

Scenes from Medieval Life

LESSON

10

The Apprentice

A boy writes about his parents' decision to make him a blacksmith's apprentice.

accompany	gender	novice
apprentice	labor	offspring
commune	minor	scenario
expert		

LESSON

11

Abolish Serfdom Now!

A man demands that all people be granted equal rights.

hierarchy	medieval	pursuit
hovel	medium	tax
intermediate	peasant	tenant
makeshift		

LESSON

12

A Great Lady Is Dead

An obituary describes the life and death of Eleanor of Aquitaine.

allegiance	flaunt	squire
chivalry	monarchy	stabilize
court	rationalize	succulent
estate		



The Apprentice

<diary>

January 11, 1234 Today I turn 12 and I'm scared. Yesterday, I was a minor, just a boy, but now my parents say I'm old enough to leave home. Today, they told me that they've already paid Master Brooke money so I can become his apprentice. He's the village blacksmith and an expert at his craft. I don't know how I'll live without my family, but I have no choice, as I am the oldest of my parents' offspring and it is the duty of the male gender to find work to help the family.

January 12, 1234 My mother cried all day. Father looked sad and quiet. He wanted to assure me that Master Brooke is a kind man and would be a good teacher. Father said

that even though I am a novice, if I do well, in four years I can begin to earn money for my labor and possibly open my own shop! If my ironwork is good, I may be able to join the Blacksmith Guild and call myself a master craftsman just like Master Brooke. That is a very nice scenario, but I've never been away from home. How will I survive? I will be alone for the first time in my life.

January 14, 1234 This morning, I was told to accompany Master Brooke to his shop. My job was to keep the fire hot with the bellows while he hammered and bent the hot metal for the farm tools. Afterward, I was so tired, and hotter than I've ever been in my life.



Explain to students that a diary is a series of entries, organized by date, in which an individual records activities, experiences, or feelings.

However, this evening, Mistress Brooke served potato soup that was hearty, and Master Brooke said I did a very good job. Maybe this life won't be so bad. The work *was* hard and the heat *was* an annoyance, but these were only little irritations. My father was right. The Brookes are very kind. I still miss my family very much and I wish I could commune with them. However, I also want to make my family proud, and with Master Brooke's help, I will.

Blacksmiths used tools to hammer hot metal into useful items, such as swords.

VOCABULARY

minor	novice
apprentice	labor
expert	scenario
offspring	accompany
gender	commune

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. What are some positive things about becoming an *apprentice*?
2. Name something about which you would like to be an *expert*. How would you have to train to become one?



Word Meanings

For each highlighted word on pages 104–105, the meaning is given below. For practice with other meanings, see pages 109–111. For synonyms and antonyms, see page 134.

- 1. minor**
(MYE-nur)

(n.) A *minor* is someone who is under age 18, not yet an adult.
(adj.) Something is considered *minor* when it is not important or at all serious.
- 2. apprentice**
(uh-PREN-tiss)

(n.) An *apprentice* is someone who learns a trade or skill, such as carpentry or computer repair, through experience. An *apprentice* works under the direction of a skilled professional.
- 3. expert**
(EK-spurt)

(n.) Someone who has mastered a particular subject or has special skill or knowledge is an *expert*.
(adj.) An *expert* opinion comes from someone who has special skill in or knowledge of the subject.
- 4. offspring**
(OFF-spring)

(n.) *Offspring* are the children of humans or animals.
- 5. gender**
(JEN-dur)

(n.) The *gender* of people and animals is either male or female.
- 6. novice**
(NO-viss)

(n.) Someone who is a *novice* is beginning to learn a skill or trade.
- 7. labor**
(LAY-bur)

(n.) *Labor* is the work performed to make goods or provide services.
(v.) When you work very hard and make a great effort to do something, you *labor* at it.
- 8. scenario**
(suh-NAH-ree-oh)

(n.) A *scenario* is a sequence of events, especially an account of what could or might happen in the future.
- 9. accompany**
(uh-KUM-puh-nee)

(v.) When you *accompany* someone, you go somewhere with that person.
- 10. commune**
v. (kuh-MYOON)
n. (KOM-yoon)

(v.) When you relate to someone or something in a very personal way, you *commune* with that person.
(n.) A *commune* is a community of people who live together and share the common ownership and use of property.



Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

**Tasks Completed
Using Labor**
painting houses

**Names for Offspring
of Animals**
puppies

**Subjects on Which
You Are an Expert**
U.S. Civil War

**Famous Literary
Characters Who
Are Minors**
Harry Potter

**Activities
Traditionally
Separated by Gender**
professional sports
teams

**Jobs for Which
You Might Be an
Apprentice**
plumber

**Places or Events
Where You Might
Accompany a Friend**
the movies

**Activities Too
Difficult for a Novice**
a backflip in gymnastics

**Topics About Which
You Might Commune
with a Friend**
a book you've enjoyed

**Scenarios You
Imagine Might
Happen While You
Are Performing**
I fall down

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

accompany	expert	novice
apprentice	gender	offspring
commune	labor	scenario
	minor	

1. Nobody in the room knew how to fix the computer, so we decided to hire a/an expert.
2. The questionnaire asks students to indicate basic personal information, such as age, address, and gender.
3. Parents often make sacrifices for their offspring.
4. In the United States, you are a/an minor until you turn 18 years old.
5. An experienced player never likes losing to a/an novice.
6. A well-maintained garden requires a great deal of labor and attention.
7. The baker hoped to teach the apprentice the art of making fine pastries.
8. My friends asked me to accompany them to the beach on Saturday.
9. I expected to win the game, but my opponent imagined a very different scenario.
10. Waiting for the train, Mom and I used the time to commune about my plans for the summer.
11. A mother cat knows instinctively how to care for her offspring.
12. Our English teacher is a/an expert on grammar and correct usage.

Some students may complete Sentence 5 with *apprentice* and Sentence 7 with *novice*. Invite volunteers to explore the words' different meanings.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

Some medieval villages were independent, self-sustaining communities, not unlike a modern-day commune. One such village was Siena, Italy. Every person had a duty in Siena and no job was minor. Some workers would labor by making woolen cloth or by gathering the water that the community needed. Others were artists or religious figures. Although everyone shared responsibilities, some were expert in their occupations, such as Lorenzo di Maitani, who worked as an architect in his village and in cities abroad.

! Four lesson words are used in a different way in this passage. Look at *commune*. Here it means a community that is self-sustaining and where people own things in common. Look at the other highlighted words. Can you figure out what they mean in this context? Refer to page 106 to confirm their meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. My mother's best friend grew up in a/an commune in Oregon where everyone contributed equally.
2. To prepare a big holiday meal, the cook must labor in the kitchen for hours.
3. It's a good idea to get some expert advice before making a decision of great importance.
4. My friend has such a/an minor role in that movie that she doesn't even speak.
5. In the commune, the whole society shares the money and property.
6. We agreed to labor over our art project until we were certain it was the best it could be.
7. Janelle's older brother, a/an expert pitcher, is helping her perfect her curveball.
8. A person who is determined to succeed is not discouraged by a/an minor setback.
9. A well-known hydrologist provided expert testimony at the public hearing about building houses near the river.
10. The car was seriously damaged in the crash, but fortunately the driver suffered only minor injuries.

Word Associations

Use what you know about the lesson word in italics to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

1. What is the word for the *offspring* of a bear?

- a. growl
- b. cub
- c. hibernation

2. What might a *novice* need most?

- a. evidence
- b. honesty
- c. practice

3. Which task would involve the most physical *labor*?

- a. building a bridge
- b. writing a book report
- c. painting a mural

4. Which public area do you enter depending on your *gender*?

- a. auditorium
- b. bathroom
- c. sports arena

5. With whom are you most likely NOT to *commune*?

- a. a trusted friend
- b. a pet dog
- c. a total stranger

6. For which of these tasks would you most need an *expert* to help you?

- a. hanging a heavy picture frame
- b. making a delicious breakfast
- c. putting a cast on a broken foot

7. For which profession might being an *apprentice* be the only training?

- a. chef
- b. surgeon
- c. teacher

8. When might you present a positive *scenario*?

- a. to get someone to adopt a plan
- b. to discourage someone from seeing a movie
- c. to tell what a book is about

9. Where would you most likely *accompany* a friend?

- a. into the doctor's exam room for a physical exam
- b. to a favorite pizzeria
- c. into a private meeting

10. Which can a *minor* NOT do?

- a. attend school
- b. vote for United States President
- c. use a cell phone



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. Because he was a *novice*, he didn't have the skills needed to complete the work without help.
2. The questionnaire asked for the *gender* of the person filling it out because the company wants to know if its product is more popular with females or males.
3. He outlined a *scenario* that ended with everyone living happily ever after.
4. The young man became an *apprentice* in order to learn the art of glassblowing.
5. Our team never gets upset over *minor* problems because it wastes time and distracts us from our goal.
6. Because I knew he was an *expert* chess player, I thought I could learn a lot by playing a match with him.
7. If you're going to live on a *commune*, you have to be willing to do your share of the work.
8. I was excited when my aunt asked me to *accompany* her on a trip to San Francisco.
9. After two days of hard *labor*, we finished planting the vegetable garden.
10. Both animal and human parents take care of their *offspring* by feeding and protecting them.

