of gloom.
- (c) Buoyancy is  
(d) Ballast is
- 
3. (a) A sphere is  
(b) a measurement of depth.
- (c) A fathom is  
(d) something forgotten.
- 
4. (a) To probe a person's interest  
(b) is to satisfy it.
- (c) is to arouse it.  
(d) To pique a person's interest
- 
5. (a) A sphere is  
(b) A rupture is
- (c) a breaking apart by force.  
(d) an inquiry into the cause of something.
- 
6. (a) it is separated from the rest.  
(b) If something is detached,
- (c) If something is eerie,  
(d) it is added to something else.
- 
7. (a) a feeling of resentment.  
(b) Pique is
- (c) Buoyancy is  
(d) fear of the unknown.
- 
8. (a) is to be unharmed.  
(b) To be tedious
- (c) is to show a lack of interest.  
(d) To be unscathed
- 
9. (a) To clamber is to  
(b) remove oneself.
- (c) To probe is to  
(d) examine closely.
- 
10. (a) An ultimate task is one that  
(b) is very boring.
- (c) is impossible to do.  
(d) A tedious task is one that
-

## 1B Just the Right Word

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

1. An *unnatural and strange* silence filled the deserted house.
2. The police could not *figure out exactly* how the painting had been stolen from the museum.
3. When I moved to Alaska, I didn't *have any idea* how much I would miss my friends.
4. This damaged life jacket may have lost some of its *ability to keep a person afloat*.
5. The college president will head the *thorough inquiry* into the causes of student unrest.
6. I've ridden many roller coasters, but the Corkscrew Cannonball is without any doubt the *one that is greater than all the rest*.
7. While I was telling her my troubles, my friend seemed curiously *uninvolved in what I was saying*.
8. Nuclear submarines can go *underwater* for several weeks.
9. I *climbed with difficulty* over the rocks to get to the sea wall.
10. A banker by profession, she was also involved in politics, diplomacy, and other *areas of activity*.

## 11C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following would make a good *ballast*?
 

(a) iron bars	(c) sand
(b) helium gas	(d) straw
2. Which of the following could be *fathomed*?
 

(a) a purpose	(c) a motive
(b) a puzzle	(d) a mystery
3. For which of the following might a *probe* be used?
 

(a) an operation in a hospital	(c) changing a tire
(b) an eye examination	(d) changing a light bulb



4. Which of the following can be *submerged*?
- (a) a balloon (c) a lobster trap  
(b) a rubber ball (d) a treasure chest
5. Which of the following can be *buoyant*?
- (a) a person's spirits (c) an anchor  
(b) a life jacket (d) a brick
6. Which of the following might *rupture*?
- (a) a friendship (c) a gas tank  
(b) an appendix (d) an epidemic
7. Which of the following is *spherical*?
- (a) a pingpong ball (c) a rainbow  
(b) a hockey puck (d) a ballbearing
8. Which of the following can one *detach*?
- (a) the ink from a pen (c) a postage stamp from a roll  
(b) the toothpaste from the tube (d) a page from a notebook

## 11D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |            |           |   |   |
|------------|-----------|---|---|
| 1. RUPTURE | CLIMB     |   |   |
| REMEMBER   | CLAMBER   | S | A |
| 2. BUOYANT | EERIE     |   |   |
| COMPETENT  | GLOOMY    | S | A |
| 3. FINAL   | DEFECTIVE |   |   |
| NARROW     | ULTIMATE  | S | A |
| 4. WEALTHY | UNSCATHED |   |   |
| EERIE      | STRANGE   | S | A |
| 5. INJURED | DETACHED  |   |   |
| UNSCATHED  | CRAFTY    | S | A |
| 6. BREAK   | FATHOM    |   |   |
| RUPTURE    | ASSERT    | S | A |
| 7. AVERT   | ATTACH    |   |   |
| DETACH     | REALIZE   | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. CIRCLE : SPHERE ::  
(a) link : chain (c) triangle : pyramid  
(b) length : breadth (d) square : cube
9. FATHOM : DEPTH ::  
(a) ocean : water (c) mystery : understanding  
(b) ounce : weight (d) inch : foot
10. TEDIOUS : EXCITEMENT ::  
(a) ruthless : mercy (c) dumbfounded : surprise  
(b) irate : anger (d) warm : heat

## 11E Narrative

Read the narrative below; then complete the exercise that follows.

### EXPLORING EARTH'S LAST FRONTIER

By the middle of the twentieth century, the earth's continents had been explored from pole to pole, but even though water covers three quarters of the earth's surface, much of the deep ocean floor remained a mystery. Auguste Piccard, a Belgian scientist whose curiosity was piqued by the unknown, changed that. In 1932, he had broken the world's altitude record by going ten miles up in a balloon. He next planned to design and build a vessel to explore the deepest parts of the ocean.

On October 26, 1948, Piccard made his first dive off the coast of Africa in a bathyscaphe, a large, hollow, spherical vessel made of thick steel. The word comes from two Greek words: *bathys*, "deep," and *scaphe*, "a light boat." The bathyscaphe could descend into the inky blackness of the ocean depths and with its powerful searchlights probe the ocean floor. Those inside were able to look out through windows made of thick layers of acrylic plastic. Buoyancy was provided by huge tanks containing gasoline, which is lighter than seawater. The vessel hung beneath the tanks, while iron weights fixed to the outside of the hull by magnets were used as ballast, causing the bathyscaphe to descend.

The first test dive was made in water where the seabed lay just twelve fathoms below the surface. Piccard and the other crew member were bolted inside the bathyscaphe, which was then swung over the side of the support ship and submerged. As the vessel sank below the surface, it filled with an eerie blue light, sunlight passing through the water. It took just a few minutes for the two pioneers of underwater exploration to reach the ocean floor. Shortly afterward, Piccard detached the iron weights, and the bathyscaphe rose to the surface.

Several hours passed while the gasoline tanks were emptied; this had to be completed before the two men were able to clamber out of their cramped quarters. Despite the tedious wait, Piccard was a happy man. His mind was already on his ultimate dream, to explore the very deepest part of the ocean. When he was asked later if he had been afraid during the descent, he replied that he had total confidence in the design and the construction of the vessel he had invented; and, therefore, he had no reason to be afraid.

Twelve years later, Piccard's son Jacques realized his father's dream when he and a United States Navy officer descended seven miles in a newer, larger, and stronger bathyscaphe to explore the deepest part of the Pacific Ocean. They knew that if there were a single defect in the metal, the enormous pressure would cause cracks to develop, which would rupture the vessel and crush them both. There was no way for them to escape if anything went wrong. When the two crew members emerged unscathed after their great adventure, Jacques Piccard's father, who at seventy-six was considered too old to make the descent himself, was waiting on the recovery vessel and was the first to greet them.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. What is the meaning of probe as it is used in the narrative?  
\_\_\_\_\_
2. Did the bathyscaphe stay underwater long on its first dive?  
\_\_\_\_\_
3. What caused the bathyscaphe to sink to the bottom of the sea?  
\_\_\_\_\_
4. Why did Piccard detach the iron weights?  
\_\_\_\_\_
5. What strange experience did the men in the first bathyscaphe have as they dived?  
\_\_\_\_\_
6. Why was it necessary to empty the gasoline from the tanks after Auguste Piccard's dive?  
\_\_\_\_\_

7. What is the depth of water that is equal to 72 feet?

---

8. How would you describe the period of time between Auguste Piccard's arrival at the surface and his emergence from the vessel?

---

9. Why was it vital that the hull of Jacques Piccard's vessel have no defects?

---

10. What is the meaning of **realized** as it is used in the narrative?

---

11. What was the condition of the two men who exited their bathyscaphe after exploring the deepest part of the Pacific Ocean?

---

12. In what way did Piccard's son Jacques resemble his father?

---

13. What is the meaning of **ultimate** as it is used in the narrative?

---

14. Why would the bathyscaphe have looked the same from any direction?

---

15. Why were the large tanks filled with gasoline?

---

## WORDLY WISE

The fact that the same word can be used as a unit of measurement and as a synonym for *understand* might at first seem strange. With the word *fathom*, however, the connection is easy to see. Sailors wanting to know the depth of the water would drop a weighted line, marked off in fathoms, or six-foot lengths, over the side of the boat. When the weight reached the bottom, the length of line indicated how deep the sea was at that point. Sailors would say that they had "fathomed" its depth. By extension, a person who was able to "get to the bottom of" something unknown or puzzling was said to have *fathomed* the mystery.

The word itself has an interesting history; it comes from the Old English *faethm*, the

distance from fingertip to fingertip of a tall person's outstretched arms. In many cases, this is about six feet.



The word *sphere* comes from the Greek word for a ball, which is *sphaira*. By combining *sphere* with the Greek word *hemi*, ("half"), we get *hemisphere*, which is *half* of a *sphere*. The earth is divided into a northern *hemisphere* (everywhere north of the equator) and a southern *hemisphere* (everywhere south of the equator). Sometimes you will see the phrase "western *hemisphere*"; this refers to the entire landmass that extends from northern Canada to the southern tip of South America.

# Lesson 12

**Word List** Study the definitions of the words below; then do the exercises for the lesson.

- abduct**  
ab dukṭ  
*v.* To carry away by force; to kidnap.  
[Bandits stopped the jeep and *abducted* the driver.]  
**abduction** *n.* The act or instance of abducting.  
[According to Greek myth, the *abduction* of Helen was the cause of the Trojan War.]
- abode**  
ə bōd  
*n.* The place where one lives; home.  
[My summer *abode* was a small cabin that I shared with two other camp counselors.]
- abyss**  
ə bis  
*n.* 1. A deep opening in the earth.  
[We were afraid to look down as we crossed the *abyss* on a swaying rope bridge.]  
2. Anything too deep to measure.  
[The Voyager spacecraft was designed to explore the *abyss* of space.]
- arbitrate**  
är' bi trät  
*v.* To settle a disagreement between two parties by having a third party make a decision after hearing both sides.  
[The United Nations will *arbitrate* the border dispute between the two countries.]  
**arbitration** *n.* (är bi trät' shən) The act of arbitrating.  
[By agreeing to *arbitration*, management and workers hope to avoid a strike.]
- attribute**  
ə trib' yūōt  
*v.* To think of as coming from or belonging to a particular person or thing.  
[The painting was wrongly *attributed* to Mary Cassatt, America's foremost impressionist artist.]  
*n.* (ə' tri byūōt) A quality or feature associated with a person or thing.  
[Wisdom is often considered an *attribute* of old age.]
- capricious**  
kə prish' əs  
*adj.* Likely to change quickly for no obvious reason.  
[Robert Frost wrote an amusing poem about the *capricious* New England weather.]
- compromise**  
kəm' prə miz  
*v.* 1. To settle a disagreement by having each side give up something.  
[We *compromised* by splitting the difference between the \$2,000 asking price of the car and the \$1,500 offer I made for it.]  
2. To expose to the possibility of criticism or shame.  
[The manager will not *compromise* the restaurant's reputation by tolerating poor service to diners.]  
*n.* A settlement reached by each side giving up something.  
[The *compromise* required me to work late on Fridays so that I could have Saturdays off.]
- devout**  
də vout  
*adj.* 1. Very religious.  
[*Devout* Muslims try to make at least one visit to the holy city of Mecca.]  
2. Sincere.  
[I am a *devout* believer in the healing power of the mind.]

**distraught**  
di strôit'

*adj.* Deeply disturbed; very troubled.  
[The children were *distraught* when their pet rabbit died.]

**enlighten**  
en lit' n

*v.* To inform or instruct; to give knowledge or truth to.  
[Since we didn't know the store's policy for returning merchandise, we asked customer service to *enlighten* us.]

**enlightened** *adj.* Free from ignorance or prejudice.  
[This day-care center takes an *enlightened* approach to early childhood education.]

**incline**  
in klin'

*v.* 1. To slope or lean.  
[Instead of being vertical, the post *inclines* slightly to the left.]

2. To be likely to; to have a fondness for.  
[I am *inclined* to talk too much.]

3. To bend or bow (the head).  
[I *inclined* my head so that the barber could trim the back of my neck.]

*n.* (in' klin) A sloping surface.  
[The summer house lay at the top of a grassy *incline*.]

**intervene**  
in tər vən'

*v.* To enter in order to help or settle something.  
[The playground supervisor *intervened* when the children couldn't agree about whose turn it was.]

**intervention** *n.* (in tər vən' shən) The act or instance of intervening.  
[The talk show host's timely *intervention* kept the discussion from becoming too heated.]

**necessity**  
nə ses' ə tē

*n.* 1. Anything that cannot be done without or that is greatly needed.  
[Insect repellent is a *necessity* when camping.]

2. The condition of being needed.  
[I don't see the *necessity* for taking separate cars.]

**orbit**  
ôr' bit

*n.* The path of one heavenly body around another.  
[The moon's *orbit* around the earth takes just over 27 days.]

*v.* To put into or be in orbit.  
[In 1961, the Russian Yuri Gagarin became the first human being to *orbit* the earth.]

**sacred**  
sā' krəd

*adj.* 1. Holy; having to do with religion.  
[The Wailing Wall in Jerusalem is *sacred* to the Jewish people.]

2. Worthy of being given the greatest honor or respect.  
[The engaged couple asserted that they consider marriage vows to be *sacred*.]

## 12A Finding Meanings

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

1. (a) a bowing of the head. (c) An attribute is  
(b) a quality associated with a person. (d) A compromise is

- 
2. (a) A necessity is  
(b) a sudden change of mind.
- (c) a sloping surface.  
(d) An incline is
- 
3. (a) expose to criticism.  
(b) To compromise is to
- (c) To abduct is to  
(d) keep from danger.
- 
4. (a) An abyss is  
(b) An orbit is
- (c) the path of a heavenly body around another.  
(d) the distance of a planet from the sun.
- 
5. (a) one who acts suddenly on a whim.  
(b) one who is deeply disturbed.
- (c) A distraught person is  
(d) A devout person is
- 
6. (a) A capricious promise is one  
(b) made unwillingly.
- (c) made with great seriousness.  
(d) A sacred promise is one
- 
7. (a) To enlighten someone is to  
(b) offer protection to that person.
- (c) To abduct someone is to  
(d) carry off that person by force.
- 
8. (a) anything that is considered necessary.  
(b) anything that is too deep to measure.
- (c) An abyss is  
(d) An abode is
- 
9. (a) the condition of being needed.  
(b) a promise to pay.
- (c) Arbitration is  
(d) Necessity is
- 
10. (a) To be enlightened about something  
(b) To intervene in something
- (c) is to avoid it completely.  
(d) is to involve oneself in it.
- 
11. (a) To be inclined to something is  
(b) To arbitrate something is
- (c) to find a use for it.  
(d) to have a fondness for it.
-



## 12B Just the Right Word

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

1. In order to prevent a strike, the union members decided to *settle for less than they had hoped for*, and so they accepted a smaller pay increase.
2. Nimbleness is one of the *qualities that is typical* of Olympic gymnasts.
3. Each morning, the chanting of the *very religious* worshippers drifted from the temple.
4. He greeted them by saying, "Welcome to my new *residence, the place that I call home*."
5. The space shuttle *travels in a path around* the earth every ninety minutes.
6. It's difficult to maintain a close friendship with someone who is so *quick to change from one moment to the next for no obvious reason*.
7. Rather than go to court, the two sides agreed to take the matter to a *third party who would try to settle their differences*.
8. Television should *provide information to* viewers as well as entertain them.
9. I *slightly bent* my body toward the speaker in order to hear what she was saying.

## 12C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following can be *arbitrated*?
 

(a) quarrels	(c) differences
(b) claims	(d) treaties
2. Which of the following can be *capricious*?
 

(a) an action	(c) a breeze
(b) a demand	(d) a garden
3. Which of the following might be considered a *compromise*?
 

(a) settling for less	(c) antagonizing the other party
(b) demanding more	(d) accepting an impartial judgment

4. Which of the following can be *sacred*?  
 (a) places (c) whims  
 (b) books (d) objects
5. Which of the following are *necessities*?  
 (a) food (c) medical care  
 (b) shelter (d) entertainment
6. Which of the following can *enlighten* people?  
 (a) books (c) movies  
 (b) radio (d) speeches
7. Which of the following can be an *abode*?  
 (a) a hovel (c) a bicycle  
 (b) a palace (d) a boat
8. Which of the following travel in *orbit*?  
 (a) the earth (c) Venus  
 (b) Mars (d) the moon

## 12D Word Relationships

Each group of words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                 |            |   |   |
|-----------------|------------|---|---|
| 1. DISTRAUGHT   | CALM       |   |   |
| CAPRICIOUS      | ODD        | S | A |
| 2. ENLIGHTENED  | DEVOUT     |   |   |
| SINCERE         | PREPARED   | S | A |
| 3. DELICACY     | SLOPE      |   |   |
| INCLINE         | COMPROMISE | S | A |
| 4. INTERVENTION | ORBIT      |   |   |
| INTERFERENCE    | ADJUSTMENT | S | A |
| 5. SACRED       | CAPRICIOUS |   |   |
| CONSTANT        | HEEDLESS   | S | A |
| 6. NECESSITIES  | ESSENTIALS |   |   |
| ATTRIBUTES      | PROBLEMS   | S | A |
| 7. DWELLING     | COMPROMISE |   |   |
| ABODE           | AGENT      | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. ABYSS : DITCH ::

- |                    |                      |
|--------------------|----------------------|
| (a) sea : land     | (c) mountain : mound |
| (b) hole : opening | (d) wound : injury   |

9. ENLIGHTENED : IGNORANT ::

- |                         |                     |
|-------------------------|---------------------|
| (a) industrious : lazy  | (c) precise : exact |
| (b) watchful : vigilant | (d) irate : angry   |

10. ABDUCT : PERSON ::

- |                        |                    |
|------------------------|--------------------|
| (a) borrow : principal | (c) commit : crime |
| (b) submerge : water   | (d) steal : thing  |

## 12E Narrative

Read the narrative below; then complete the exercise that follows.

### HOW THE SEASONS CHANGED

We know that the seasons occur because the earth, as it travels in its yearly orbit around the sun, has its northern hemisphere tilted away from the sun during northern winters and toward it during northern summers. The ancient Greeks, who were less enlightened in matters of astronomy than we are today, had a different explanation. It was expressed in one of their myths about the goddess Demeter and her daughter Persephone.

The ancient Greeks believed that the gods intervened frequently in human affairs and often did so in a capricious manner, for they were inclined to look upon mortals as mere playthings. Demeter, whose name means "earth mother," was different. She was a benevolent goddess who had given humans the gift of agriculture, which provided them with most of the necessities of life. The island of Sicily was especially sacred to the ancient Greeks because they believed it was there that Demeter had first given corn to humans. Women, who tilled the fields and planted the crops while the men hunted, were among her most devout followers.