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

*Write
Your Own*

1. Write a sentence with the word *apprentice* in the fourth position.
Working as an apprentice to a master builder helped him learn the trade.
2. Write a sentence exactly twelve words in length using the word *novice*.
It may take a while for a novice to become an expert.
3. Write a question with the word *accompany* in the third position.
Can you accompany me to the library on Saturday morning?

Word-Solving Strategies: Context Clues

Synonyms

Sometimes synonyms can help you understand meanings of unfamiliar words. Reread this sentence from “The Apprentice.”

Yesterday, I was a minor, just a boy, but now my parents say I’m old enough to leave home.

Note that *boy* is a synonym of *minor*. It helps you understand that a minor is not yet an adult. Sometimes a synonym can be part of a phrase set off by commas, as “just a boy” is here, but that’s not always the case.

A synonym or a phrase containing a synonym sometimes follows a word and is set off by commas. But not every phrase set off by commas contains a synonym.

His early efforts, though awkward, soon led to skill.

There is no synonym for *efforts* in the phrase “though awkward.” That is a misdirective clue, or a clue that seems to be of help but really is not.

BE CAREFUL!

Practice

A. Write the highlighted word and its synonym in the first two boxes. Using the context clues, write the word’s meaning in the third box.

In the Middle Ages, blacksmiths were afforded prestige and respect. The blacksmith was critical to medieval life. Virtually every handmade item of importance was made of metal. Smiths did everyday tasks like making nails and horseshoes, but much of their work was anything but prosaic. They made and repaired weapons and armor. Working iron into a supple form bendable enough to create a sword or a knight’s body armor was a difficult task.

WORD	SYNONYM	WORD MEANING
prestige	respect	good standing in the eyes of others
prosaic	everyday	ordinary
supple	bendable	changeable

B. Write a sentence for each of the highlighted words from the paragraph above. Use synonym context clues. You’ll use one word twice.

1. He thought buying a fancy car would earn him prestige, but he got no admiration for it.
2. Many readers like the author’s work, but I find her short stories prosaic and unimaginative.
3. After an eventful weekend, Bath looked forward to a prosaic week of commonplace activities.
4. The gymnast’s supple body was so flexible that she easily performed her back flip.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.
He played the game remarkably well for a *novice*.
Novice means:
 A professional
 B master
 C child
 D beginner
2. A person who is an *apprentice* is:
 A highly skilled
 B uninterested in learning
 C learning a trade
 D applying for a job
3. A *minor* is someone:
 A of little importance
 B who works in a mine
 C under the age of 18
 D with a small role
4. If someone asks your *gender*, they want to know:
 A if you're male or female
 B where you were born
 C your ethnic background
 D your nationality
5. If you are an *expert* on a topic, you:
 A are not knowledgeable about it
 B are learning about it
 C know it extremely well
 D don't like talking about it
6. Read this sentence:
The plan's supporters predicted everyone would benefit, but the opponents offered another *scenario*.
Scenario means:
 A a proposed screenplay
 B solution to a problem
 C setting for a play
 D series of events
7. A word closely associated with *labor* is:
 A hardship
 B work
 C difficulty
 D pain
8. When you *commune* with someone, you:
 A talk things over
 B share a ride
 C move apart
 D collaborate
9. When you *accompany* a friend, you
 A take up all his or her time
 B help him or her do a chore
 C go somewhere with him or her
 D teach him or her something new
10. A person with no *offspring* has no:
 A free time
 B children
 C authority
 D influence

If students choose A or D for Item 3, review the meanings of the noun and adjective forms of *minor*.



Abolish Serfdom Now!

<persuasive essay>

Friends:

It's 1360 and events of recent years still shock me. I cannot accept the fact that in England, the black plague killed at least one-third of our people. This terrible disease paid no attention to class or social hierarchy, and because of that, it has taught me a basic truth that I wish to share with you.