According to the myth, Persephone was abducted by Hades, the god of the underworld, while she was in a field with her friends picking flowers. He caused an abyss from which he suddenly appeared to open at her feet. He then carried Persephone off to his home, the abode of the dead, where he made her his wife. Distraught over the loss of her daughter, Demeter searched for her everywhere. When at last she discovered what had happened, Demeter demanded that Persephone be returned to her. Hades refused. He argued that Persephone had eaten a pomegranate while in the underworld, and anyone who had taken food there could never leave.

Unable to agree on a solution to the problem, Demeter and Hades called upon Zeus, the ruler of the gods, to arbitrate the dispute. Demeter threatened to make the earth barren unless her daughter was restored to her. Not wanting to lose the humans who worshipped him, Zeus worked out a compromise. Persephone would live part of each year in the underworld with Hades and the rest of the year she would spend on earth with her mother.

And so, we see, it is to Demeter's moods that the ancient Greeks attributed the changing of the seasons. During the summer months when the land in Greece is scorched by the hot southern sun and crops wither in the heat, Persephone was thought to be in the underworld with Hades. During the mild, moist months from fall to spring when the earth is fruitful, she was living on earth with her mother.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. Were the ancient Greek gods remote from human affairs?

---

2. Why was it difficult to predict how the gods might behave?

---

3. What do we know to be the cause of the change of seasons?

---

4. What is the meaning of *inclined* as it is used in the narrative?

---

5. Was Demeter indifferent to the loss of her daughter?

---

6. Did Persephone go willingly with Hades to the underworld?

---

7. Why was Zeus's arbitration of the dispute successful?

---

8. What is the meaning of *abyss* as it is used in the narrative?

---

9. What is the meaning of **compromise** as it is used in the narrative?
- 
10. Why would the Greeks have built many temples on the island of Sicily?
- 
11. Why would the ancient Greeks have worshipped Demeter?
- 
12. Why must the region ruled by Hades have been a very gloomy place?
- 
13. Why do we understand the change of seasons better than the ancient Greeks did?
- 
14. Does the earth go around the sun or does the sun go around the earth?
- 
15. What are some of the necessities of life?
- 

### WORDLY WISE

**Abyss** comes from the Greek *bussos*, which means “bottom,” combined with the prefix *a-*, which means “without.” The adjective formed from it is *abysmal*, which means “too deep or too great to be measured.” Because this adjective is often used to modify negative qualities (*abysmal* ignorance, *abysmal* poverty), it has acquired a secondary meaning, “very bad” or “wretched”. (The choir’s *abysmal* performance was the result of inadequate preparation.)



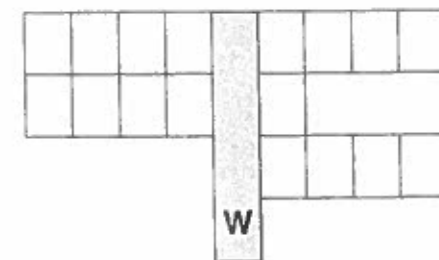
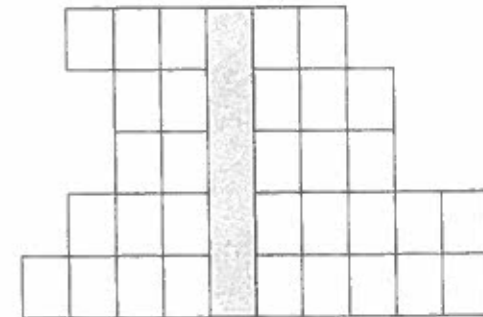
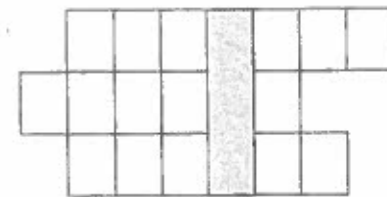
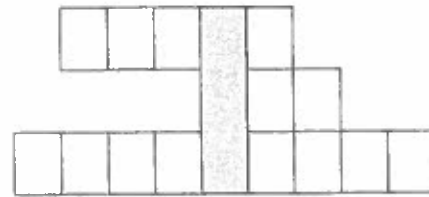
The adjective **distraught** is formed from the Latin verb *trahere*, “to draw” or “pull,”

combined with the prefix *dis-*, “apart.” To be *distraught* is to be so agitated or upset that one’s attention is likely to be drawn away from or pulled apart from whatever might otherwise engage it. The verb *distract* is formed in the same way. To be *distracted* is to have one’s attention drawn away from whatever ought to engage it. (The band playing in the street outside *distracted* me from my studies.) A person who is *distraught* experiences strong emotion; this is not necessarily the case with a person who is *distracted*.

# HIDDEN MESSAGE

*In the boxes provided, write the words from Lessons 9 through 12 that are missing in each of the sentences below. The number following each sentence gives the word list from which the missing word is taken. When the exercise is finished, the shaded boxes should spell out a haiku by the modern Japanese poet Boncho. A haiku is a poem of three lines and seventeen syllables, with a subject often taken from nature. This haiku is called "Winter."*

1. A thousand-foot deep \_\_\_\_\_ blocked our way. (12)
2. The \_\_\_\_\_ of the Roman Empire ended in A.D. 410. (9)
3. The giant strode with \_\_\_\_\_ steps across the stage. (10)
4. A \_\_\_\_\_ in the gas line caused the explosion. (11)
5. Her \_\_\_\_\_ attitude cheered up her co-workers. (10)
6. No serious person would \_\_\_\_\_ that the earth is flat. (10)
7. The Koran is a \_\_\_\_\_ book to Muslims. (12)
8. The \_\_\_\_\_ of the homeless children broke our hearts. (10)
9. I am a \_\_\_\_\_ believer in the value of exercise. (12)
10. A telephone is really a \_\_\_\_\_ in the modern world. (12)
11. Neither side in the dispute was willing to \_\_\_\_\_. (12)
12. Sit down, because what I have to say will \_\_\_\_\_ you. (9)
13. The dog looks fierce but is actually quite \_\_\_\_\_. (10)
14. The spaceship went into \_\_\_\_\_ around the earth at noon. (12)
15. His \_\_\_\_\_ nature makes him very entertaining. (12)
16. You need to be pretty \_\_\_\_\_ to play in the outfield. (10)



I was so \_\_\_\_\_ by the news that I forgot to call. (12)

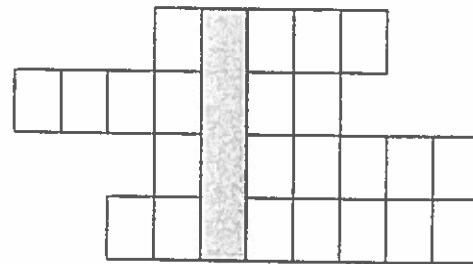


18. Minnesota winters can be pretty \_\_\_\_\_. (10)

19. Stuffing envelopes all day is \_\_\_\_\_ work. (11)

20. The ball rolled gently down the \_\_\_\_\_. (12)

21. A \_\_\_\_\_ sailor happened to see the raft floating by. (10)



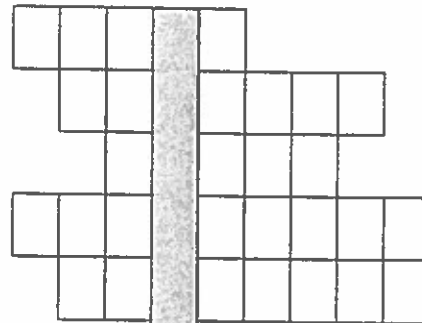
22. Tell this joke and laughter will \_\_\_\_\_. (9)

23. This machine will \_\_\_\_\_ your pulse and breathing. (10)

24. Count Dracula's \_\_\_\_\_ was a castle in Transylvania. (12)

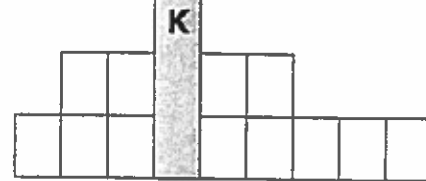
25. I \_\_\_\_\_ my success to good luck and hard work. (12)

26. These plants will \_\_\_\_\_ if given plenty of sunshine. (9)



Your quick action helped to \_\_\_\_\_ an accident. (10)

She is trying to reduce the \_\_\_\_\_ on her mortgage. (9)

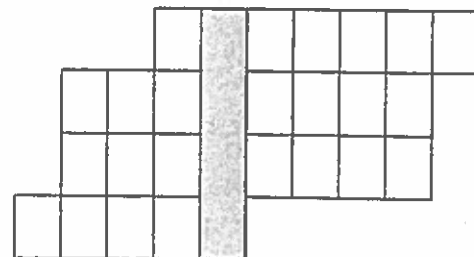


29. We had to \_\_\_\_\_ over the rocks to get to the beach. (11)

30. The \_\_\_\_\_ prize in the Olympics is a gold medal. (11)

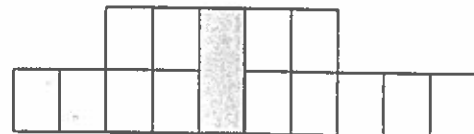
31. Listeners \_\_\_\_\_ KROC radio with their requests. (9)

32. Here's a news item that will \_\_\_\_\_ your interest. (11)



33. In 1972, Pioneer 10 was sent to \_\_\_\_\_ beyond the solar system. (11)

34. By 1945, Hitler's once \_\_\_\_\_ army was in ruins. (9)



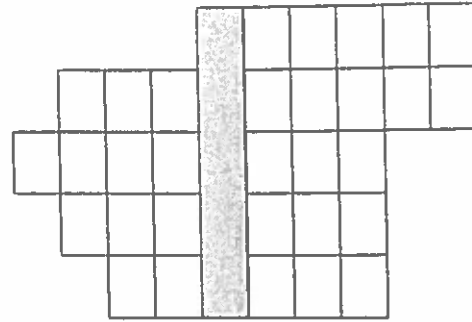
35. The cutters can \_\_\_\_\_ your hand if the guard is left off. (10)

36. These ancient and much-feared warriors were \_\_\_\_\_ in battle. (9)

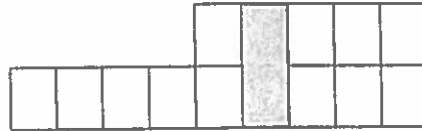
37. The death of my grandfather was a \_\_\_\_\_ loss to us all. (9)



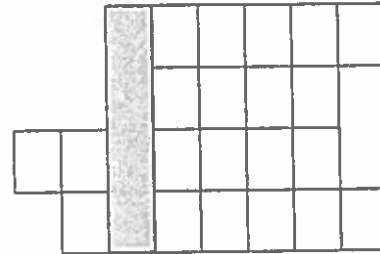
- 38. I cannot \_\_\_\_ his motive for leaving so abruptly. (11)
- 39. A retired judge has agreed to \_\_\_\_ the dispute. (12)
- 40. This vessel can \_\_\_\_ and stay underwater for days. (11)
- 41. At the time, I did not \_\_\_\_ how much I owed you. (11)
- 42. The kidnappers used a trick to \_\_\_\_ the government official. (12)



- 43. Someone who fears hunger may \_\_\_\_ food. (9)
- 44. A young goat was killed as a \_\_\_\_ to the gods. (9)



- 45. A billiard or pool ball should be a perfect \_\_\_\_\_. (11)
- 46. A \_\_\_\_\_ moves with the herds in search of fresh pastures. (9)
- 47. Our unexpected victory put us in a \_\_\_\_\_ mood. (11)
- 48. We tried to avoid having our savings \_\_\_\_\_ away. (10)





# Lesson 13

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**arduous**  
är' joo əs

*adj.* Requiring much effort; very difficult.  
[Frequent sandstorms made the *arduous* trek across the Sahara Desert even more difficult.]

**canny**  
kan' ē

*adj.* Shrewd and careful; watchful of one's own interests.  
[A *canny* businessperson can make a profit even in the worst of times.]

**climax**  
kli' maks

*n.* The highest point; the greatest moment or event.  
[Slugger Norris's winning home run in the World Series was a terrific *climax* to the season.]

**endorse**  
en dōrs'

*v.* 1. To sign the back of a check before cashing or depositing it.  
[The bank teller wouldn't cash my check until I had *endorsed* it.]  
2. To approve of; to support.  
[Newspapers often *endorse* candidates for public office.]  
3. To be favorably associated with a product in return for payment.  
[Some well-known athletes are paid millions of dollars to *endorse* products on television.]

**exuberant**  
eg zōō' bər ənt

*adj.* Happy and excited; bubbling over with enthusiasm.  
[Our friends gave us an *exuberant* welcome at the airport.]  
**exuberance** *n.* The quality of being exuberant.  
[The steady rain could not dampen the *exuberance* of fans gathered for the rock festival.]

**intrepid**  
in trep' id

*adj.* Feeling or showing no fear; brave; courageous.  
[The *intrepid* astronauts brought their crippled *Apollo 13* spacecraft safely back to earth.]

**kindle**  
kin' dəl

*v.* 1. To start burning.  
[A spark from the wood stove *kindled* some oily rags and started the fire.]  
2. To cause to become excited or stirred up.  
[The museum's exhibition of Navaho pottery *kindled* my interest in the Southwest.]

**kindling** *n.* (kind' lɪŋ) Sticks used to start a fire.  
[There were plenty of dry twigs to provide *kindling* for the campfire.]

**lucrative**  
loo' kra tiv

*adj.* Producing wealth or profit.  
[I invested some of the money I had inherited in what sounded like a *lucrative* deal.]

**mentor**  
men' tər

*n.* A wise and loyal friend and adviser.  
[As president of the college she founded, Mary McLeod Bethune was *mentor* to many young Black women.]

**obsession**  
əb sesh' ən

*n.* An interest, idea, or feeling that fills one's mind and leaves little room for anything else.  
[Finishing her second novel has become an *obsession* with her and leaves her little time for other activities.]

- personable**  
pur' sən ə bəl  
*adj.* Pleasing in manner and appearance.  
[The hotel's *personable* staff made our stay a pleasant one.]
- proficient**  
prō fish' ənt  
*adj.* Able to do something very well; skillful.  
[All the mechanics in this garage are *proficient* in car repairing.]  
**proficiency** *n.* The quality of being proficient.  
[My cousin's *proficiency* in Japanese enabled her to make many friends in Tokyo.]
- scanty**  
skan' tē  
*adj.* Not enough or just barely enough; small in size or amount.  
[After a *scanty* meal of a bread roll and an apple, we continued our journey.]
- strait**  
strāt  
*n.* 1. A narrow body of water connecting two larger ones.  
[The *Strait* of Gibraltar connects the Mediterranean Sea and the Atlantic Ocean.]  
2. **straits** Trouble or need.  
[When both parents lost their jobs, the family was in desperate *straits*.]
- zest**  
zest  
*n.* Great enjoyment of; excitement.  
[Learning to scuba dive added *zest* to our Caribbean vacation.]  
**zestful** *adj.* Full of zest.  
[During the second week of my new exercise program, I awoke each day feeling *zestful* and ready for a five-mile run.]

## 13A Finding Meanings

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

1. (a) A strait is  
(b) a fear without a known cause.  
(c) an idea that takes over one's mind.  
(d) An obsession is
- 

2. (a) An exuberant person  
(b) is one who is brave.  
(c) A canny person  
(d) is one who seldom makes mistakes.
- 

3. (a) one that is difficult.  
(b) An arduous task is  
(c) A lucrative task is  
(d) one that is done without payment.
- 

4. (a) to make it work.  
(b) To kindle something is  
(c) To endorse something is  
(d) to sign the back of it.
- 

5. (a) a narrow channel of water.  
(b) A strait is  
(c) a narrow ledge of rock.  
(d) A climax is
-

- (a) wood used to start a fire. (c) Kindling is  
 (b) Zest is (d) support for a person or a cause.
- 

7. (a) A climax is (c) a person who is vulnerable.  
 (b) A mentor is (d) a wise teacher.
- 

8. (a) keen enjoyment. (c) Zest is  
 (b) Proficiency is (d) the absence of fear.
- 

9. (a) in short supply. (c) If something is lucrative, it is  
 (b) seriously defective. (d) If something is scanty, it is
- 

10. (a) Exuberance is (c) a state of great need.  
 (b) Proficiency is (d) a state of excitement.
- 

## 13B Just the Right Word

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

- Getting a telescope *got me excited and stirred up* my interest in astronomy.
- In this course, students must demonstrate *that they have reached a certain level of skill* in both drawing and painting.
- Firefighters need to be *unafraid of physical danger* but cannot take foolish risks.
- This year's citrus crop will be *much smaller than usual* because of the frost damage in Florida.
- The *greatest event* of Navratilova's career was her ninth Wimbledon singles victory in 1990.
- My mother is a *trusted friend and wise adviser* to several young ballerinas.

7. Terry's part-time baked goods business turned out to be quite *rewarding in a financial way*.
8. The new television announcer is extremely *pleasing both in manner and appearance*.
9. What is the name of the *narrow body of water* that separates Spain from North Africa?
10. Will the students' parents *give their support* to the proposal to do away with the sports program?

### 13C Applying Meanings

Circle the letter of each correct answer to the questions below. Question may have more than one correct answer.

1. Which of the following might describe someone who is *personable*?  
(a) ruthless (c) astute  
(b) industrious (d) haughty
2. Which of the following can reach a *climax*?  
(a) a game (c) a painting  
(b) a novel (d) a movie
3. Which of the following could be *endorsed*?  
(a) a candidate (c) athletic equipment  
(b) a check (d) a proposal
4. Which of the following can be *kindled*?  
(a) firewood (c) curiosity  
(b) enthusiasm (d) negligence
5. Which of the following might be a good *mentor*?  
(a) an illustrious person (c) a person devoid of good sense  
(b) a devious person (d) a candid person
6. Which of the following would show a *zest* for learning?  
(a) reading books (c) watching cartoons  
(b) asking questions (d) dropping out of school
7. Which of the following can be *exuberant*?  
(a) a reprimand (c) a person  
(b) a welcome (d) a compromise
8. Which of the following might become an *obsession*?  
(a) indifference (c) food  
(b) another person (d) exercise

## 13D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                           |                         |   |   |
|---------------------------|-------------------------|---|---|
| 1. ARDUOUS<br>LUCRATIVE   | EASY<br>EERIE           | S | A |
| 2. PROFICIENT<br>SCANTY   | PLENTIFUL<br>BLATANT    | S | A |
| 3. PROFITABLE<br>DEVOUT   | LUCRATIVE<br>PROFICIENT | S | A |
| 4. CANNY<br>EXUBERANT     | GLOOMY<br>NIMBLE        | S | A |
| 5. PROFICIENT<br>SKILLFUL | PROSTRATE<br>INTREPID   | S | A |
| 6. ASTUTE<br>CANNY        | PERSONABLE<br>LACKING   | S | A |
| 7. COWARDLY<br>FOOLISH    | PERSONABLE<br>INTREPID  | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. ZESTFUL : ENTHUSIASM ::  
 (a) menial : work  
 (b) acrid : smoke  
 (c) negligent : vigilance  
 (d) blithe : joy
9. STRAITS : HELP ::  
 (a) sphere : shape  
 (b) citrus : fruit  
 (c) tedium : excitement  
 (d) throng : congestion
10. ENDORSE : REPRIMAND ::  
 (a) initiate : begin  
 (b) bestow : withdraw  
 (c) placate : gratify  
 (d) smolder : burn

## 13E Narrative

*Read the narrative below; then complete the exercise that follows.*

### AMERICA'S FIRST LADY OF THE SKY

In 1917, Amelia Earhart was working as a nurse's helper in Canada, caring for pilots wounded in the First World War. Their stories kindled an interest in flying in the nineteen-year-old girl, and so after the war she took lessons and became a proficient pilot. As soon as she had saved enough money, she bought her own plane and soon broke the women's altitude record, taking her tiny biplane up to 14,000 feet. By that time, flying had become an obsession. Earhart's zest for adventure led her to become the first woman to fly solo across the Atlantic. She also became the first person to make the perilous solo flight from Hawaii to California after previous attempts had claimed the lives of ten pilots.