While some rich people were able to avoid the dreaded disease by fleeing to the countryside, the majority of the people weren't as lucky. In every class—royalty, landowner, merchant,

craftsman, teacher, peasant, and serf—people died. From this tragedy, I've learned this: we are all equal. If the plague can kill equally, why can't we live equally? Everyone deserves basic freedoms and rights. That is why I firmly believe that we must abolish serfdom.

What person does not know how terrible the life of a serf is? A serf has no rights. It's as if the serf is a slave and is owned by the wealthy landowner for whom he works. The landowner not only requires the serf to work his land, but he also demands that the serf work it forever.

Now, the landowner will say that the serf could not live without his help. He will say that he is being generous by providing land for the serf to farm. Well, he ignores the fact that a serf has only a hovel or a makeshift place to call home. The landlord will not admit that the serf has no time or energy left to farm the land he's been given for his own use. Plus, the serf has to pay a tax on this land, even if nothing grows! He's not only a tenant, living on the landowner's property, but also a prisoner.

There is no happy medium here—no intermediate option. Let us work in pursuit of freedom for all. If we do not correct this injustice soon, be warned: the serfs will rise up and revolt. We must stop the medieval practice of serfdom before it is too late!



Explain to students that a persuasive essay tries to convince the reader of a particular point of view, giving reasons for that position.

VOCABULARY

hierarchy	tenant
peasant	medium
hovel	intermediate
makeshift	pursuit
tax	medieval

Below: Beynac-et-Cazenac, town and chateau, in Aquitaine, France.

Left: Serfs farmed the land of the wealthy.

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. If you were a wealthy landowner in *medieval* Europe, how would you have treated your serfs?
2. How did the social *hierarchy* keep people in a particular position?

Word Meanings

For each highlighted word on pages 114–115, the meaning is given below. For practice with other meanings, see pages 119–121. For synonyms and antonyms, see page 134.



1. **hierarchy**
(HEYE-uh-rar-kee) (n.) *Hierarchy* is the classification of people according to their social, professional, or economic standing.
2. **peasant**
(PE-zuhnt) (n.) A *peasant* was a small landowner or laborer who worked the land to grow crops. In medieval Europe, a *peasant* worked as a farmer or laborer.
3. **hovel**
(HUH-vuhl) (n.) A *hovel* is a small house or hut that is usually dirty and run-down.
4. **makeshift**
(MAYK-shift) (adj.) Something that is *makeshift* is roughly built and intended to last for only a short time.
5. **tax**
(taks) (n.) A *tax* is a fee that is collected by an authority, such as the government, and used for a public purpose.
(v.) When you *tax* your strength, you make demands on it.
6. **tenant**
(TEN-uhnt) (n.) A *tenant* rents a house or apartment from the person who owns it.
7. **medium**
(MEE-dee-uhm) (n.) *Medium* is in the middle.
(n.) An artist's *medium* is the material or means used to create art. A *medium* is also a source through which information or entertainment is communicated, such as radio.
8. **intermediate**
(in-tur-MEE-dee-it) (adj.) A position that is in the middle, between two extremes, is an *intermediate* position.
(adj.) An *intermediate* step comes in the middle of a process, between the beginning and the end.
9. **pursuit**
(pur-SOOT) (n.) When you are in *pursuit* of something, you are chasing or trying to get it.
(n.) A *pursuit* is an activity or an occupation.
10. **medieval**
(mee-DEE-vuhl) (adj.) Something that is *medieval* is from the Middle Ages, which lasted from the fifth to the fifteenth centuries in Europe. *Medieval* can also refer to anything that is old-fashioned or unenlightened.

Word Talk

Each lesson word is listed here. With a partner, take turns drawing a picture to illustrate the meaning of six of the words. As one partner draws, the other partner identifies the vocabulary word.

hierarchy
hovel
intermediate
makeshift
medieval
medium
peasant
pursuit
tax (n.)
tenant



hovel

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

hierarchy	makeshift	pursuit
hovel	medieval	tax
intermediate	medium	tenant
	peasant	

1. The Senate candidate told her opponent that his attitudes about women were medieval and out of date.
2. Abigail grabbed her binoculars and backpack and left with the other bird watchers in pursuit of the white-faced ibis.
3. The federal tax on gasoline is used to build highways and transit systems.
4. The hikers put up a/an makeshift tent to protect them from the rain.
5. The so-called country cottage turned out to be a wretched hovel.
6. We live in different parts of town, so let's meet at a/an intermediate place.
7. The tenant paid rent to the owner for the right to live in the house.
8. Student Council President is at the top of the school government hierarchy.
9. I didn't want the food to cook too fast, so I set the heat on medium.
10. The peasant had to give a portion of all his crops to the lord who owned the land.
11. People dress up like knights and maidens to attend medieval festivals.
12. The reporter was in pursuit of an interview that was the key to writing an award-winning story.

If students choose *tenant* to complete item 10, acknowledge that a tenant farming the land might have to give part of his produce to the landowner. Then point out that the context clue "the lord who owned the land" makes it clear that *peasant* is the better choice.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

In the Middle Ages, tapestry was a popular medium for art. Medieval tapestries were woven, so it took trained artists and skilled craftsmen to make one. The artist would create the design, making a "cartoon" that showed exactly how the finished tapestry would look. In an intermediate stage, the weaver would put the cartoon on the loom and trace the design onto the warp threads. A large tapestry could tax a weaver's patience. Several weavers might work together for months to complete one. But this medieval pursuit has given us much beautiful artwork.

! In this passage, some of the lesson words are used in a different way. Look at *medium*. Here it refers to the means and material an artist uses to create art. Look at the other highlighted words. Can you figure out what each of them means in this context? Refer to page 116 to confirm their meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. Carrying a heavy backpack to school can tax your strength.
2. After getting an A in beginning algebra, she was sure she was ready for the intermediate level.
3. Marble was the sculptor Bernini's favorite medium to work in.
4. His latest pursuit is learning to play the banjo.
5. Acrylic paint has become a popular medium for artists to work in.
6. Our chemistry experiment was a disaster because we left out one of the intermediate steps.
7. Trying to study in a noisy room will tax your powers of concentration.
8. My parents have always encouraged me in each new pursuit.
9. Although the director had made movies, television was his favorite medium.
10. Training a puppy requires time and effort, so you should never let a puppy's mistakes tax your patience.

Word Associations

Use what you know about the lesson word in italics to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

- Where would a *hierarchy* be LEAST likely to exist?
 - in a corporation
 - in a commune
 - in a school
- Which job would be the work of a *peasant* in the Middle Ages?
 - fighting on horseback
 - keeping the queen company
 - harvesting crops
- Which people are least likely to have to pay a *tax*?
 - property owners
 - office workers
 - schoolchildren
- Which of these things would be okay if it were *makeshift*?
 - the car you're riding in
 - the plane you're flying in
 - the tent you're resting in
- Which of these words would NOT be another word for *hovel*?
 - mansion
 - hut
 - shack
- Which increase would affect a *tenant* most directly?
 - food prices
 - rent prices
 - gasoline prices
- What *medium* would a speaker use to get his or her message heard?
 - newspaper
 - billboard
 - television
- Which group might be expected to take an *intermediate* position?
 - supporters of an idea
 - people with no strong opinion
 - opponents of an idea
- What might someone be in *pursuit* of?
 - an injury
 - unhappiness
 - a good grade
- Which instruments would likely be used to perform *medieval* music?
 - a wooden lute and a harp
 - an electric keyboard and a saxophone
 - drums and an electric guitar



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. The life of a *peasant* might be hard because peasants often worked outdoors all day.
2. Many clubs have a *hierarchy* of members to make sure a few people are in charge of organizing and keeping order in the group.
3. In my free time, my favorite *pursuit* is hanging out at the skateboard park.
4. I set the blender speed on *medium* because I didn't want the ingredients to mix too quickly.
5. The teenagers created a *makeshift* bench using a board placed across two tree stumps.
6. The landlord asked the *tenant* to pay for the damages to the apartment.
7. It's insulting to call my house a *hovel* because I keep it very clean.
8. People associated with the *medieval* period of history include knights, squires, ladies in waiting, peasants, archers, and noblemen.
9. You can *tax* someone's patience by being late all the time.
10. You can enroll in the *intermediate* swimming class if you have already passed the beginner's course.

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence with the word *makeshift* in the fourth position.
We made a makeshift umbrella out of a plastic grocery bag and some wires.
2. Write a sentence exactly ten words in length using the word *pursuit*.
She spent every day in pursuit of her favorite pastime.
3. Write a question with the word *tax* in the fifth position.
What toddler behavior will tax a parent's patience most?