In 1931, she married publisher George Putnam. A canny businessman, Putnam acted as his wife's manager and was her mentor in the ways of business. In addition to being world famous for her exploits in the air, Earhart was personable and enjoyed being in the spotlight. This made it easy for Putnam to promote her activities. He published the books she wrote and got her contracts with advertisers to endorse products. He also set up lucrative speaking tours in which Earhart talked not only about flying but also about other issues important to her such as women's rights and world peace. The money they earned in these ways was used to help meet the high costs of buying and maintaining Earhart's aircraft.

On June 1, 1937, at the age of thirty-nine, Earhart took off in a twin-engine Lockheed Electra on a round-the-world flight. Accomplishing this long-term goal was to be the climax of her career. The event, which began by heading east from California, attracted worldwide interest, and exuberant crowds greeted her at every stop of the flight, eager to catch a glimpse of the intrepid flier. On the morning of July 2, she took off on the most arduous leg of the journey, a 2,500-mile flight from New Guinea to tiny Howland Island in the middle of the Pacific Ocean. Twenty hours into the flight, having covered most of the journey, Earhart radioed that she was running out of fuel. She never made it to Howland Island. Massive air and sea rescue missions produced no clues as to her fate.

Amelia Earhart's disappearance remained a complete mystery for over fifty years. Then, in 1992, searchers found part of a shoe that may have belonged to Earhart together with some scraps of aluminum, possibly from her plane, on Nikumaroro Island, 500 miles south of Howland Island. The plane could have crash-landed there when it ran out of fuel. If this is indeed what happened, Earhart and her navigator would have been in desperate straits and could not have survived more than a few days. Temperatures on the island reach 120 degrees. They would have had only a

scanty supply of water on board, and there was none on the island. Their bodies, and the remains of the plane, would have been swept out to sea in a relatively short time. Is this what actually happened to Amelia Earhart? It is a likely explanation, but we will probably never know for sure.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. Why would Earhart have been successful as a television personality?

---

2. What led Earhart to buy her own plane?

---

3. How might her flying instructor have rated Earhart?

---

4. What is the meaning of endorse as it is used in the narrative?

---

5. What qualification did George Putnam have to manage Earhart's career?

---

6. How did the various deals that Putnam set up help Earhart?

---

7. What two important roles did Putnam play in Earhart's life?

---

8. What is the meaning of kindled as it is used in the narrative?

---

9. Why must Earhart have felt exuberant when she flew solo across the Atlantic?

---

10. Why was the 1937 round-the-world flight so important to Earhart?

---

11. Why did the flight from New Guinea to Howland Island require special care?

---

12. What would have made thirst a particular problem for the stranded flyers?

---

13. What is the meaning of straits as it is used in the narrative?

---

14. What led Earhart to engage in her dangerous exploits?

---

15. Why would *timid* not be an appropriate word to describe Earhart?

---

### WORDLY WISE

The adjective formed from climax is *climactic*. (The *climactic* scene in a movie is the one toward which the earlier scenes have been leading.) Don't confuse this word with *climatic*, which is the adjective form of *climate*. (The great ice ages were the result of *climatic* changes.)



The Latin *dorsum* means "back" and occurs in several English words. The *dorsal* fin of a fish is the one growing from its back; the familiar triangular fin of a shark is perhaps the best known example. Our word *endorse* comes from this same Latin root.

When you *endorse* a check or other document, you sign your name on the back of it.



A mentor is a wise friend and counselor, one who takes responsibility for another person's education and instructs her or him in the ways of business or a profession. The word comes from Homer's great epic poem the *Odyssey*. While its main character Odysseus was engaged in his adventurous travels, his friend Mentor was entrusted with the running of his household and with the education of his son Telemachus.



# Lesson 14

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**allege**

ə lej

*v.* To state as a fact but without offering proof.

[The police *allege* that the two teenagers took the car without permission.]

**alleged** *adj.* Claimed to be true.

[This is the *alleged* troublemaker.]

**allegation** *n.* (əl ə gā' shən) Something that is alleged.

[Our neighbor claimed that my brother was the boy who broke his window, but he could not provide proof to back up his *allegation*.]

**conclusive**

kən klōō' sīv

*adj.* Putting an end to doubt; convincing.

[The cancelled check was *conclusive* proof that the bicycle had been paid for.]

**counterpart**

koun' tər pārt

*n.* A person or thing that is similar to another.

[The British Prime Minister is the *counterpart* of the American President.]

**dismal**

diz' məl

*adj.* 1. Dark or extremely gloomy.

[The *dismal* weather kept us inside for most of our vacation at the beach.]

2. Causing misery or sadness; depressing.

[The *dismal* conditions in Haiti forced many to flee their homeland.]

**enthrall**

en' thrəl

*v.* To hold the attention of as though under a spell.

[The acrobats on the trapeze *enthralled* the circus audience.]

**enthralling** *adj.* Having the power to enthrall.

[The children listened for over an hour to the storyteller's *enthralling* tales.]

**exotic**

eg zāt' ik

*adj.* Fascinating because of being very different from the ordinary.

[Rare orchids and other *exotic* flowers decorated the tables at the wedding.]

**incredulous**

in krej' ə ləs

*adj.* 1. Doubtful; skeptical.

[The teacher was *incredulous* when the student claimed to have read the novel in two hours.]

2. Showing disbelief.

[My friend gave me an *incredulous* look when I said I had seen a flying saucer.]

**incredulity** *n.* (in krə dyōō' lə tē) Doubt or disbelief.

[My father gave me a look of *incredulity* when I said I had asked for extra homework.]

**legendary**

lej ən der' ē

*adj.* 1. Well-known; famous and much talked about over a long period of time.

[Harriet Tubman, who led more than 300 slaves to freedom, is a *legendary* figure in American history.]

2. Relating to a story (usually untrue) handed down from the past.

[Paul Bunyan, the *legendary* lumberjack of fantastic size and strength, is the hero of many "tall tales."]

**lurk**

lurk

*v.* To prowl or lie hidden, as though about to attack.

[The farmer frightened away the fox that *lurked* by the henhouse.]

**menagerie**

mē naj' ēr ē

*n.* A collection of animals kept in cages for showing to the public.

[The owner of the *menagerie* assured us that the animals were well cared for.]

- naive**  
nā ēv'     *adj.* 1. Inexperienced; ready to accept without analyzing.  
[I was *naive* to believe that sending off the coupon would win me a free vacation in Hawaii.]  
2. Simple in a childlike way; innocent.  
[Even though he is nine years old, he maintains a *naive* belief in the tooth fairy.]
- pander**  
pan' dər     *v.* To give or promise what is wanted in order to please someone.  
[I believe that she *panders* to students by giving them better grades than they deserve.]
- plausible**  
plō' zə bəl     *adj.* Seeming to be true but not necessarily so.  
[Lin Shao's explanation of why she was late seems *plausible*, so I'll accept it.]
- preposterous**  
prē pās' tər əs     *adj.* Too absurd to be believed; ridiculous.  
[You cannot believe this *preposterous* newspaper story that a six-month-old baby speaks three languages.]
- scrupulous**  
skrē' yə ləs     *adj.* 1. Marked by close attention to the smallest detail.  
[The treasurer kept a *scrupulous* record of all moneys received and paid out.]  
2. Acting in a correct and honest manner.  
[The children were *scrupulous* in the way they divided the money from the lemonade stand.]

## 14A Finding Meanings

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

- (a) An incredulous person is someone  
(b) who is not telling the truth.

(c) who has a childlike innocence.  
(d) A naive person is someone

---
- (a) A counterpart is  
(b) a collection of animals.

(c) a plant with healing properties.  
(d) A menagerie is

---
- (a) To lurk is to  
(b) To pander is to

(c) be prepared to defend oneself.  
(d) hide so as to attack without warning.

---
- (a) A dismal story  
(b) is one that is believable.

(c) A plausible story  
(d) is one made up as one goes along.

---

5. (a) Allegations are things that have  
(b) Counterparts are things that have  
(c) much in common with each other.  
(d) nothing to do with each other.
- 
6. (a) An enthralling story is one  
(b) A dismal account is one  
(c) that is depressing.  
(d) that is quite unbelievable.
- 
7. (a) A preposterous offer is  
(b) one that is made in writing.  
(c) An alleged offer is  
(d) one that cannot be taken seriously.
- 
8. (a) who is careful to avoid wrongdoing.  
(b) A legendary person is one  
(c) who is careless of others' feelings.  
(d) A scrupulous person is one
- 
9. (a) one that can be taken two ways.  
(b) An incredulous reply is  
(c) one that expresses disbelief.  
(d) A conclusive reply is
- 

## 14B Just the Right Word

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

- We loved Tahiti, the tropical paradise in the South Pacific, because it was so *fascinatingly different and so far away*.
- The squirrel was unaware of the cat *waiting to attack while hiding* in the bushes.
- We think we know what caused the gas pipe to rupture, but the evidence is not *strong enough to put an end to all doubt*.
- As far as we know, there is no *other planet that is in any way similar* to the planet Earth.
- Her *statement that is not backed by proof* is that someone entered the house while she was away.

- Robin Hood is a *famous character in stories handed down from the past but is probably not a real figure*.
- The small children were *so attentive that they seemed to be under a spell cast by Barney*, the television dinosaur.
- It's not a good idea for parents to *try to provide satisfaction by giving in to their child's every whim*.
- When I first heard their story about finding a wallet full of money, I was *unable to accept it as true*.
- To say that I would lie to protect myself is *too absurd to be believed*.
- When you believed the promises in the chain letter, you were being *very foolish because of your inexperience in these matters*.

## **14C Applying Meanings**

*Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.*

- Which of the following could be *plausible*?  
(a) an offer (c) an excuse  
(b) a solution (d) a lie
- Which of the following express(es) *incredulity*?  
(a) "That's impossible!" (c) "Is that so?"  
(b) "You're pulling my leg." (d) "I suppose it's possible."
- Which of the following could be *enthralling*?  
(a) a movie's climax (c) an indifferent performance  
(b) a tedious story (d) strenuous toil
- Which of the following might be found in a *menagerie*?  
(a) tigers (c) kittens  
(b) wolves (d) whales
- Which of the following is an *exotic* first name?  
(a) Jane (c) Moonbeam  
(b) Whoopee (d) Jack
- Which of the following could be *dismal*?  
(a) the weather (c) a weekend  
(b) a forecast (d) a hovel

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.

1. Do tabloid newspapers do a responsible job of reporting the news?

---

2. What is the meaning of naive as it is used in the narrative?

---

3. What do Bigfoot and the Abominable Snowman have in common?

---

4. How does the yeti compare with Bigfoot?

---

5. What do many people imagine Bigfoot to be doing?

---

6. Where would a creature like Bigfoot *not* belong?

---

7. What is the meaning of incredulous as it is used in the narrative?

---

8. What is the meaning of scrupulous as it is used in the narrative?

---

9. Why does the narrative describe sightings of Bigfoot as "alleged"?

---

10. Why do most people not accept claims of Bigfoot sightings?

---

11. What kind of evidence would lead scientists to believe that Bigfoot exists?

---

12. What would be a likely reaction of people should there be a more convincing account of a Bigfoot sighting?
- 
13. What is the meaning of *dismal* as it is used in the narrative?
- 
14. Why would a rabbit not be considered an exotic creature?
- 
15. Why would a report that a unicorn had been spotted be *preposterous*?
- 

### WORDLY WISE

The adjective *dismal* is formed from two Latin words: *dies*, “day,” and *mal*. If you remember the meaning of *mal* from *Wordly Wise 3000*, Book 3, you will understand why having a bad day might make a person feel *dismal*.



The Old English word *thrael* means “a slave” and survives in our modern English word *enthrall*, one of whose meanings is “to enslave.” The more common meaning, “to hold as if in a spell,” can suggest a kind of enslavement; to be enthralled by someone is to be so fascinated by him or her that one surrenders one’s will to that person.



The Latin verb *credere* means “to believe” and is used in the formation of a number of

English words. *Credulous* persons are easily fooled because they are inclined to believe whatever they are told, no matter how unlikely. On the other hand, persons who are *incredulous* find it hard to believe what they are being told. A *credible* story is one that sounds believable. An *incredible* story is one that is hard to believe.



A *scruple* is a twinge or sense of guilt felt when one wants to do something that one shouldn’t. A *scrupulous* person is someone who has scruples and won’t do something that is wrong or dishonest. Some people have no scruples and will do whatever is necessary to further their own purposes. They are *unscrupulous*.

# Lesson 15

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**complement**  
kám' plá mǎnt

- n.* 1. Something that completes or makes perfect.  
[Candles will be the perfect *complement* for an elegant dinner.]  
2. The number or amount that makes up a whole.  
[The shelf has a full *complement* of books.]  
*v.* To bring to completion or perfection.  
[These CDs of Joan Baez in concert will *complement* my collection of folk music.]

**component**  
kám pō' nǎnt

- n.* Any of the more important parts of a whole.  
[The picture tube is the main *component* of a television set.]  
*adj.* Contributing to form a whole.  
[A tape deck and a CD player are two of the *component* parts of a complete stereo system.]

**conjure**  
kán' jǎr

- v.* 1. To call forth by magic, or as if by magic.  
[Shakespeare's Hotspur claims that he can *conjure* spirits.]  
2. (with *up*) to bring to mind; to recall or evoke.  
[The aroma of baking bread *conjures* up memories of my childhood.]

**emphasize**  
em' fǎ siz

- v.* To give special attention to; to stress.  
[The teacher *emphasized* that homework must be turned in on time.]  
**emphasis** *n.* (em' fǎ sis) Special attention directed at something to give it importance.  
[The course covers the period 1845–1860 with *emphasis* on the causes of the Civil War.]  
**emphatic** *adj.* (em fat' ik) Said or done with force.  
[When asked when she planned to retire, her answer was an *emphatic* "Never!"]

**homage**  
hám' ij

- n.* Honor or respect shown publicly.  
[On Veteran's Day, we pay *homage* to those who gave their lives for their country.]

**impromptu**  
im prámptu' tōō

- adj.* Unplanned.  
[She gave a charming *impromptu* speech when called upon by the host.]  
*adv.* Without preparation.  
[This speech course teaches students to speak *impromptu*.]

**lush**  
lush

- adj.* Marked by richness of growth, especially of vegetation.  
[Arid volcanic terrain contrasts sharply with *lush* mountains on the island's opposite side.]

**medley**  
med' lē

- n.* 1. A mixture of often unrelated things.  
[On the yard sale's bargain table was a *medley* of objects priced at under a dollar.]  
2. A selection of music from various sources, played as one piece.  
[The concert ended with a *medley* of patriotic tunes.]

- oblige**  
ə blīj  
*v.* 1. To require someone to do something for legal, social, or moral reasons.  
[Joining the book club *obliges* you to buy four selections over the year.]  
2. To earn the gratitude of.  
[You will *oblige* me by saying no more about this matter.]  
3. To do a favor for.  
[We begged Miss Streisand to *oblige* us with one final song.]
- pretentious**  
prē ten' shəs  
*adj.* Drawing undeserved or inappropriate attention to oneself; showy.  
[Was it *pretentious* of John Hancock to sign his name so conspicuously to the Declaration of Independence?]
- proWess**  
prou' əs  
*n.* Great skill or ability.  
[The political *proWess* of Golda Meir made her an outstanding world leader.]
- rustic**  
rus' tik  
*adj.* 1. Of or relating to country life or people.  
[The pictures of grazing cows gave a certain *rustic* charm to the room.]  
2. Lacking elegance or polish.  
[A *rustic* cabin of rough-hewn logs was our home for the summer.]  
*n.* A country person, especially one thought of as simple or crude.  
[Shakespeare's *rustics* provide much of the humor in his comedies.]
- subtle**  
sut' l  
*adj.* 1. So slight as to be not easily seen or understood.  
[Jeff's *subtle* hints that he wanted a skateboard for his birthday went unnoticed by his parents.]  
2. Able to understand fine shades of meaning.  
[Corinne's *subtle* mind immediately saw a way to make the plan work.]  
**subtlety** *n.* Something so slight that only a clever or well-educated person can see it; the quality of being subtle.  
[The professor pointed out the *subtlety* of the poet's message in her later works.]
- vocation**  
vō kā' shən  
*n.* A person's employment; occupation.  
[Carpentry started out as my hobby but soon became my *vocation*.]  
**vocational** *adj.* Having to do with a person's career.  
[I learned my trade at the county *vocational* school.]
- warble**  
wōr' bəl  
*v.* To sing in a melodious manner.  
[Somewhere in the gathering darkness, a nightingale began to *warble*.]

## 15A Finding Meanings

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

- (a) To emphasize something is to

(b) To warble something is to

(c) deny it ever happened.

(d) stress its importance.

---
- (a) A subtle element is

(b) A component element is

(c) one that contributes to making up a whole.

(d) one that can be easily replaced.

---



3. (a) sing it. (c) To complement something is to  
(b) praise it. (d) To warble something is to
- 
4. (a) a state of doubt or uncertainty. (c) Homage is  
(b) Prowess is (d) honor paid in public.
- 
5. (a) deals with career planning. (c) A pretentious guide  
(b) A vocational guide (d) deals with low-cost travel.
- 
6. (a) that draws undue attention to itself. (c) A rustic sign is one  
(b) that is in need of repair. (d) A pretentious sign is one
- 
7. (a) make light of it. (c) To complement something is to  
(b) bring it to completion. (d) To conjure up something is to
- 
8. (a) A lush garden is one (c) that is open to the public.  
(b) A rustic garden is one (d) with a rich growth of vegetation.
- 
9. (a) to do that person a favor. (c) To conjure up someone is  
(b) make that person disappear. (d) To oblige someone is
- 
10. (a) An impromptu change (c) is one that is very slight.  
(b) A subtle change (d) is one that is unavoidable.
- 

## 15B Just the Right Word

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

1. Edith Wharton's novels are noted for their *fine qualities that may not be immediately obvious to the casual reader*.

2. This lace tablecloth is a perfect *finishing touch* to your fine china and silverware.
3. Annie Oakley's *great skill* with a rifle made her legendary.
4. Although he may look like a *simple country person*, my neighbor is a very astute businessman.
5. Your mentioning lobsters *makes me think back and brings up* memories of that summer we spent in Maine.
6. In both our beginners' and advanced SCUBA diving courses, the *most important lesson that is taught* is on safety.
7. If you sign the application, you are *left with no choice and will be forced* to accept the offer.
8. The orchestra opened the concert with a *wide-ranging selection* of Broadway show tunes.
9. Politicians must be able to speak *without any preparation and without notes* on just about any subject.
10. Gardening was both her *chosen profession* and her hobby.