Word-Solving Strategies: Roots

Root word *med-*: “middle”

Three of the lesson words share the Latin root *med-*, from the word *medius*, which means “middle.” These lesson words are *intermediate*, *medieval*, and *medium*.

Consider how the meaning “middle” is part of the meaning of each of the lesson words. A step or position that is *intermediate* is in the middle—between the beginning and the end, or between two different extremes. *Medieval* is an adjective used to describe people, objects, and behaviors related to the Middle Ages, a period between ancient and enlightenment times. *Medium* describes something in the middle.

Thinking about root words gives you a better understanding of word meanings and helps you see how words are connected in meaning.

For example, if you can recall the meaning you already know for *medium* and remember that *medius* means “middle,” it will help you understand what *medium* means in this sentence: *When the medium of television was first introduced, some people thought it would never catch on.* Here, *medium* refers to television, which acts as a go-between for information and people.

Examples

Study these words and their definitions and think about how the root word *med-* affects their meanings.

mediate → act as a go-between

medial → in the middle

There are several English words with the letters *med* that are not related to the Latin word for “middle.” Such words as *medical*, *medicine*, *remedy*, and *remedial* share a different Latin root. They are derived from the Latin verb *mederi*, which means “to remedy or heal.”

BE CAREFUL!

Practice

Use what you know about the root word *med-* to write a sentence using these words or phrases. Consult a dictionary if you need to.

1. mediocre After I saw the mediocre movie,
I wanted my money back.
2. media Media reports on the radio and
in the newspaper announced the winner.
3. immediate After we placed the ad, we
got immediate requests for our services.
4. median The highway's median kept the
cars from crossing into the other lane.
5. Mediterranean The Mediterranean Sea
is between Europe and Africa.
6. intermediary The intermediary delivered
the information from one side to the other.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

The two groups couldn't agree and had to find an *intermediate* position.

Intermediate means:

- A extremely urgent
- B not very popular
- C between two extremes
- D completely different

2. Which is not a *medium*?

- A clay
- B magazine
- C online newspaper
- D paintbrush

3. Someone in *pursuit* of a dream is:

- A trying to fall asleep
- B working to attain it
- C analyzing its meaning
- D hoping it doesn't come true

4. A *medieval* form of punishment is:

- A out of date
- B European
- C royal
- D knightly

5. A *tenant* lives on property that is:

- A able to be farmed
- B free from property taxes
- C owned by someone else
- D in a major urban area

6. Read this sentence.

They built a *makeshift* shelter for the cat next to the back porch.

Makeshift means:

- A sturdy
- B permanent
- C waterproof
- D temporary

7. A person pays a *tax* with:

- A food
- B money
- C a house
- D clothes

8. *Hierarchy* would NOT classify people by:

- A social standing
- B economic status
- C professional rank
- D height and weight

9. A word closely related to *peasant* is:

- A land
- B bird
- C assistant
- D queen

10. Which adjectives could ALL describe a *hovel*?

- A quaint, country, comfortable
- B small, dirty, tumbledown
- C quaint, small, comfortable
- D large, country, tumbledown

If students choose A, C, or D for item 7, clarify the difference between a tax and an item or sum that is taxed.