## 15C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following might be a *vocation*?  
(a) teaching (c) napping  
(b) nursing (d) flying
2. Which of the following would be a full *complement*?  
(a) twelve eggs in a carton (c) seven baseball players  
(b) twenty-four checkers pieces (d) fifty-two playing cards
3. Which of the following can be *conjured up*?  
(a) a fond memory (c) a past event  
(b) a piece of music (d) a line of poetry
4. To which of the following might we pay *homage*?  
(a) an intrepid war hero (c) a famous movie star  
(b) a great writer (d) a former president

5. Which of the following is a *rustic* scene?  
 (a) a Vermont covered bridge (c) a New Hampshire lake  
 (b) a Florida citrus grove (d) a New York skyscraper
6. Which of the following might be *subtle*?  
 (a) a suggestion (c) a shift of mood  
 (b) a line of poetry (d) a circus clown
7. Which of the following might *oblige* a person?  
 (a) making a promise (c) borrowing money  
 (b) accepting an offer (d) repaying a loan
8. Which of the following might be *lush*?  
 (a) a meadow (c) a valley  
 (b) a tropical rain forest (d) a desert

## 15D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                             |                       |   |   |
|-----------------------------|-----------------------|---|---|
| 1. COMPONENT<br>TRUST       | HOMAGE<br>PART        | S | A |
| 2. SUBTLE<br>IMPROMPTU      | PLANNED<br>WAVY       | S | A |
| 3. LUCRATIVE<br>PRETENTIOUS | MODEST<br>EMPHATIC    | S | A |
| 4. ASTUTE<br>SUBTLE         | LUSH<br>OBVIOUS       | S | A |
| 5. EMPHATIC<br>VOCATIONAL   | FORCEFUL<br>ARDUOUS   | S | A |
| 6. ELEGANT<br>RUSTIC        | VOCATIONAL<br>HEALTHY | S | A |
| 7. COLLECTION<br>RESULT     | HOMAGE<br>MEDLEY      | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. SKILL : PROWESS ::  
 (a) zest : enthusiasm (c) orbit : planet  
 (b) fire : smoke (d) journey : destination
9. VOCATIONAL : PROFESSION ::  
 (a) spherical : shape (c) enjoyable : hobby  
 (b) delectable : food (d) aquatic : water
10. WARBLE : SONG ::  
 (a) recite : poem (c) invite : audience  
 (b) receive : gift (d) applaud : discovery

## 15E Narrative

Read the narrative below; then complete the exercise that follows.

### BLUEGRASS

To horse lovers, the word *bluegrass* conjures up a picture of Kentucky's lush blue-green pastures, home of champion racehorses; but to lovers of country music, bluegrass is the lively sound of fiddles, banjos, mandolins, and guitars playing together in rapid foot-stompin', hand-clappin' harmony. Its roots go back many years to the Scottish and Irish immigrants who settled in the Appalachian region and brought their traditional tunes and songs with them. In the days before television, movies, and radio, families were obliged to supply their own entertainment, and anyone who could scrape a tune from a fiddle or warble a song would be invited to join in.

After the Civil War, newly-freed Black slaves found work in Appalachia as coal miners, loggers, and railroad construction workers. They mixed freely with the whites and joined in their music, bringing to it the "banjar," an African four-stringed instrument made from a hollowed gourd with a neck attached. Its twanging sound complemented the traditional fiddle so well that over time it was developed into the modern banjo. By the end of the nineteenth century, the guitar had been added, brought to Appalachia by city musicians traveling in bands through the region. All the components of bluegrass music were now in place; and its distinctive sound was beginning to emerge although it did not yet have a name.

At first, the music coming out of Appalachia was ignored by most Americans who criticized its lack of subtlety and thought of it as music that would appeal only to rustics. This impression was often created by the musicians themselves, who enjoyed combining slapstick comedy with their musical medleys. The coming of radio in the 1920s put more emphasis on the music itself and brought it a wider audience and

more general acceptance. Together with recorded music, radio offered greater commercial opportunities to musicians who were no longer content to play the fiddle or the guitar merely as a hobby. More and more began to make music their vocation. Among them was Bill Monroe, who was born in western Kentucky in 1911 and showed his prowess with the mandolin at an early age. In 1938, he formed a band and named it after the nickname of his native state—the Blue Grass Boys. Over the years that followed, the name of Monroe’s band lent itself to the distinctive sound he had created.

By 1965, when the first bluegrass festival was held, the music had achieved widespread popularity. By the 1990s, bluegrass festivals were being held in forty-five states and more than a dozen countries. These musical events are not at all pretentious; in fact, performers mix freely with their fans. Those attending enjoy taking out their own instruments to join in impromptu performances held in any open space between campers. Many also come to pay homage to Bill Monroe, the father of bluegrass. After more than fifty years, he and his Blue Grass Boys were still going strong, although his pace had slowed a little. Following open-heart surgery, Monroe, in his eighties, was forced to reduce the number of festivals at which he appears from 150 a year to 100.

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson’s word list.

1. Why is Kentucky a good place to raise horses?

---

2. At what stage of his life did Bill Monroe first show his musical ability?

---

3. Why do many fans take their instruments to bluegrass festivals?

---

4. Who would be especially welcome at Appalachian get-togethers in the days before radio and television?

---

5. Why did the banjo become popular in Appalachian music?

---

6. To lovers of country music, what does the name *bluegrass* suggest?

---

7. How would you describe a medley of Bill Monroe tunes?  
\_\_\_\_\_
8. What is the meaning of obliged as it is used in the narrative?  
\_\_\_\_\_
9. What instruments are one component of bluegrass music?  
\_\_\_\_\_
10. Why are fans able to mix freely with musicians at bluegrass festivals?  
\_\_\_\_\_
11. What mistaken idea did some Americans have about the appeal of bluegrass music?  
\_\_\_\_\_
12. What criticism might some lovers of "fine" music make of bluegrass music?  
\_\_\_\_\_
13. Why do you think the bluegrass musicians ultimately eliminated the slapstick comedy routines?  
\_\_\_\_\_
14. How did Bill Monroe demonstrate his devotion to country music?  
\_\_\_\_\_
15. What special purpose draws bluegrass fans to Bill Monroe's performances?  
\_\_\_\_\_

**WORDLY WISE**

**Complement** is a noun and a verb. *Compliment* (with an *i*) is also a noun and a verb, but these two words have quite different meanings. A *compliment* is a remark that expresses praise, approval, or admiration. To *compliment* someone is to make such a remark.



We sometimes refer to a person's profession, occupation, or chosen way of life as a

*calling*. (Supreme Court Justice Ruth Bader Ginsburg has combined the *callings* of motherhood and the law.) *Calling* and *vocation* are synonyms, and this is no surprise since *vocation* comes from the Latin *vocare*, which means "to call." The prefix *a-* means "away from," and an *avocation* is a hobby or pastime, something done "away from" one's work or calling.

# Lesson 16

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**bounty**  
boun' tē

- n.* 1. A payment made as a reward, especially one made by the authorities.  
[The town offered a \$25 *bounty* for each predatory animal that was killed.]  
2. That which is given freely, by nature or a generous person.  
[The people of Nova Scotia lived off the *bounty* of the sea.]

**bountiful** *adj.* (boun' ti fəl) Plentiful.

[Farmers attributed the *bountiful* harvest to adequate rainfall throughout the growing season.]

**camouflage**  
kam' ə flāzh

- n.* 1. The hiding of something as a result of its appearance.  
[The green color of a praying mantis is its natural means of *camouflage*.]  
2. Something used as a cover or disguise.  
[Netting covered with leafy branches provided *camouflage* for the trucks.]

*v.* To hide or conceal, especially by disguising the appearance of.  
[Octopuses *camouflage* themselves by changing color to match their background.]

**ebb**  
eb

*v.* 1. To recede, fall back, or pull away from.  
[The rocks near the shore were exposed as the tide *ebbed*.]

2. To fall to a lower level or weaker state; to dwindle.

[The patient's strength had *ebbed* to the point where getting out of bed was an effort.]

*n.* The passing to a lower level or weaker state.

[Just when the shipwrecked sailors' hopes of rescue were at their lowest *ebb*, they saw a ship approaching the island.]

**forage**  
fōr' ij

*v.* To search for food or supplies.  
[We *foraged* in the forest for firewood.]

*n.* Food such as hay or grain for farm animals.

[I supplement the horses' *forage* with carrots and apples.]

**harass**  
hə ras'

*v.* 1. To trouble or annoy by attacking repeatedly.  
[Swarms of mosquitoes *harassed* us as we left the tent.]

2. To cause to become worried or weary.

[The store owners were *harassed* by the rapid increase in shoplifting.]

**insulate**  
in' sə lāt

*v.* To cover with a material that keeps electricity, heat, or sound from escaping.  
[The builder used fiberglass to *insulate* the walls.]

**insulation** *n.* Material that is used to insulate.

[Their down provides geese with *insulation* against the cold.]

**lethargic**  
lə thər' jik

*adj.* Slow moving; sleepy or tired.

[Extreme heat often makes people *lethargic*.]

**lethargy** *n.* (leth' ər jē) A state of laziness, tiredness, or of not caring.

[Despite repeated pep talks from the coach, a *lethargy* had settled over the team.]

- maneuver**  
mə no͞o' vər  
*n.* 1. A planned military movement.  
[A frontal attack on a well-defended position is not a *maneuver* I would recommend.]  
2. A skillful move or clever trick.  
[Sacrificing her bishop early in the chess game turned out to be an effective *maneuver*.]  
*v.* 1. To perform military movements with.  
[General Lee *maneuvered* his forces so skillfully that the outcome of the battle was never in doubt.]  
2. To move or manage in a skillful way.  
[The tugboats *maneuvered* the ship into position alongside the dock.]
- mottled**  
mɑt' əld  
*adj.* Marked with different colored patches or blotches.  
[The granite had a *mottled* pink and gray appearance.]
- murky**  
mɜrk' ē  
*adj.* Dark; gloomy.  
[I gazed over the side of the boat into the *murky* depths of the harbor.]
- proximity**  
prɑk sim' ə tē  
*n.* The state of being close or next to; nearness.  
[The lawyers looked for an office with *proximity* to the courthouse.]
- replenish**  
rē plən' ish  
*v.* To fill up again.  
[We *replenished* our water bottles at a little stream.]
- sleek**  
slēk  
*adj.* 1. Smooth and glossy.  
[The dog's coat was *sleek* from daily brushing.]  
2. Having slender, graceful lines.  
[The *sleek* ocean liner was a beautiful sight.]
- wary**  
wer' ē  
*adj.* On one's guard; watchful; suspicious.  
[She advised me to be *wary* of the advertisement's claims.]
- wean**  
wēn  
*v.* 1. To cause to stop depending on a mother's milk for nourishment.  
[Puppies are *weaned* at six weeks.]  
2. To detach from something one has grown accustomed to.  
[The cafeteria menu replaced doughnuts with a medley of fruits in an attempt to *wean* students away from sweets.]

## 16A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 16. Write each sentence in the space provided.

1. (a) it is clear and straightforward. (c) If something is mottled,  
(b) If something is murky, (d) it is not very clear.
- 

2. (a) bring them up to a needed level. (c) save them for future use.  
(b) To camouflage supplies is to (d) To replenish supplies is to
-



3. (a) A mottled coat is one  
(b) with blotches of different colors.  
(c) thick enough to keep out the cold.  
(d) A sleek coat is one
- 
4. (a) Camouflage is  
(b) the act of concealment.  
(c) a state of inactivity.  
(d) Insulation is
- 
5. (a) A wary child is one who  
(b) A lethargic child is one who  
(c) is lacking in self-confidence.  
(d) is watchful and suspicious.
- 
6. (a) Forage is used to  
(b) replace what has been used up.  
(c) keep heat from escaping.  
(d) Insulation is used to
- 
7. (a) slender and graceful.  
(b) A lethargic animal is one that is  
(c) A sleek animal is one that is  
(d) obedient and easily trained.
- 
8. (a) Proximity is  
(b) Bounty is  
(c) that which is given freely.  
(d) that which has been lost.
- 
9. (a) To maneuver is to  
(b) recede.  
(c) pass the time aimlessly.  
(d) To ebb is to
- 
10. (a) quickness of movement.  
(b) Forage is  
(c) grass or grain that farm animals eat.  
(d) Proximity is
-

## 16B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 16.

1. In order to save energy, the hot water tank had been *covered with a material that kept heat from escaping*.
2. The baby was *stopped from depending on its mother's milk* at six months.
3. My *slow moving and sleepy* condition is caused by the medicine I'm taking for my flu.
4. Siamese cats have *smooth and glossy* coats.
5. The *planned military movement* was carried out promptly and swiftly.
6. The landlord began to *do annoying things to make trouble for me* when I refused to move out.
7. *How close it is* to public transportation can be an important factor in choosing a home.
8. After three days, the floodwaters started to *sink to a low level*.
9. Raccoons like to go *searching for something to eat* in the garbage cans.
10. The troops in the jungle *disguised the appearance of themselves* by wearing jackets with splotches of brown and green colors.

## 16C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which places are in *proximity* to the United States?  
(a) Mexico (c) Turkey  
(b) Tibet (d) Canada
2. Which of the following could be *replenished*?  
(a) a dwindling supply (c) an emptied glass  
(b) water bottles (d) hunger

3. Which of the following are signs of *lethargy*?
- (a) an exuberant manner (c) frequent naps  
(b) daydreaming (d) strenuous exercise
4. On which of the following might there be a *bounty*?
- (a) an outlaw (c) a pet rabbit  
(b) a mythical animal (d) a rattlesnake
5. Which of the following might be used to *camouflage* a car?
- (a) leafy branches (c) green and brown paint  
(b) tinted windows (d) whitewall tires
6. Which of the following can *ebb*?
- (a) the tide (c) floodwaters  
(b) a person's hopes (d) interest in a project
7. Which of the following animals could be called *sleek*?
- (a) a dolphin (c) a turtle  
(b) a greyhound (d) a camel
8. Which of the following can be *maneuvered*?
- (a) test results (c) a boat  
(b) a spacecraft (d) an army

## 16D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |              |           |   |   |
|--------------|-----------|---|---|
| 1. WARY      | BOUNTIFUL |   |   |
| EERIE        | TRUSTING  | S | A |
| 2. MURKY     | MOTTLED   |   |   |
| CLEAR        | AWARE     | S | A |
| 3. SCANTY    | SLEEK     |   |   |
| BOUNTIFUL    | CLOUDY    | S | A |
| 4. PROXIMITY | DISGUISE  |   |   |
| CAMOUFLAGE   | MOVEMENT  | S | A |
| 5. WAVY      | BLOTCHY   |   |   |
| MOTTLED      | LETHARGIC | S | A |
| 6. ANNOY     | EBB       |   |   |
| HARASS       | ARRANGE   | S | A |

7. ENERGETIC	SLEEK		
LETHARGIC	UNSURE	S	A
8. FORAGE	RISE		
EBB	ZEST	S	A
9. REPLENISH	WEAN		
DETACH	CONSUME	S	A
10. SCHEME	INSULATION		
MANEUVER	REACTION	S	A

## 16E Narrative

*Read the narrative below; then complete the exercise that follows.*

### HARBOR SEALS

Because they live in close proximity to the shore, harbor seals are a familiar sight along the New England coast. You may have to look closely to see them because their coloring provides them with a good camouflage; their gray and black mottled coats are hard to see against the seaweed-covered rocks on which they spend much of their time. During the winter months, they inhabit the waters around Cape Cod and along the Massachusetts shoreline. Their dense fur and thick layer of blubber keep them so well insulated that in summer they seek the colder waters of Maine and the Atlantic provinces of Canada.

Harbor seals are equally at home on land and in the water. As the tide ebbs, they climb onto rocks along the shoreline, returning to the water at high tide to forage for crabs, fish, and squid. They may seem lethargic as they lie basking in the sun, but actually they are replenishing their blood supply with fresh oxygen. Whether hunting for food or escaping from sharks and killer whales, harbor seals burn up oxygen rapidly when they are in the water.

Because of their sleek bodies and powerful rear flippers, harbor seals can swim up to fifteen miles an hour. They can also maneuver swiftly, using their front flippers to brake and steer. Their excellent eyesight is necessary for survival since they must watch for predators in the murky New England waters. Healthy harbor seals that stay out of harm's way can live for thirty years.

An adult harbor seal weighs over 200 pounds and eats up to twenty pounds of fish a day. This makes the seals unpopular with those who fish for a living. In fact, seals were so unpopular in the 1800s that the state of Maine offered a bounty of five

dollars for every harbor seal killed. Today, the Marine Mammal Protection Act of 1972 makes harbor seals a protected species, and it is against the law to kill, capture, or harass them in any way.

Female harbor seals give birth in late May and early June. Newborn pups weigh about twenty pounds and feed on their mother's milk until they are weaned at six to eight weeks. Within hours of being born, they are able to swim and are completely at home in the water. Young seals stay close to their mothers, who keep a wary eye on them until they are able to take care of themselves.

Some seals who ran into problems can be seen by visitors to the New England Aquarium in Boston. Sick or injured seals that could not survive in the wild are brought there for medical treatment and are kept in a holding tank outside the building. Once restored to health, the harbor seals are released into the ocean to enjoy its limitless freedom but also to face whatever dangers lurk there.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. Why are harbor seals unlikely to be spotted in midocean?

---

2. What happens to the tide when it reaches the high-water mark?

---

3. Are harbor seals lethargic in the water?

---

4. Which single word describes both the body shape and coat of the harbor seal?

---

5. What is the meaning of camouflage as it is used in the narrative?

---

6. Why do you need sharp eyes to see harbor seals basking on the rocks?

---

7. What is the meaning of bounty as it is used in the narrative?

---

8. Why are harbor seals sometimes difficult to spot in the water?
- 
9. Why do harbor seals spend so much time lying in the sun?
- 
10. How does the narrative show that seals are good mothers?
- 
11. Why is it difficult for predators to catch harbor seals?
- 
12. What is the purpose of the harbor seal's thick layer of blubber?
- 
13. How do mature harbor seals obtain the nourishment they need?
- 
14. How does the law protect harbor seals?
- 
15. What is the meaning of wean as it is used in the narrative?
- 

### WORDLY WISE

Camouflage is a French military term that has entered English while retaining its original French spelling and pronunciation. The word is pronounced, 'kam uh flahzh.



In some situations, *ebb* and *flow* are antonyms. For example, we speak of the ebb and flow or falling and rising of the tide. (The science teacher explained that the tide

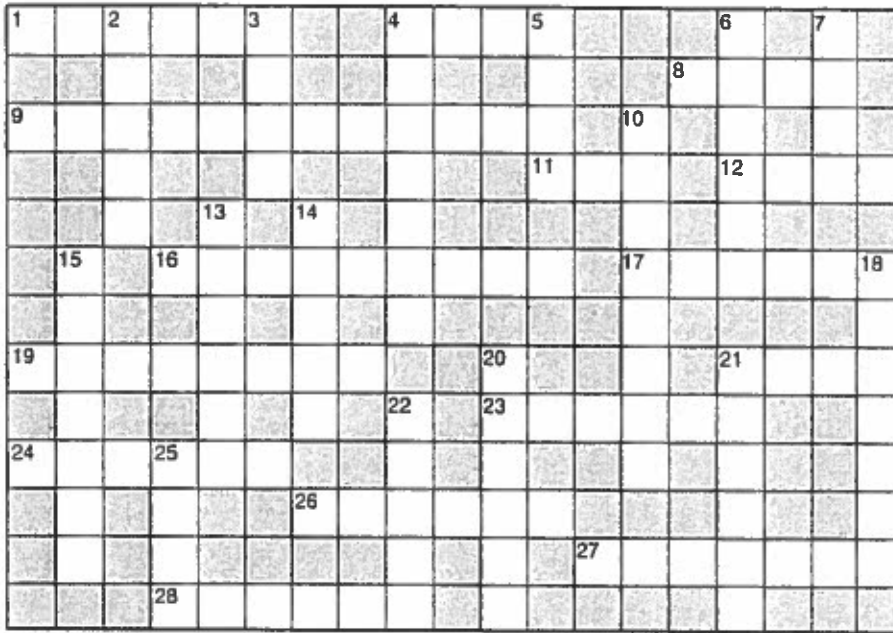
*ebbs* and *flows* twice approximately every twenty-four hours.)



Harass is sometimes pronounced *ha 'rass* and sometimes *'har ess*. While both pronunciations are correct, the second is considered preferable by many of the best dictionaries.

# CROSSWORD PUZZLE

Solve the crossword puzzle below by studying the clues and filling in the answer boxes. Clues followed by a number are definitions of words in Lessons 13 through 16. The number gives the word list in which the answer to the clue appears.



## Clues Across

1. Extremely gloomy or depressing (14)
4. The \_\_\_\_\_ Canal is in Egypt.
8. On one's guard (16)
9. Too absurd to be believed (14)
11. Eight, nine, \_\_\_\_\_
12. In addition to; as well as
16. Producing wealth or profit (13)
17. Suggesting the country or country life (15)
19. One's occupation, trade, or career (15)
21. Sun, \_\_\_\_\_, and stars
23. To do a favor for (15)
24. A mixture of dissimilar things (15)
26. The highest point (13)
27. To give one's backing to (13)
28. To start burning (13)

## Clues Down

2. Glossy and smooth (16)
3. Growing thick and healthy (15)
4. Trouble or need (13)
5. Keen enjoyment (13)
6. To cause to become worried (16)
7. We see with them
10. Showing no fear (13)
13. Not easily seen or understood (15)
14. A bow and \_\_\_\_\_
15. Very great skill or ability (15)
18. To make appear as if by magic (15)
20. Food for farm animals (16)
21. A wise friend and adviser (13)
22. Showing a childish lack of judgment (14)
25. To lie in wait as though about to attack (14)

# Lesson 17

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**appoint**  
ə pɔɪnt'

- v.* 1. To choose for an office or position.  
[The president *appoints* justices to the Supreme Court.]  
2. To set or decide upon.  
[Let's *appoint* a time for our next meeting.]

- appointment** *n.* 1. The act of appointing or being appointed.  
[All *appointments* to the Supreme Court must be approved by Congress.]  
2. An arrangement or agreement to meet.  
[I made an *appointment* to see the editor on Thursday at 3:00 p.m.]

**assent**  
ə sent'

- v.* To give one's consent; to agree.  
[The members of the union *assented* to the terms of the new contract.]  
*n.* An act of agreeing or acceptance.  
[Congress gave its *assent* to the new welfare reform bill.]

**concur**  
kən kʊr'

- v.* To be in agreement.  
[Dr. Alvarez *concurred* with Dr. Yan's opinion that the patient did not require surgery.]

**consult**  
kən sʊlt'

- v.* 1. To seek information or advice.  
[I *consulted* several reference books to get information about asteroids hitting the earth.]  
2. To talk things over in order to reach a decision.  
[While court went into recess, the lawyers *consulted* each other.]

- consultation** *n.* (kən səl tā' shən) A discussion; a meeting to seek advice.  
[The first *consultation* with an attorney is often free.]

- consultant** *n.* One whose advice is sought.  
[The city manager hired a *consultant* to advise her on care for the elderly.]

**dissuade**  
di swād'

- v.* To prevent or discourage someone from doing something.  
[My friend *dissuaded* me from skiing the trail called White Heat.]

**flabbergast**  
flab' ər gəst

- v.* To surprise so greatly that one is speechless; to amaze.  
[His preposterous story about being abducted by space aliens *flabbergasted* me.]

**haggle**  
hag' əl

- v.* To argue about, especially about the price of something.  
[We *haggled* with the dealer for a while before agreeing on a price for the painting.]

**perturb**  
pər turb'

- v.* To make uneasy; to upset greatly.  
[I was *perturbed* when the plane's late departure caused me to miss the business meeting.]

**procure**  
prō kyoor'

- v.* To get by making and effort; to obtain.  
[By foraging in the woods, I was able to *procure* enough kindling to start a fire.]

**receptive**  
rē sep' tiv

- adj.* Ready and able to receive ideas or suggestions.  
[The Senate was *receptive* to the president's plan for more aid to the cities.]

**repudiate**  
rē pyoo' dē āt

- v.* To refuse to support; to reject.  
[New discoveries often cause scientists to *repudiate* earlier beliefs.]



**resolve**  
rē zōlv'

- v.* 1. To make a firm promise to oneself.  
[I *resolve* to work even harder at my studies.]  
2. To solve.  
[We can *resolve* this little problem very easily.]  
*n.* A fixed purpose or intention.  
[The *resolve* of the Vietnamese boat people enabled many to flee their homeland for other countries.]

**signify**  
sig' nō fī

- v.* 1. To be a sign of; to mean.  
[A nod of the head *signifies* agreement.]  
2. To make known or clear.  
[*Signify* your approval of the proposed change by raising your hand.]  
**significant** *adj.* (sig nif' ə kənt) Full of meaning; important.  
[“There was no forced entry. That is very *significant*,” said the detective.]  
**significance** *n.* (sig nif' ə kəns) Importance; meaning.  
[What is the *significance* of flying the flag upside down?]

**sovereign**  
sāv' rən

- adj.* 1. Highest; chief.  
[Clearness of expression is a *sovereign* quality in writing.]  
2. Not controlled by others.  
[After winning independence from England, the thirteen colonies formed a *sovereign* country.]  
*n.* A king or queen; a monarch.  
[The *sovereign's* portrait appears on all British postage stamps.]  
**sovereignty** *n.* Freedom from political control by a foreign power.  
[Poland regained its *sovereignty* when the Soviet Union collapsed at the end of the Cold War.]

**trifling**  
tri' flig

- adj.* Of little value, importance, or meaning.  
[Their objections to the plan are *trifling* and should be ignored.]

## 17A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 17. Write each sentence in the space provided.

1. (a) To repudiate something  
(b) To resolve something  
(c) is to settle it.  
(d) is to be the cause of it.
- 

2. (a) To perturb someone is to  
(b) make that person uneasy.  
(c) To consult someone is to  
(d) reject that person.
- 

3. (a) refuse to be bound by it.  
(b) sign one's name to it.  
(c) To procure an agreement is to  
(d) To repudiate an agreement is to
-

4. (a) An appointment is  
(b) A consultation is
- (c) a matter of little importance.  
(d) the naming of a person to a position.
- 

5. (a) is to be a sign of change.  
(b) is to be unwilling to accept change.
- (c) To assent to change  
(d) To signify change
- 

6. (a) A trifling figure is one  
(b) that has no real existence.
- (c) A sovereign figure is one  
(d) that stands out above all others.
- 

7. (a) be unable to make up one's mind.  
(b) To concur is to
- (c) be in agreement.  
(d) To haggle is to
- 

8. (a) To flabbergast someone  
(b) is to welcome that person.
- (c) To dissuade someone  
(d) is to amaze that person.
- 

9. (a) is to give it up.  
(b) is to obtain it.
- (c) To procure something  
(d) To assent to something
- 

10. (a) Someone who is dissuaded  
(b) Someone who is receptive
- (c) is ready to accept new ideas.  
(d) is unwilling to consider new ideas.
- 

## 17B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 17.

- I was able to *obtain through my own efforts* forage for the horses.
- After hearing my parents' objections, my *firm intention* to join the club began to weaken.
- Belize, formerly British Honduras, gained *freedom from political control by another country* in 1981.

4. The *meeting in which I talked things over* with the doctor lasted thirty minutes.
5. I *indicated that I was willing to give my approval* to the proposal.
6. Let's not waste our time on such *completely unimportant* matters.
7. A vote of 9 to 0 *makes it clear* that the decision was unanimous.
8. I paid what the car salesperson asked since I was unwilling to *argue over the price*.
9. I tried to *use my powers of persuasion in order to prevent* them from driving in such icy conditions.
10. All the relatives gathered in the lawyer's office for the *meeting that had been arranged the week before*.

## 17C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following would result in a country's loss of *sovereignty*?
 

(a) closing off its borders	(c) being overrun by a foreign power
(b) abolishing its army	(d) overthrowing its ruler
2. Which of the following might a person *resolve* to do?
 

(a) drive more carefully	(c) stop smoking
(b) catch a cold	(d) start smoking
3. Which of the following might be *haggled over*?
 

(a) the terms of an agreement	(c) the day on which Thanksgiving falls
(b) the price of an antique	(d) the number of feet in a mile
4. Which of the following might *perturb* a business person?
 

(a) increased competition	(c) increased profits
(b) increased taxes	(d) increased expenses
5. Which of the following are ways of *assenting*?
 

(a) nodding one's head	(c) saying no
(b) saying yes	(d) shaking one's head
6. Which of the following could be *appointed*?
 

(a) a club president	(c) a place to meet
(b) a cabinet member	(d) a winter storm

7. Which of the following have *significance*?
- (a) a sudden weight loss                      (c) a presidential election  
 (b) lethargy after a large meal              (d) the color of one's eyes
8. Which of the following can be *consulted*?
- (a) a dictionary                                      (c) an authority  
 (b) a mentor    (d) an accountant

## 17D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |               |              |   |   |
|---------------|--------------|---|---|
| 1. ACCEPT     | APPOINT      |   |   |
| REPUDIATE     | ASPIRE       | S | A |
| 2. RECEPTIVE  | SIGNIFICANT  |   |   |
| HOSTILE       | PLAUSIBLE    | S | A |
| 3. ASSENT     | CONSULTATION |   |   |
| HOMAGE        | APPROVAL     | S | A |
| 4. AGREE      | CONCUR       |   |   |
| PROCURE       | CONVICT      | S | A |
| 5. PERTURB    | DISSUADE     |   |   |
| REALIZE       | PERSUADE     | S | A |
| 6. TRIFLING   | EMPHATIC     |   |   |
| SIGNIFICANT   | RUTHLESS     | S | A |
| 7. COMPLEMENT | CHOOSE       |   |   |
| APPOINT       | CONSULT      | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. SOVEREIGN : KINGDOM ::
- (a) carpenter : wood                              (c) chairperson : committee  
 (b) chef : restaurant                              (d) doctor : patient
9. SURPRISED : FLABBERGASTED ::
- (a) lax : careless                                      (c) scrupulous : unscrupulous  
 (b) interested : enthralled                      (d) alert : lethargic

10. CONSULTANT : ADVISE ::

(a) physician : treat

(c) poem : recite

(b) lid : close

(d) nomad : wander

## 17E Narrative

*Read the narrative below; then complete the exercise that follows.*

### “A NOBLE BARGAIN”

Throughout history, countries that have extended their borders have done so mainly by military conquest; the United States is one of the few nations that has ever done so by purchase. In one of the greatest bargains ever made, it procured almost a million square miles at a cost of just over 15 million dollars.

In 1802, the sovereignty of the United States ended at the Mississippi River. France had a legal claim to all the land beyond it as far as the Rocky Mountains. United States shipping on the Mississippi passed through New Orleans, Louisiana, on its way to the sea, and President Thomas Jefferson was perturbed by the possibility that France might close off the river. To prevent this, he resolved to buy New Orleans, together with western Florida, from the French.

Certain conditions were in Jefferson's favor. France was on the verge of war with Britain and, therefore, needed money. Should the British attack New Orleans, the French would, Jefferson believed, have difficulty defending it. It made sense to conclude that France would prefer the territory go to America rather than to Britain.

To pursue his plan, Jefferson appointed two agents to represent the United States. When they met with the French foreign minister in France to discuss the purchase, he proposed that the United States buy all the land from the Mississippi to the Rockies, a total of almost a million square miles. The two Americans were flabbergasted but receptive to the idea. Congress had approved spending only two million dollars; however, the cost would now greatly exceed that amount. After a considerable amount of haggling, a price of fifteen million dollars was finally agreed on. The French foreign minister commented at the time the deal was struck that the United States had made “a noble bargain.”

Members of Congress did not concur with this view and wanted to repudiate the agreement with France. They thought that fifteen million dollars was an excessive amount to pay, and they were perturbed that the president's agents had agreed to the French offer without consulting them. President Jefferson appeared before Congress in an attempt to dissuade its members from voting against the purchase. He pointed out that the United States would be doubled in size by it and that if the United States did not act promptly, the French might withdraw their offer. Somewhat grudgingly,

Congress gave its assent to the "Louisiana Purchase." A year later the United States flag was raised in New Orleans, signifying the end of France's involvement in North America.

Just how good a bargain was the Louisiana Purchase? Illinois farmland in 1990 sold for about two thousand dollars an acre. The six hundred million acres of land the United States bought in 1803 had cost the trifling sum of two and a half cents an acre.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. Why is 1803 a significant date in French history?

---

2. How did Jefferson feel about the possibility that France might close off the Mississippi River?

---

3. Why would it be incorrect to call Florida a sovereign state in 1802?

---

4. What decision did Jefferson make to ensure that the Mississippi River stayed open?

---

5. Did Jefferson himself deal directly with the French?

---

6. Why would it have been difficult for the agents to consult with Congress?

---

7. How do you know that the French proposal was unexpected?

---

8. How did the Americans make sure they paid no more than necessary?

---

9. Why might the Americans have pretended at first not to be receptive to the French offer?

---

10. How much land did the United States purchase from France?

---

11. What was the cost per square mile of the "Louisiana Purchase"?

---

12. Did everyone agree that the two Americans had performed a great service?

---

13. What was the purpose of Jefferson's address to the members of Congress?

---

14. What would have happened if Congress had repudiated the agreement?

---

15. What was Congress's response to Jefferson's appeal?

---

### WORDLY WISE

The antonym of assent is *dissent*; its homophone is *ascent*, "the act of climbing or ascending."



The noun formed from the verb *resolve* is *resolution*—one may *resolve* to do something; one may also make a *resolution* to do something. *Resolve* is also a noun, and its meaning overlaps somewhat with *resolution*. *Resolve* is a state of mind and means "firmness of purpose." (Nothing could shake her *resolve* to be a doctor.) A *resolution* is a statement of purpose, made to oneself or to others, concerning a course of action. (I made a New Year's *resolution* to exercise every day.) *Resolution* also means "an explanation or a solution." (The *resolution* of the mystery is withheld until the end of the novel.)



*Sovereign* is formed from the Latin *super*, which means "over" or "above." As a noun, *sovereign* is a synonym for *monarch*, and the fact that a monarch *reigns* influenced the present form and spelling of the word. The noun formed from the adjective is *sovereignty*. (By world agreement, no country may claim *sovereignty* over Antarctica.)

A sovereign is also a British gold coin no longer in use; the first ones were struck in 1489 and bore a likeness of the English king Henry VII.



The noun *trifle* is related to the adjective *trifling*. A trifle is something of little value or importance; it is also a sum of money so small as to be of no account. *Trifle* is also a verb that means "to talk or deal with in an insincere way." (Only an unscrupulous person would *trifle* with someone's affection.)

# Lesson 18

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**acclaim**  
ə klām'

*v.* To praise strongly or applaud loudly.  
[Car magazines have *acclaimed* the Z202's performance.]  
*n.* Strong praise or loud applause; approval.  
[The musicians from China won the critic's *acclaim* last night at Symphony Hall.]

**bigot**  
big' at

*n.* One who is not tolerant of those people who are different in some way; a prejudiced person.  
[Only a *bigot* would claim that one race is superior to another.]  
**bigotry** *n.* The intolerant attitude or behavior of such a person.  
[In one of their songs, the Beatles asked listeners to imagine a world free of *bigotry*.]

**covet**  
kuv' at

*v.* To have a strong and envious desire for, especially for something belonging to another.  
[The cattle ranchers *coveted* the lush pastures where the shepherds grazed their flocks.]  
**coveted** *adj.* Greatly prized; highly desired.  
[Toni Morrison won the *coveted* Nobel prize for literature in 1993.]

**deceased**  
dē sēs'

*adj.* Dead.  
[The man's thoughts often turned to his *deceased* wife.]  
*n.* (with *the*) One who has died recently.  
[The funeral director asked if I were a relative of the *deceased*.]

**formidable**  
fōr' mā də bəl

*adj.* 1. Causing fear or apprehension.  
[A team with a fourteen-game winning streak is a *formidable* opponent.]  
2. Difficult.  
[Crossing the Rocky Mountains was a *formidable* task for settlers heading west.]

**ghetto**  
get' ō

*n.* A section of a city occupied by a minority group of people who are prevented from moving to a more attractive part, usually because of poverty or social pressure.  
[Education was the means by which people could escape the *ghetto* for the suburbs.]

**momentous**  
mō men' tās

*adj.* Very important.  
[The day of high school graduation is a *momentous* one for students.]

**oppress**  
ə pres'

*v.* 1. To weigh down with worry.  
[Fears of job layoffs *oppressed* workers in the auto industry.]  
2. To keep down by severe and unjust use of force.  
[According to the Bible story, the Egyptian Pharaoh *oppressed* the Israelite slaves until Moses led them to freedom.]

**oppression** *n.* (ə presh' ən) The act or state of being oppressed.  
[The *oppression* of Haitians by the military dictatorship led to the 1994 United States involvement.]

**oppressive** *adj.* Very harsh or burdensome.  
[This *oppressive* heat makes one very lethargic.]



**overwhelm**  
 ˈoʊ.vərˈhɪwɛlm

- v.* 1. To defeat utterly and completely.  
 [The Allied forces *overwhelmed* the Iraqi army in the 1990 Gulf War.]  
 2. To deeply affect the mind or emotions of.  
 [We were *overwhelmed* by the welcome we received.]  
 3. To upset; to turn over.  
 [A huge wave *overwhelmed* the small boat.]  
**overwhelming** *adj.* Great in strength or effect.  
 [The union vote was an *overwhelming* 98 to 17 in favor of ending the strike.]

**perceive**  
 pərˈsi:v

- v.* 1. To become aware of through the senses, especially the sense of sight.  
 [I *perceived* a figure in the distance but could not make out who it was.]  
 2. To take in information through the mind.  
 [I *perceived* a subtle shift in their attitude.]  
**perception** *n.* (pərˈsepˈʃən) The act of perceiving or the thing perceived.  
 [Because I am farsighted, my *perception* of close objects is slightly fuzzy.]

**premiere**  
 priˈmiə

- n.* The first performance of a play, film, etc.  
 [The play, a big success in London, has its North American *premiere* this Saturday.]

**prospective**  
 prəˈspekˈtɪv

- adj.* Expected or likely to happen or become.  
 [The *prospective* bride wants us to have a June wedding.]

**spurn**  
 spɜrn

- v.* To refuse in a scornful way.  
 [I *spurned* their offer of help because there were too many conditions attached to it.]

**staunch**  
 ˈstɔːnʃ

- adj.* Faithful; true; strong.  
 [Mr. Fielding, a *staunch* supporter of Little League baseball, donated the uniforms for our team.]

**theme**  
 θi:m

- n.* 1. A dominant idea, as in art, literature, or music; a topic or subject of.  
 [The *theme* of the story is the danger of excessive pride.]  
 2. A short essay on a single subject.  
 [I had to write a *theme* on ambition.]  
 3. A series of musical notes on which variations are made; a melody that is associated with a film or television show.  
 [The concert began with a medley of *themes* from popular television shows.]

## 18A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 18. Write each sentence in the space provided.

1. (a) A momentous victory is  
 (b) A prospective victory is  
 (c) one that stands out from all others.  
 (d) one that was gained unfairly.


2. (a) be impossible to defeat.  
 (b) To be oppressed is to  
 (c) To be acclaimed is to  
 (d) receive high praise.

3. (a) to become aware of it. (c) To covet a position is  
(b) To spurn a position is (d) to want it very badly.
- 
4. (a) The theme of a TV series is (c) its reception by the critics.  
(b) the melody associated with it. (d) The premiere of a movie is
- 
5. (a) A ghetto is (c) someone who is intolerant of those who are different.  
(b) A bigot is (d) a remark that shows one is lacking in good manners.
- 
6. (a) lose possession of it. (c) To perceive something is to  
(b) To spurn something is to (d) refuse it scornfully.
- 
7. (a) one that is actively involved. (c) A deceased partner is  
(b) A prospective partner is (d) one that has died.
- 
8. (a) To overwhelm a nation is to (c) join forces with it.  
(b) To oppress a nation is to (d) keep it down by force.
- 
9. (a) A ghetto is (c) a section of a city occupied a minority group.  
(b) A premiere is (d) a short essay on a single subject.
- 
10. (a) To overwhelm a defect is to (c) become aware of it.  
(b) To perceive a defect is to (d) be defeated by it.
- 

## 18B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 18.


1. The problems we face are *very difficult and will not be solved easily*.
2. The collapse of Communism ended the seventy-year *weighing down by force* of the Russian people.

- 
3. The *person who has just died* was one of my grandparents' oldest friends.
  4. The governor was mentioned as a *person who might be nominated as a member* of the Supreme Court.
  5. Justice Thurgood Marshall was a *strong and faithful* defender of civil rights for all Americans.
  6. Alcohol distorts our *ability to obtain a clear picture* of what is happening around us.
  7. I submitted a *short piece of writing* on the power of love to change people's lives.
  8. Over the years, the United States has passed laws in an attempt to combat *intolerant attitudes directed against those who belong to different racial or ethnic groups*.
  9. The movie's *first public performance* was attended by Hollywood's most glamorous stars.
  10. I was *deeply affected emotionally* by my friends' generosity.



## 18C Applying Meanings

*Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.*

1. Which of the following might have a *premiere*?
    - (a) a new play
    - (b) a new movie
    - (c) a new building
    - (d) a new law
  2. Which of the following might someone *covet*?
    - (a) a neighbor's new car
    - (b) good health
    - (c) a reprimand
    - (d) a friend's job
  3. Which of the following can be *spurned*?
    - (a) a suggestion
    - (b) ill health
    - (c) a privilege
    - (d) an invitation
  4. Which of the following can have a *theme*?
    - (a) a novel
    - (b) a poem
    - (c) a word
    - (d) a painting
  5. Which of the following can be *perceived*?
    - (a) the answer to a problem
    - (b) a ship on the horizon
    - (c) the quality of a fabric
    - (d) a circle
- 

6. Which of the following might *overwhelm* a person?  
 (a) a grievous loss (c) a ruthless enemy  
 (b) an arduous task (d) a trifling matter
7. Which of the following can be *formidable*?  
 (a) opposition (c) a journey  
 (b) a kitten (d) a color
8. Which of the following can be *acclaimed*?  
 (a) lost property (c) a result  
 (b) a victory (d) a book

## 18D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                  |              |   |   |
|------------------|--------------|---|---|
| 1. COVETED       | BIGOTED      |   |   |
| DESIRABLE        | ARDUOUS      | S | A |
| 2. FORMIDABLE    | EASY         |   |   |
| RECEPTIVE        | STAUNCH      | S | A |
| 3. EXUBERANT     | OVERWHELMING |   |   |
| SLIGHT           | PROSPECTIVE  | S | A |
| 4. LUSH          | MOMENTOUS    |   |   |
| PREPOSTEROUS     | SIGNIFICANT  | S | A |
| 5. ACCLAIM       | SCORN        |   |   |
| PROXIMITY        | PROWESS      | S | A |
| 6. LEGENDARY     | LIVING       |   |   |
| DECEASED         | STAUNCH      | S | A |
| 7. FLABBERGASTED | BIGOTED      |   |   |
| OPPRESSED        | CAREFREE     | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. BIGOT : TOLERANCE ::  
 (a) sovereign : monarch (c) insulation : warmth  
 (b) slave : freedom (d) ghetto : poverty
9. REFUSE : SPURN ::  
 (a) eat : drink (c) annoy : harass  
 (b) sleep : dream (d) procure : obtain
10. ACTUAL : PROSPECTIVE ::  
 (a) obvious : subtle (b) trifling : significant  
 (c) sleek : mottled (d) present : future

## 18E Narrative

Read the narrative below; then complete the exercise that follows.

### AN AMERICAN CLASSIC

When Lorraine Hansberry's play *A Raisin in the Sun* opened in New York on March 11, 1959, it was a momentous day in the history of the American theater. It was the first play written by a Black woman to appear on Broadway, and it opened up the American theater to Black people as nothing had before. Not only that, *A Raisin in the Sun* broadened people's perceptions of the Black experience in society as a whole.

Even though the reviews were overwhelmingly favorable, not even its staunchest supporters could have predicted the impact it would have on the American theater. It went on to win the coveted New York Drama Critics Circle Award for Best Play of the Year against formidable opposition that included works by two of America's greatest playwrights, Tennessee Williams and Eugene O'Neill.

*A Raisin in the Sun* is about Black people confronting oppression in their daily lives. It was a theme that Hansberry was painfully familiar with in her own life. In 1938, her parents, who were wealthy Chicagoans, bought a house in an all-white neighborhood. The bigotry of their new neighbors resulted in a legal battle over property rights. When a lower court ordered the Hansberrys to move out, they fought the case all the way to the U.S. Supreme Court. They won, but the family suffered terribly in the process. Prejudice quickly escalated to violence. When Lorraine was eight years old, she was almost killed by a concrete slab thrown by an angry neighbor; it narrowly missed her head.

Hansberry's play tells the story of Lena Younger, who has received ten thousand dollars from her recently deceased husband's life insurance. Her dream is to move her family of five out of their cramped and run-down apartment into a much nicer, but segregated, area. She wants to use the money to buy a home, but doing so is not so simple.

Mrs. Younger is pressured by her son Walter to give him the money to improve his own financial state by investing in a liquor store. At the same time, her daughter Beneatha needs money to pursue her dream of attending medical school. After much thought, Mrs. Younger decides to try to keep the family together by making a down payment on a house with about one-third of the money. She gives the remaining sum to Walter under the condition that he set aside \$3,000 for his sister's tuition; the rest he may use as he wishes.

Before the family moves in, a prospective white neighbor contacts Mrs. Younger. He explains that he is speaking for the entire neighborhood and offers to buy back the house at a handsome profit for Mrs. Younger. Recognizing the offer as one motivated by blatant racism, she spurns it.

To make matters more complicated, the family soon learns that Walter's business partner has cheated him out of the remaining money, including the amount that was supposed to go toward Beneatha's education.

The play ends with Mrs. Younger holding firm against all pressures and finding the courage to face new ones. The family will move into the all-white neighborhood, with all its problems, dangers and opportunities.

*A Raisin in the Sun* ran for 533 performances on Broadway, and touring companies took it all over America, offering opportunities for Black actors on a scale never known before. Audiences became integrated as Black Americans, who previously had been indifferent to the largely white theater, turned out in huge numbers to see a major American play that addressed the plight of those attempting to improve their lives by escaping from the ghetto. In 1984, twenty-five years after its Broadway premiere, the play was performed at the Kennedy Center in Washington, D.C., and was shown on public television. By then it had won unanimous acclaim as an American classic.

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.

1. In what year did *A Raisin in the Sun* open on Broadway?  
\_\_\_\_\_
2. What effect did *A Raisin in the Sun* have on people?  
\_\_\_\_\_
3. What is the meaning of theme as it is used in the narrative?  
\_\_\_\_\_
4. Why was March 11, 1959, a momentous day in the history of the American theater?  
\_\_\_\_\_
5. What important award did the play win?  
\_\_\_\_\_
6. Why must winning the award have given Hansberry special satisfaction?  
\_\_\_\_\_
7. Why might it have been difficult to get tickets to see the play?  
\_\_\_\_\_
8. What might staunch supporters of the play have done to help it succeed?  
\_\_\_\_\_
9. Why is the person making the offer to buy the house from Mrs. Younger described as a prospective neighbor?  
\_\_\_\_\_
10. How does the narrative show that Mrs. Younger scorns the offer?  
\_\_\_\_\_
11. What sort of person is the neighbor who offers to buy back the house from Mrs. Younger?  
\_\_\_\_\_

12. How does Mrs. Younger deal with the oppression she encounters?

---

13. Why does Mr. Younger not appear in the play?

---

14. Why were many Black Americans able to identify with the play's message?

---

15. What status had the play achieved by 1984?

---

### WORDLY WISE

The verb *covert* should not be confused with the adjective *covert*, which means "hidden." (I stole a *covert* glance at the letter trying to read the signature.)



The adjectives *deceased* and *dead* are synonyms, but note that *deceased* refers only to human beings. It is often used to soften the harshness of death. ("My *deceased* husband" falls more gently on the ear than "my *dead* husband.") *Dead* is the more general term and is applied to any living creature or figuratively to other things. (The bill is dead unless the president can find six more senators to support it.)



Don't confuse *premiere* with *premier*, an adjective meaning "first in position or

importance." (The *premier* cabinet positions are the Secretary of State, the Secretary of the Treasury, the Secretary of Defense, and the Attorney General.) *Premier* is also a noun and means "the chief officer in a parliamentary system." (Winston Churchill was the *premier* of Britain during the darkest days of World War Two.)



In addition to its adjective form, *staunch* has a verb form meaning "to stop the flow of." *Stanch* is a verb with the same meaning. (Pressure applied to a wound will *stanch* the flow of blood.)

Confusion arises because as verbs these two words can be used interchangeably; however, only *staunch* has an adjective form.



# Lesson 19

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**adverse**  
ad vurs'

*adj.* 1. Working against; serving to oppose.  
[The response to the proposed parking ban was so *adverse* that the city council dropped the idea.]  
2. Harmful; unfavorable.  
[Some people have an *adverse* reaction to aspirin.]

**aloof**  
ə loof'

*adj.* Remote or distant, usually by choice; showing no interest.  
[His *aloof* manner kept us from becoming close friends.]  
*adv.* In an *aloof* manner.  
[Although he sat with the group, he stayed *aloof* from the discussion they were having.]

**alternative**  
əl tur' nə tiv

*adj.* Allowing a choice between two or more things.  
[There is an *alternative* route you could take to get to town, but it's a bit longer.]  
*n.* 1. A choice between two or more things.  
[Your *alternatives* are to come with us or stay home.]  
2. Any one of the things that can be chosen.  
[I chose the second *alternative* and stayed home.]

**canine**  
kā' nin

*adj.* Of, or relating to, dogs or related animals.  
[Wolves, foxes, dogs, jackals, and coyotes are members of the *canine* family.]  
*n.* A member of the canine family.  
[I take my Old English sheepdog to a groomer who specializes in large *canines*.]

**compulsory**  
kəm pul' sər ē

*adj.* Required by law or a firm rule.  
[Training is *compulsory* for all lifeguards.]

**consecutive**  
kən sek' yōō tiv

*adj.* Following one after another in order.  
[It rained for five *consecutive* days last week.]

**desolate**  
des' ə lət

*adj.* 1. Deserted; lonely; without signs of life.  
[There was not even a gas station on the *desolate* stretch of highway.]  
2. Filled with sorrow.  
[The children were *desolate* when the kitten got lost in the woods.]

**dispatch**  
di spach

*v.* 1. To send on specific business.  
[The senator *dispatched* an aide to meet with reporters.]  
2. To finish or complete promptly.  
[The major *dispatched* the entire plate of oysters before we had tucked in our napkins.]  
3. To kill quickly.  
[The rat was *dispatched* with a single blow.]  
*n.* (dis' pach) 1. Speed in movement or performance.  
[You must act with *dispatch* if you hope to settle the matter by noon tomorrow.]  
2. A written message sent quickly.  
[A motorcyclist carried the *dispatches* to the captain.]

- distinction**  
dĭ stĭŋk' shən  
*n.* 1. A recognition of the way things differ.  
[The medical insurance providers make a *distinction* between temporary and permanent employees.]  
2. Special honor or regard.  
[In the 1960 Olympics, the track star Wilma Rudolph had the *distinction* of becoming the first American woman to win three gold medals.]  
3. Excellence of performance or ability.  
[Sarah served as class president with *distinction*.]
- endure**  
en door'  
*v.* 1. To put up with; to bear.  
[The pioneers who headed west had to *endure* incredible hardship along the way.]  
2. To go on for a long time; to last.  
[Despite occasional quarrels, my grandparents' marriage *endured* for over fifty years.]  
**endurance** *n.* The ability to put up with hardship; the quality of putting up with hardship.  
[There is no better test of a runner's *endurance* than the marathon.]
- fluctuate**  
fluk' chōō āt  
*v.* To rise and fall; to keep changing.  
[The supply of fresh vegetables *fluctuates* with the seasons.]  
**fluctuation** *n.* A rising and falling movement.  
[In New England, wide temperature *fluctuations* are to be expected in October.]
- grueling**  
grōō' əl ĭŋ  
*adj.* Tiring; exhausting.  
[Mt. Washington is a *grueling* climb for most hikers.]
- maul**  
mōl  
*v.* To handle roughly so as to cause injury.  
[We chased the cat away before it could *maul* the mouse it had caught.]
- participate**  
pār tis' ə pāt  
*v.* To take part in.  
[The entire class *participated* in the ticket sale for the school musical.]  
**participant** *n.* (pār tis' ə pānt) One who takes part in.  
[All the *participants* in the Thanksgiving Day parade must be in place by 11:00 A.M.]
- robust**  
rō bust'  
*adj.* Strong and vigorous.  
[My grandfather is in *robust* health for an eighty-year-old.]

## 19A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 19. Write each sentence in the space provided.

1. (a) that is difficult and exhausting. (c) that requires much preparation.  
(b) An alternative exercise is one (d) A grueling exercise is one
- 

2. (a) Distinction is (c) the ability to put up with hardship.  
(b) Endurance is (d) the ability to understand.
-

3. (a) A desolate road is  
(b) An alternative road is  
(c) one that is presented as a choice.  
(d) one that is very windy.
- 
4. (a) show harm done.  
(b) Fluctuating results  
(c) Adverse results  
(d) follow one another in proper order.
- 
5. (a) A desolate person is one who  
(b) A robust person is one who  
(c) is in poor health.  
(d) is filled with sorrow.
- 
6. (a) To participate is to  
(b) move up and down.  
(c) act without thinking.  
(d) To fluctuate is to
- 
7. (a) A dispatch is  
(b) a possible course of action.  
(c) a quickly sent message.  
(d) A distinction is
- 
8. (a) Consecutive tests  
(b) fail to show a definite result.  
(c) Compulsory tests  
(d) follow one another without a break.
- 
9. (a) a member of the dog family.  
(b) A canine is  
(c) an injury caused by a bite or scratch.  
(d) A participant is
- 
10. (a) An aloof person is one who  
(b) A robust person is one who  
(c) stands apart from the rest.  
(d) is without hope.
-

## 19B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 19.

1. The woods are dark and *without a sign of life*.
2. Only persons who are extremely *strong and vigorous* should do these aerobic exercises.
3. Were you one of the *ones taking part* in the 100-meter dash?
4. Wearing seat belts is *required by law* in many states.
5. The trainer was rushed to the hospital when the tiger *attacked him and caused serious injuries to his left arm and shoulder*.
6. The judge *quickly put an end to* the case with an abrupt "These charges should never have been filed."
7. I walked home because the only *other choice open to me* was to wait two hours for the next bus.
8. Did they make any *attempt to show the difference* between what is real and what is imaginary?
9. We learned to *put up with* the long, cold winter season after we moved to Alaska.
10. The reviews were so *negative and damaging* that the play closed in a week.

## 19C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following belongs to the *canine* family?  
(a) a wolf (c) a poodle  
(b) a puppy (d) a hound
2. In which of the following can anyone *participate*?  
(a) major league baseball (c) July 4th celebrations  
(b) a recycling program (d) a fund-raising drive

3. Which of the following might show *fluctuations*?
- (a) the price of gasoline (c) the temperature at the South Pole  
(b) the demand for oil (d) the distance from Seattle to Miami
4. Which of the following run *consecutively*?
- (a) 1999, 2000, 2001 (c) May, June, July  
(b) 9, 11, 12, 10 (d) Monday, Wednesday, Friday
5. Which of the following might be described as *desolate*?
- (a) a deserted village (c) a solitary person  
(b) a congested highway (d) an evicted family
6. Which of the following might be a *grueling* activity?
- (a) running a marathon (c) watching a movie  
(b) long-distance swimming (d) reading a book
7. Which of the following would be described as *compulsory* in the United States?
- (a) voting in elections (c) eating balanced meals  
(b) exercising regularly (d) paying any taxes owed
8. Which of the following could be *dispatched*?
- (a) a letter (c) a messenger  
(b) a task (d) a predatory animal

## 19D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                |             |   |   |
|----------------|-------------|---|---|
| 1. FEEBLE      | DESOLATE    |   |   |
| BENEFICIAL     | ROBUST      | S | A |
| 2. DISPATCH    | CARESS      |   |   |
| MAUL           | DECIDE      | S | A |
| 3. ENDURE      | INVENT      |   |   |
| PARTICIPATE    | LAST        | S | A |
| 4. EXCELLENCE  | ALTERNATIVE |   |   |
| CHANGE         | DISTINCTION | S | A |
| 5. FLUCTUATION | DISPATCH    |   |   |
| HARDINESS      | SPEED       | S | A |
| 6. JOY         | WISDOM      |   |   |
| DESOLATION     | FLUCTUATION | S | A |

7. FRIENDLY	GRUELING		
AFRAID	ALOOF	S	A
8. COMPULSORY	ADVANCED		
ADVERSE	FAVORABLE	S	A
9. OPTION	PARTICIPANT		
ALTERNATIVE	HARDSHIP	S	A
10. ARDUOUS	DELICIOUS		
GRUELING	ROBUST	S	A

## 19E Narrative

*Read the narrative below; then complete the exercise that follows.*


### THE ULTIMATE TEST

Most sports have separate divisions for men and women. No such distinction exists between male and female participants in the Iditarod, a grueling race of sixty or more dogsleds across 1,157 miles from Anchorage to Nome, Alaska. Probably its most famous competitor is Susan Butcher, who won the event for the third consecutive year in 1988; and who—despite the most adverse weather conditions in the history of the race—went on to win it for a fourth time in 1990. Butcher considers the Iditarod to be the ultimate test of endurance for both animals and humans.

The race, which extends over some of the most desolate trails on earth, lasts up to fourteen days, and the competitors, called “mushers,” get little sleep during this time. A compulsory twenty-four-hour stopover at the checkpoint of their choice gives them a brief respite, but even the most robust have to fight a constant battle with fatigue during the race’s final days.

Unpredictable weather conditions are another hazard. Temperatures can fluctuate between fifty degrees below zero and forty degrees above. Snowstorms are not uncommon, with icy winds reaching speeds of 140 miles an hour. In the 1984 race, a section of the overland route was closed because strong winds had blown away the snow covering. Butcher and her dogs took an alternative sea route over the ice-covered Norton Sound. The ice gave way, and she and her dog team plunged into the frigid water. Led by Granite, her lead dog, they scrambled for shore and went on with the race. Butcher stayed warm by running alongside her sled, and that year she came in second.

Wild animals are another of the many dangers mushers face. In the 1985 race, Butcher’s dog team was attacked by a starving moose that probably thought her dogs were a pack of wolves. Having to protect her dogs and herself, she fought off



the enraged moose with an ax until another musher, who was armed with a gun, pulled up behind her and quickly dispatched the moose. Two of her dogs were killed and thirteen others badly mauled in the attack. That was one year she did not finish.

Born in 1954, Butcher has loved dogs since her youth. In 1975, she moved from her native Cambridge, Massachusetts to Eureka, Alaska where she now breeds and trains dogs at her Trail Breaker Kennels. As many as 150 dogs are there at any one time. She says that they are all her pets and have the run of her home, although of course not all at once. Butcher is somewhat aloof by nature, more at ease with her dogs than she is with people. She believes that the secret of her success is the strong bond she forms with her canine companions from the time they are born.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. What does the phrase "adverse weather conditions" suggest?

---



2. Do temperatures generally remain steady during the course of a race?

---

3. What are two qualities needed for success in such a grueling event?

---

4. What is the meaning of desolate as it is used in the narrative?

---

5. What do the dogsled teams do if the route ahead has no snow?

---

6. Is the twenty-four-hour stopover voluntary?

---

7. What is the meaning of dispatched as it is used in the narrative?

---



8. Is fatigue a problem during the race's final days?

---

9. How many of Butcher's dogs were injured when the moose attacked?

---

10. Why do you think the moose mistook Butcher's dogs for wolves?

---

11. What does it mean to say that Butcher won for the third consecutive year in 1988?

---

12. Why might the start of the race be particularly hectic?

---

13. How is the Iditarod different from most athletic contests?

---

14. Why do you think so many people—like Butcher—respond to the challenge of the Iditarod?

---

15. Why might Butcher not enjoy going to parties?

---

### WORDLY WISE

Adverse should not be confused with *averse*, which means "having an active and strong dislike." If a person has a serious heart condition, strenuous exercise might have an *adverse* effect on that person's health; such a person might, therefore, be *averse* to such exercise.



Don't confuse *alternative* (the noun or the adjective) with *alternate*, the verb meaning "to happen by turns" or "to take turns." (Boys and girls *alternate* in using the swimming pool.) *Alternate* is also an adjective, meaning "happening by turns" (The wall was painted in *alternate* stripes of red and white) and "every other" (We take turns driving the children on *alternate* days). Finally, *alternate* is a noun meaning "a person chosen to take the

place of another." (If you cannot attend the meeting, you must name an *alternate*.)



*Canine* comes from the Latin word for *dog*, which is *canis*.

Latin names of other animals provide us with a number of words having to do with animals or with qualities associated with them. Among them are the following: *Apis*, "bee," gives us *apiary*, a collection of hives where bees are kept for their honey. *Avis*, "bird," gives us *aviary*, a large, caged enclosure where birds are kept, and *aviation*, which is the science of airplanes and flying. *Asinus*, "donkey," gives us *asinine*, which means "like a donkey" and hence, "stupid" or "silly" because of the belief that donkeys are stupid animals.



# Lesson 20

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**apathy**  
ap' ə thē

*n.* A lack of interest or concern.  
[The low turnout in local elections is the result of the *apathy* of the citizens.]  
**apathetic** *adj.* (ap ə thət' ik) Unconcerned; uninterested.  
[Some teenagers remain *apathetic* about politics until they can vote.]

**badger**  
baj' ə r

*v.* To keep bothering.  
[Reporters *badgered* the mayor to provide details of the plan for the new library.]  
*n.* A strongly-built, burrowing mammal common in many northern parts of the world.  
[The European *badger* weighs up to thirty pounds and is somewhat larger than its North American counterpart.]

**compel**  
kəm pel'

*v.* To force or require to do something.  
[A strong sense of duty *compels* firefighters to risk their lives.]

**delude**  
də lōd'

*v.* To mislead; to deceive.  
[Despite negative messages from the polls, the candidate *deluded* himself into thinking he could win.]

**delusion** *n.* (də lōd' zhən) A false or mistaken belief.  
[His belief that he is Napoleon is a *delusion*.]

**deplore**  
dē plōr'

*v.* 1. To feel or express sorrow or regret.  
[My father *deplored* the fact that he hadn't spent more time with his children when they were young.]  
2. To disapprove of strongly.  
[Upper levels of management *deplored* the loss of middle-management jobs as the corporation down-sized.]  
**deplorable** *adj.* Very bad; wretched.  
[Living conditions in the Warsaw ghetto were *deplorable*.]

**derelict**  
der' ə likt

*adj.* 1. Dilapidated and abandoned.  
[The *derelict* building will be torn down soon.]  
2. Lacking a sense of duty; neglectful.  
[The supervisor was *derelict* in not having the repairs inspected.]  
*n.* A poor, homeless person.  
[The plan will help *derelicts* by providing shelters and assisting them in finding gainful employment.]

**detriment**  
de' trə mən̩t

*n.* 1. Damage or harm.  
[She willingly stayed home with her young children to the *detriment* of her career.]  
2. Anything that causes harm.  
[Tobacco is a *detriment* to the health of smokers.]  
**detrimental** *adj.* Damaging; harmful.  
[Eating too much "junk food" is *detrimental* to one's health.]

- diversity** *də vur' sə tē* *n.* 1. The condition of being different or having differences. [I was struck by the *diversity* in the personalities of the twins.]  
 2. Variety. [The library offers a great *diversity* of materials on local history.]
- emit** *ē mit'* *v.* 1. To give off or send out. [A candle *emits* very little light.]  
 2. To utter or express. [The cat *emitted* a loud screech when I accidentally stepped on its tail.]
- emission** *n.* (ē mish' ən) Something that is emitted. [Carbon monoxide is an odorless yet deadly *emission* from engine exhausts.]
- foster** *fōs' tər* *v.* To promote the growth of; to encourage. [The music teacher *fostered* an interest in jazz in his students.]  
*adj.* Giving or receiving care in a family that is not related by birth or adoption. [The Becks are *foster* parents to three small children.]
- inanimate** *in an' ə mət* *adj.* Lacking qualities associated with living things. [A stone is an *inanimate* object.]
- incentive** *in sen' tiv* *n.* Something that makes a person want to try or work harder. [A local benefactor offers \$1,000 scholarships as an *incentive* to students to stay in school.]
- omen** *ō' mən* *n.* An event or sign that is believed to indicate the future. [Do you believe that a black cat is an *omen* of bad luck?]  
**ominous** *adj.* (ōm' ə nəs) Of or like a bad omen; threatening. [An *ominous* silence greeted us when we entered the room.]
- species** *spē' shēz* *n.* A group of plants or animals that are similar in some ways. [There are over a million different *species* of beetle in the world.]
- toxic** *tōks' ik* *adj.* Causing harm; poisonous. [Pokeweed can be *toxic* to birds that eat its seeds.]

## 20A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 20. Write each sentence in the space provided.

1. (a) one who is not actually related to a child. (c) one who expresses interest in a child.  
 (b) A foster parent is (d) A derelict parent is
- 

2. (a) A species is (c) a clear choice between alternatives.  
 (b) An omen is (d) a group of similar plants or animals.
- 

3. (a) the state of being confused. (c) Apathy is  
 (b) Diversity is (d) the condition of having differences.
-

4. (a) a poor, homeless person. (c) A badger is  
(b) A derelict is (d) something that is unexplained.
- 

5. (a) causes one to work harder. (c) A delusion is something that  
(b) An incentive is something that (d) causes injury or damage.
- 

6. (a) Detriment is (c) a lack of interest or concern.  
(b) Apathy is (d) material for which there is no use.
- 

7. (a) something that has been left out. (c) A delusion is  
(b) a strongly held but false belief. (d) An emission is
- 

8. (a) To deplore change is (c) To compel change is  
(b) to study it. (d) to disapprove of it.
- 

9. (a) An inanimate object is (c) one that arouses interest or curiosity.  
(b) one that causes harm. (d) A detrimental object is
- 

10. (a) An emission is (c) something held back.  
(b) A badger is (d) something given off.
- 

## 20B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 20.

- The death angel or amanita mushroom is *likely to cause illness or death* if eaten.
- The object we examined under the microscope appeared to be *without any of the qualities associated with living things*.

3. A red sky at night is believed to be an *indication that gives the promise* of good weather.
4. The children *kept on bothering* me until I agreed to take them to the circus.
5. The candidate was *misled by his mistaken beliefs* into thinking that the local newspaper would endorse him for Congress.
6. The *Voyager* space probe continued to *give off* signals from beyond the solar system.
7. The nation's mayors *expressed deep regret about* the lack of funds for inner-city schools.
8. When it is brought up today, the subject of homeschooling produces a great *number of differences* of opinion.
9. You cannot be *required or forced* to give evidence against yourself in a court of law.
10. The United Nations tries to *promote the growth of* greater understanding between countries.

## 20C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following are *detrimental* to good health?  
(a) exercising (c) resting  
(b) stress (d) overeating
2. Which of the following can *foster* education?  
(a) parents (c) teachers  
(b) libraries (d) experiences
3. Which of the following might result from an *incentive*?  
(a) working harder (c) working indifferently  
(b) working longer (d) working heedlessly
4. Which of the following sounds *ominous*?  
(a) a lucrative offer (c) an eerie moan  
(b) a distraught cry (d) an allegation of negligence
5. Which of the following are members of a *species*?  
(a) human beings (c) menageries  
(b) planets (d) bald eagles

6. Which of the following might a person *deplore*?  
 (a) a blatant lie (c) an angry retort  
 (b) an intrepid act (d) a momentous discovery
7. Which of the following might describe an *apathetic* person?  
 (a) industrious (c) agitated  
 (b) lethargic (d) exuberant
8. Which of the following can be *emitted*?  
 (a) smoke (c) a signal  
 (b) a cry (d) a ray of light

## 20D Word Relationships

Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

- |                            |                         |   |   |
|----------------------------|-------------------------|---|---|
| 1. LETHAL<br>SCRUPULOUS    | OMINOUS<br>TOXIC        | S | A |
| 2. DERELICT<br>COMPELLING  | OMINOUS<br>THREATENING  | S | A |
| 3. DIVERSITY<br>SAMENESS   | SPECIES<br>REWARD       | S | A |
| 4. FAVORABLE<br>VIGILANT   | DEPLORABLE<br>INANIMATE | S | A |
| 5. PERTURB<br>EMIT         | DELUDE<br>DECEIVE       | S | A |
| 6. OPPRESSIVE<br>NEGLIGENT | APATHETIC<br>DERELICT   | S | A |
| 7. OBLIGE<br>COMPEL        | BADGER<br>ASSIST        | S | A |

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

8. INANIMATE : LIFE ::

(a) lethargic : energy

(b) apathetic : boredom

(c) robust : health

(d) perturbed : fear

9. BADGER : MAMMAL ::

(a) plant : animal

(b) finger : hand

(c) hammer : tool

(d) rattlesnake : reptile

10. DETRIMENTAL : BENEFICIAL ::

(a) intrepid : brave

(b) tedious : boring

(c) difficult : grueling

(d) weak : robust

## 20E Narrative

Read the narrative below; then complete the exercise that follows.

### SAVING THE PLANET

Smog is a mixture of smoke and fog, and Americans became unhappily aware of it in the 1960s when it hung over Los Angeles for days on end, making the air not only unpleasant to breathe but actually detrimental to people's health. Many believed this polluted air, produced by smoke from vehicle exhausts and factory chimneys, to be an omen of things to come if people did not take better care of the environment.

The environment is the world we inhabit—everything living and inanimate. Environmentalists are people who wish to preserve the environment; they deplore the damage we are doing to it. They remind us that we share our planet with an estimated thirty million or so other species of plants and animals, and they cherish this diversity of life.

For a long time, governments, both at the state and national level, had been derelict when it came to protecting the environment. The chief reason for this was the apathy of the public, who were largely unaware of environmental damage until it was almost too late. Rachel Carson's *Silent Spring*, published in 1962, warned of the harm being done to the environment by overuse of chemical fertilizers and pesticides. Her book had an enormous impact; voters began to take an interest in environmental issues, so lawmakers were given the incentive to take action. Environmentalists badgered Congress to pass laws such as the Clean Air Acts of 1970 and 1990. Finally, industries that were the worst polluters were compelled to reduce the emissions from vehicles and factory chimneys.

Citizens cannot, however, be deluded into thinking that simply passing laws will protect people from environmental harm. Individuals must remain active. An example of a person who did just this is Janice Dickerson. She made it her mission in life to educate people about the dangers of living along a seventy-five mile stretch of the Mississippi River south of Baton Rouge, Louisiana. During recent decades, it witnessed the building of more than one hundred chemical factories and oil refineries, which emitted smoke from chimneys and dumped chemicals into the river. Known as “cancer alley,” it has one of the highest cancer rates in the United States.

Lois Gibbs is another person active in the environmental movement. In 1978, it was discovered that Love Canal, three blocks from her home near Buffalo, New York, had been a dumping ground for toxic chemicals. The local residents, fearing that they too would suffer from the asthma and blood disorders experienced by some of their neighbors, felt forced to abandon their homes. Gibbs moved to Washington, D.C., where she runs a consulting service for people across the country who find themselves in situations similar to the people of Love Canal. She also speaks about such issues across the country.

One of the most effective ways of getting people involved in environmental issues has been Earth Day, whose purpose is to foster awareness of the harm we are doing to our planet. Started in 1970 in the United States, it has grown rapidly, and on Earth Day 1990, people in 140 countries participated in its activities. Earth Day is celebrated each year on April 22, but to those who care about the environment every day is Earth Day.

*Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.*

1. Is the environment composed only of living things?

---

2. How might your class foster awareness of Earth Day?

---

3. Why was it necessary to reduce smog in the nation's cities?

---

4. In terms of their future, what did people especially fear about smog?

---

5. Why did people have to abandon their homes near Love Canal?

---

6. Were Dickerson and Gibbs content simply to deplore the harm being done to the environment?

---

7. How did Rachel Carson help to end people's apathy?

---

8. What is the meaning of derelict as it is used in the narrative?

---

9. Why did lawmakers wait until 1970 to pass the first Clean Air Act?

---

10. How did environmentalists influence Congress to do something about pollution?

---

11. What effect did laws such as the Clean Air Acts have on industry?

---

12. What was the main cause of the smog in Los Angeles in the 1960s?

---

13. What might you say about someone who claims that the environment is unharmed?

---

14. What does every human being have in common with every other human?

---

15. What is the most striking fact about life on earth?

---



### WORDY WISE

The Greek word *pathos* means “suffering” or “feeling” and has passed unchanged into English; *pathos* in English means “something that moves a person to feel pity.” The Greek prefix *ab-* (sometimes written *a-*) means “not” or “without” and combines with *pathos* to form the word *apathy*. A person who cannot feel for others or who doesn’t care about them is in a state of *apathy*. We say that such a person is *apathetic*.



The Greek prefix *syn-* (sometimes written *sym-*) means “with” or “together.” It combines with *pathos* to form the noun *sympathy*, “an emotional feeling for other people and a sharing of their sorrow.” The adjective form is *sympathetic*. If you have a serious problem, you need to talk to someone who is *sympathetic*. Someone who is *apathetic* would not be interested in your problem.

Don’t confuse *emit*, which means “to give off,” with *omit*, which means “to leave out.”



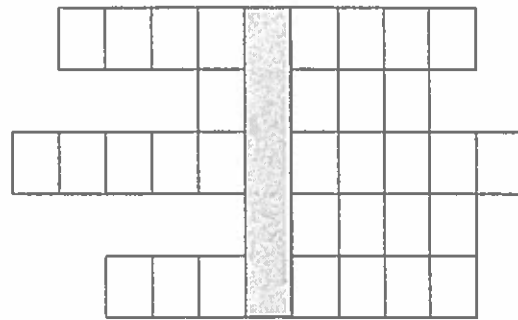
*Species* is both a singular noun (a *species*) and a plural noun (many *species*). A *species* is one of the major groups into which all living things—plants and animals—are divided. Although the production of offspring normally takes place only within the same *species*, creatures of different, though related, *species* can produce offspring. An example of this is the mule; it is the result of mating a male donkey with a female horse.

*Specie* (a less common word, spelled without the final *s*) means “money in the form of coin.” Dollar bills are paper money. Nickels, dimes, and quarters are money in the form of *specie*.

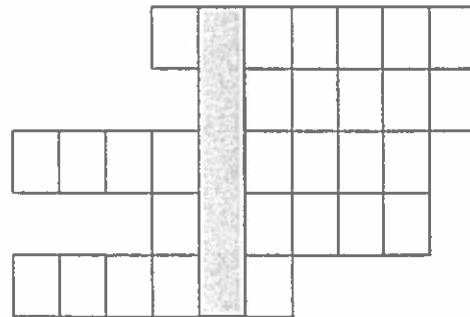
# HIDDEN MESSAGE

In the boxes provided, write the words from Lessons 17 through 20 that are missing in each of the sentences below. The number following each sentence gives the word list from which the missing word is taken. When the exercise is finished, the shaded boxes should spell out a Burma Shave jingle. From the 1920s to the 1960s, Burma Shave signs—a form of advertising for a shaving cream—were a familiar sight on American roads. On four or five regularly-spaced signs, short messages were spelled out for travelers to read as they passed by. This one dates back to 1949.

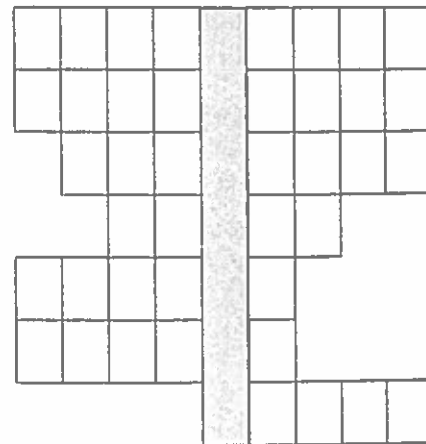
1. Grain prices \_\_\_\_\_ greatly from year to year. (19)
2. The play's \_\_\_\_\_ is the healing power of love. (18)
3. Her parents admire their \_\_\_\_\_ son-in-law. (18)
4. I was surprised to hear him \_\_\_\_\_ such a generous offer. (18)
5. That row of \_\_\_\_\_ houses is to be torn down. (20)



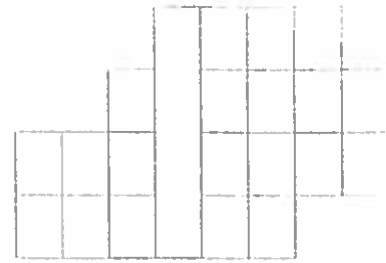
6. I am a \_\_\_\_\_ supporter of the right of free speech. (18)
7. You might have to \_\_\_\_\_ to get a lower price. (17)
8. A \_\_\_\_\_ country will not allow foreign interference. (17)
9. She continues to \_\_\_\_\_ herself into thinking that the job will be easy. (20)
10. The child was placed in the care of \_\_\_\_\_ parents. (20)



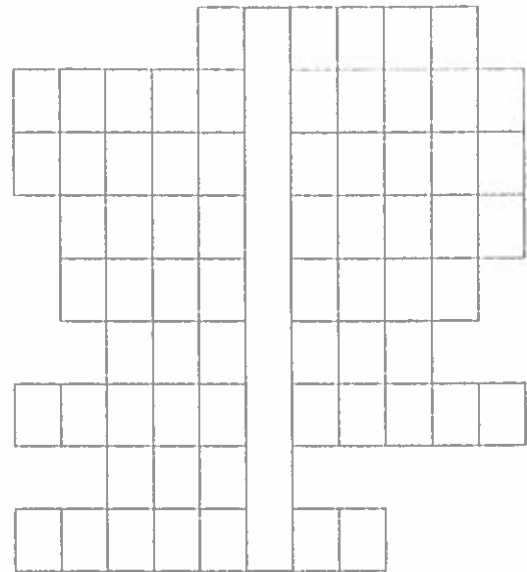
11. I think the company will be \_\_\_\_\_ to my offer. (17)
12. The \_\_\_\_\_ of plant life in the rain forest is enormous. (20)
13. The last five miles of the marathon were \_\_\_\_\_. (19)
14. Why \_\_\_\_\_ the possessions of others? (18)
15. The curfew will \_\_\_\_\_ youths to be home by one A.M. (20)
16. You give your \_\_\_\_\_ to the proposal by voting yes. (17)
17. Some mushrooms are \_\_\_\_\_, so they shouldn't be eaten. (20)



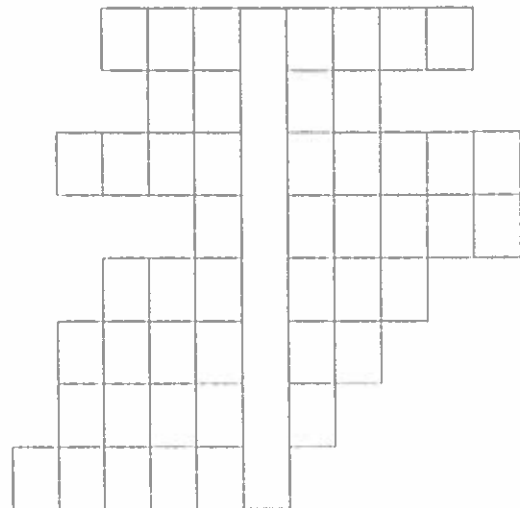
- 18. If you bother it, the bear may \_\_\_\_ you. (19)
- 19. The members \_\_\_\_ with our decision to raise the dues. (17)
- 20. I tried to \_\_\_\_ her from leaving school. (17)
- 21. The family felt trapped in the inner city \_\_\_\_.(18)



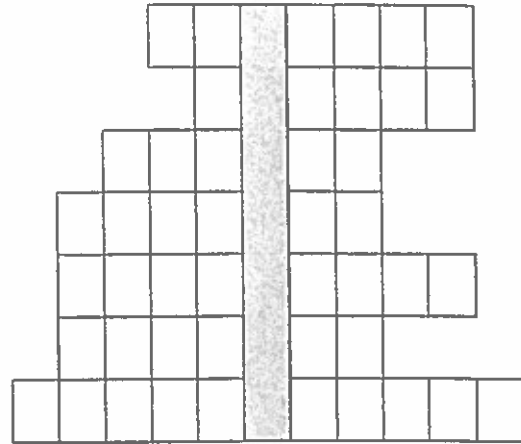
- 22. A \_\_\_\_ handler looks after the dogs. (19)
- 23. We want everyone to \_\_\_\_ in the project. (19)
- 24. It rained last month for twelve \_\_\_\_ days. (19)
- 25. Raising a sunken ship is a \_\_\_\_ task. (18)
- 26. An honest person will \_\_\_\_ a bribe. (17)
- 27. Acid rain has an \_\_\_\_ affect on plant growth. (19)
- 28. She has the \_\_\_\_ of winning two Nobel prizes. (19)
- 29. Stars \_\_\_\_ light and other forms of energy. (20)
- 30. The \_\_\_\_ left a wife and one grown child. (18)



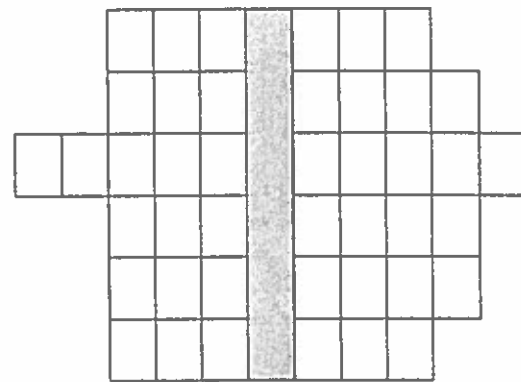
- 31. I do not \_\_\_\_ any difference between them. (18)
- 32. He preferred to stay \_\_\_\_ from the crowd. (19)
- 33. It is \_\_\_\_ to register your car in all states. (19)
- 34. I managed to \_\_\_\_ some extra supplies. (17)
- 35. His continued absence began to \_\_\_\_ me. (17)
- 36. It is in the nature of dictators to \_\_\_\_ the people. (18)
- 37. Even at ninety, her health remained \_\_\_\_\_. (19)
- 38. Some people don't vote because of \_\_\_\_\_. (20)



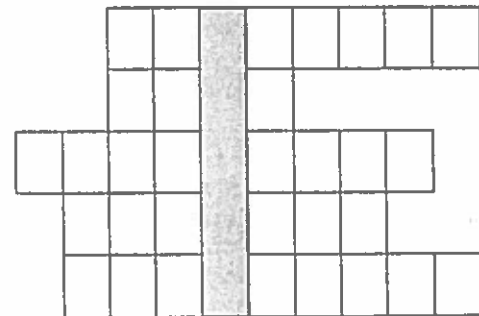
- 39. The medical breakthrough won national \_\_\_\_\_. (18)
- 40. They'll \_\_\_\_\_ him until he changes his mind. (20)
- 41. The music of Mozart will \_\_\_\_\_ forever. (19)
- 42. The \_\_\_\_\_ of their neighbors made the newcomers uncomfortable. (18)
- 43. Rocks, cars, and planets are all \_\_\_\_\_ objects. (20)
- 44. We \_\_\_\_\_ violence in all its forms. (20)
- 45. There is an \_\_\_\_\_ route into town. (19)



- 46. Lions and tigers belong to different \_\_\_\_\_. (20)
- 47. The president \_\_\_\_\_ federal judges. (17)
- 48. Smoking is \_\_\_\_\_ to one's health. (20)
- 49. The \_\_\_\_\_ of her new play is tomorrow night. (18)
- 50. Antarctica is the most \_\_\_\_\_ place on earth. (19)
- 51. The + sign is used to \_\_\_\_\_ addition. (17)

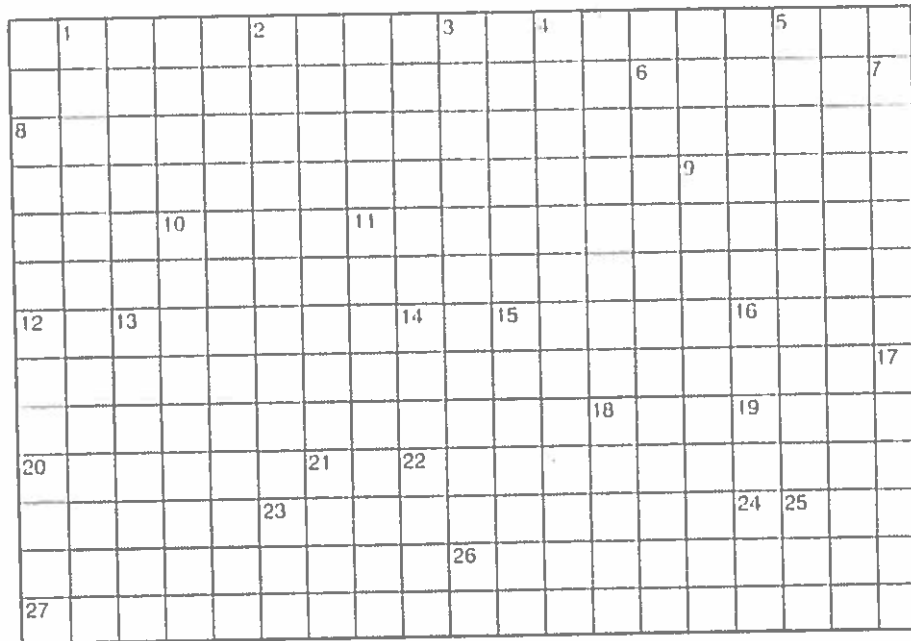


- 52. We will \_\_\_\_\_ a repair crew at once to fix the fault. (19)
- 53. A red sunset is an \_\_\_\_\_ of good weather. (20)
- 54. The fall of Rome was a \_\_\_\_\_ event in world history. (18)
- 55. You should \_\_\_\_\_ your doctor if the pain worsens. (17)
- 56. Joining the orchestra was her \_\_\_\_\_ for practicing so many hours. (20)



## CROSSWORD PUZZLE

Solve the crossword puzzle below by studying the clues and filling in the answer boxes. Clues followed by a number are definitions of words in Lessons 17 through 20. The number gives the word list in which the answer to the clue appears.



### Clues Across

1. To disapprove of (20)
6. To agree (17)
8. Amazed (17)
9. Opposite of *below*
11. A group of similar plants or animals (20)
13. Harmful; unfavorable (19)
15. To obtain (17)
19. Opposite of *neither*
20. To refuse in a scornful way (18)
22. To argue over the price of something (17)
23. To give off or send out (20)
24. Opposite of *open*
26. Filled with sorrow (19)
27. Of little value or importance (17)

### Clues Down

1. To mislead the judgment of (20)
2. To defeat utterly (18)
3. To promote the growth of (20)
4. A first performance of a play or film (18)
5. To make a firm promise (17)
7. A short essay on a single subject (18)
10. A strongly built, burrowing mammal (20)
12. To seek information or advice (17)
14. Number between seven and nine
16. Strong and vigorous (19)
17. A section of a town which people cannot leave because of their poverty (18)
18. Remote or distant, usually by choice (19)
21. An event believed to indicate the future (20)
25. Opposite of *him*

## Word List

(Numbers in parentheses refer to the lesson in which the word appears.)

ABATE (1)	citrus (5)	endorse (13)	enfuriate (1)	PANDER (14)	signify (17)
abduct (12)	clamber (11)	endure (19)	inherit (4)	participate (19)	slaughter (2)
abode (12)	climax (13)	enlighten (12)	initiate (8)	perceive (18)	sleek (16)
abyss (12)	compel (20)	enroll (6)	insulate (16)	permanent (5)	smolder (8)
acclaim (18)	competent (4)	ensue (9)	intensify (6)	personable (13)	solitude (2)
acknowledge (1)	complement (15)	enthrall (14)	intervene (12)	perturb (17)	sovereign (17)
acquire (4)	component (15)	epidemic (1)	intimidate (6)	pioneer (3)	species (20)
acid (8)	comprise (4)	era (9)	intrepid (13)	pique (11)	sphere (11)
addict (6)	compromise (12)	estimate (1)	inundate (9)	placate (9)	spurn (18)
adequate (5)	compulsory (19)	evict (1)	invincible (9)	plague (3)	staunch (18)
administer (5)	conclusive (14)	exotic (14)	irate (8)	plausible (14)	stint (6)
admonish (3)	concur (17)	exuberant (13)	irrelevant (1)	plight (10)	strait (13)
adverse (19)	confront (6)			pluck (7)	strenuous (5)
agent (1)	congested (8)	FATHOM (11)	KINDLE (13)	plumage (2)	stringent (8)
aghast (3)	conjure (15)	figment (2)		ponder (7)	submerge (11)
agitate (5)	consecutive (19)	flabbergast (17)	LATITUDE (4)	ponderous (10)	subside (3)
allege (14)	consternation (7)	flourish (9)	lavish (7)	precise (1)	subtle (15)
aloof (19)	consult (17)	fluctuate (19)	lax (8)	predatory (2)	supervise (4)
alternative (19)	cope (8)	fluster (6)	legendary (14)	premiere (18)	
annihilate (3)	correspond (4)	forage (16)	lethal (10)	preposterous (14)	REPIDIOUS (11)
antagonize (4)	counterpart (14)	foster (20)	lethargic (16)	pretentious (15)	theme (18)
apathy (20)	cover (18)	formidable (18)	loath (4)	principal (9)	throng (8)
appoint (17)			lucrative (13)	prior (2)	toil (5)
aquatic (10)	DEBUT (6)	GARLAND (7)	lurk (14)	privilege (7)	toxic (20)
arbitrate (12)	deceased (18)	garrison (9)	lush (15)	probe (11)	trek (1)
arduous (13)	delectable (7)	ghetto (18)		procure (17)	trifling (17)
aspire (6)	delicacy (2)	gratify (7)	MAINTAIN (4)	proficient (13)	
assent (17)	delude (20)	grievous (9)	maneuver (16)	prospective (18)	ULTIMATE (11)
assert (10)	deplore (20)	grueling (19)	maul (19)	prostrate (7)	ungainly (2)
astute (2)	derelict (20)		medley (15)	proyess (15)	unscathed (11)
attribute (12)	derogatory (2)	HAGGLE (17)	menagerie (14)	proximity (16)	unwitting (3)
authentic (2)	desolate (19)	harass (16)	menial (5)		urgent (5)
authority (1)	detach (11)	haughty (7)	mentor (13)	RAPTURE (7)	
avert (10)	detriment (20)	headlong (8)	momentous (18)	realize (11)	VERGE (10)
	devastate (1)	heed (3)	monitor (10)	recede (9)	vigilant (10)
BADGER (20)	devious (3)	hoard (9)	mortal (3)	receptive (17)	vocation (15)
ballast (11)	devoid (3)	homage (15)	mottled (16)	renovate (4)	vulnerable (2)
benefactor (3)	devour (2)	hovel (5)	murky (16)	replenish (16)	
beseech (7)	devout (12)	hurtle (8)	muse (3)	reprimand (4)	WARBLE (15)
bestow (3)	dilapidated (4)		mutilate (10)	repudiate (17)	wary (16)
bias (6)	dismal (14)	ILLITERATE (5)	mythical (2)	resolve (17)	wean (16)
bigot (18)	dispatch (19)	illustrious (4)		respice (5)	whim (7)
blarant (6)	disrupt (5)	impartial (1)	NAIVE (14)	retort (6)	wrath (3)
bleak (10)	dissuade (17)	impede (8)	necessity (12)	revelry (7)	
blithe (10)	distinction (19)	impetuous (7)	negligent (8)	robust (19)	ZEST (13)
bounty (16)	distraught (12)	impromptu (15)	nimble (10)	rupture (11)	
buoyant (11)	diversity (20)	impunity (6)	nomad (9)	rustic (15)	
	docile (10)	inanimate (20)		ruthless (9)	
CAMOUFLAGE (16)	dumbfound (9)	incentive (20)	OBLIGE (15)		
candid (6)	dwindle (10)	incident (4)	obnoxious (6)	SACRED (12)	
canine (19)		incline (12)	obsession (13)	sacrifice (9)	
canny (13)	FRB (16)	incredulous (14)	omen (20)	scanty (13)	
capitulate (5)	eerie (11)	indifferent (5)	oppress (18)	scavenge (2)	
capricious (12)	emit (20)	industrious (1)	orbit (12)	scrupulous (14)	
casualty (8)	emphasize (15)	inevitable (8)	overwhelm (18)	sham (1)	