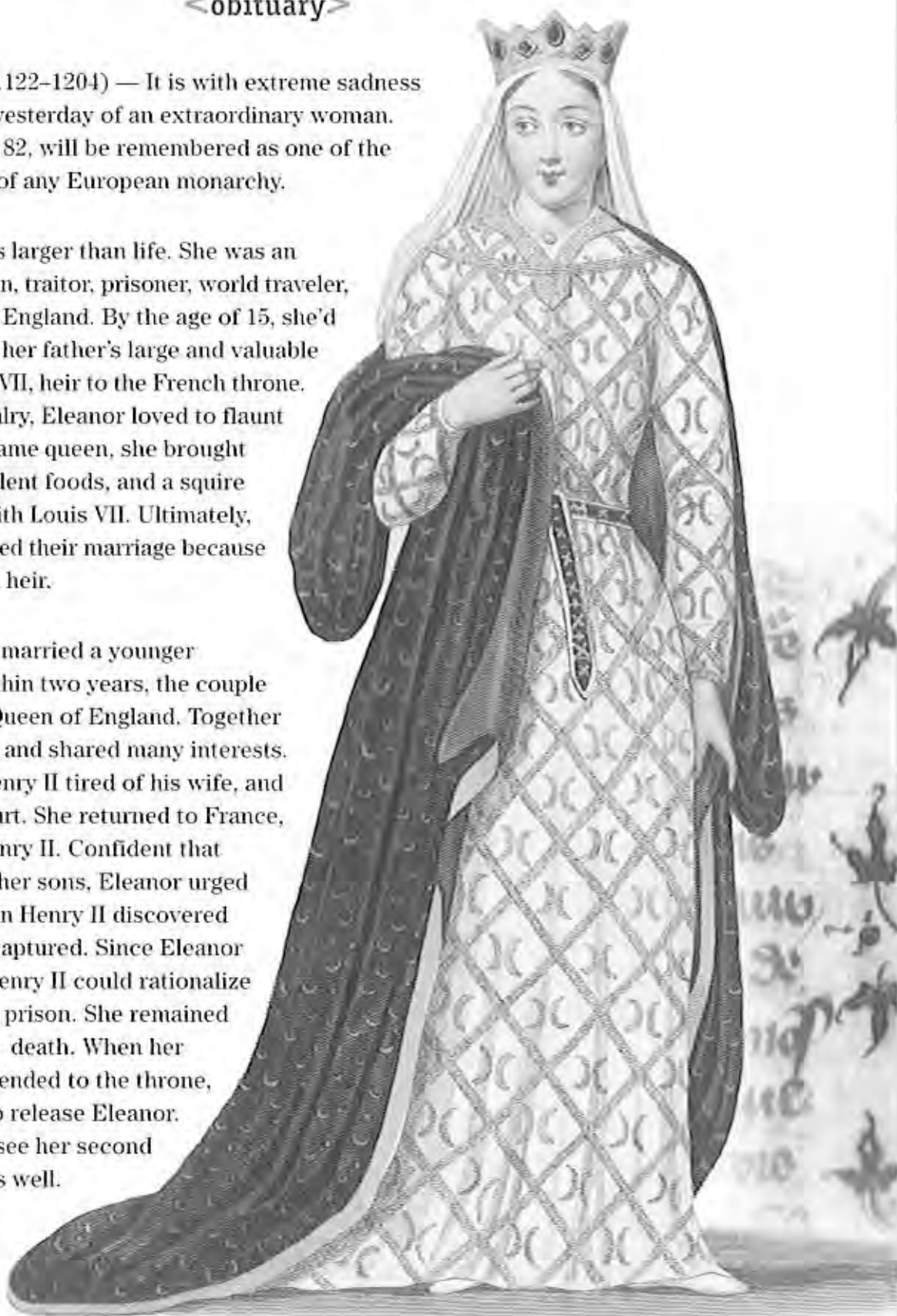
A Great Lady Is Dead

<obituary>

Eleanor of Aquitaine (1122–1204) — It is with extreme sadness that we report the death yesterday of an extraordinary woman. Eleanor of Aquitaine, age 82, will be remembered as one of the most remarkable queens of any European monarchy.

Eleanor of Aquitaine was larger than life. She was an orphan, wife, mother of ten, traitor, prisoner, world traveler, and Queen of France and England. By the age of 15, she'd been orphaned, inherited her father's large and valuable estate, and married Louis VII, heir to the French throne. Born into the age of chivalry, Eleanor loved to flaunt her power. When she became queen, she brought along 300 servants, succulent foods, and a squire to carry armor on trips with Louis VII. Ultimately, Eleanor and Louis VII ended their marriage because they had not produced an heir.

Just weeks later, Eleanor married a younger Englishman, Henry II. Within two years, the couple were crowned King and Queen of England. Together they raised eight children and shared many interests. In time, however, King Henry II tired of his wife, and Eleanor fled the royal court. She returned to France, determined to destroy Henry II. Confident that she had the allegiance of her sons, Eleanor urged them to seize power. When Henry II discovered the plot, he had Eleanor captured. Since Eleanor had become his enemy, Henry II could rationalize putting his former wife in prison. She remained a prisoner until Henry II's death. When her favorite son, Richard, ascended to the throne, his first act as king was to release Eleanor. She lived long enough to see her second son, John, become king as well.



Explain to students that an obituary is an announcement of a person's death. It also gives important details about the person's life.

VOCABULARY

monarchy	quire
estate	court
chivalry	allegiance
flaunt	rationalize
succulent	stabilize

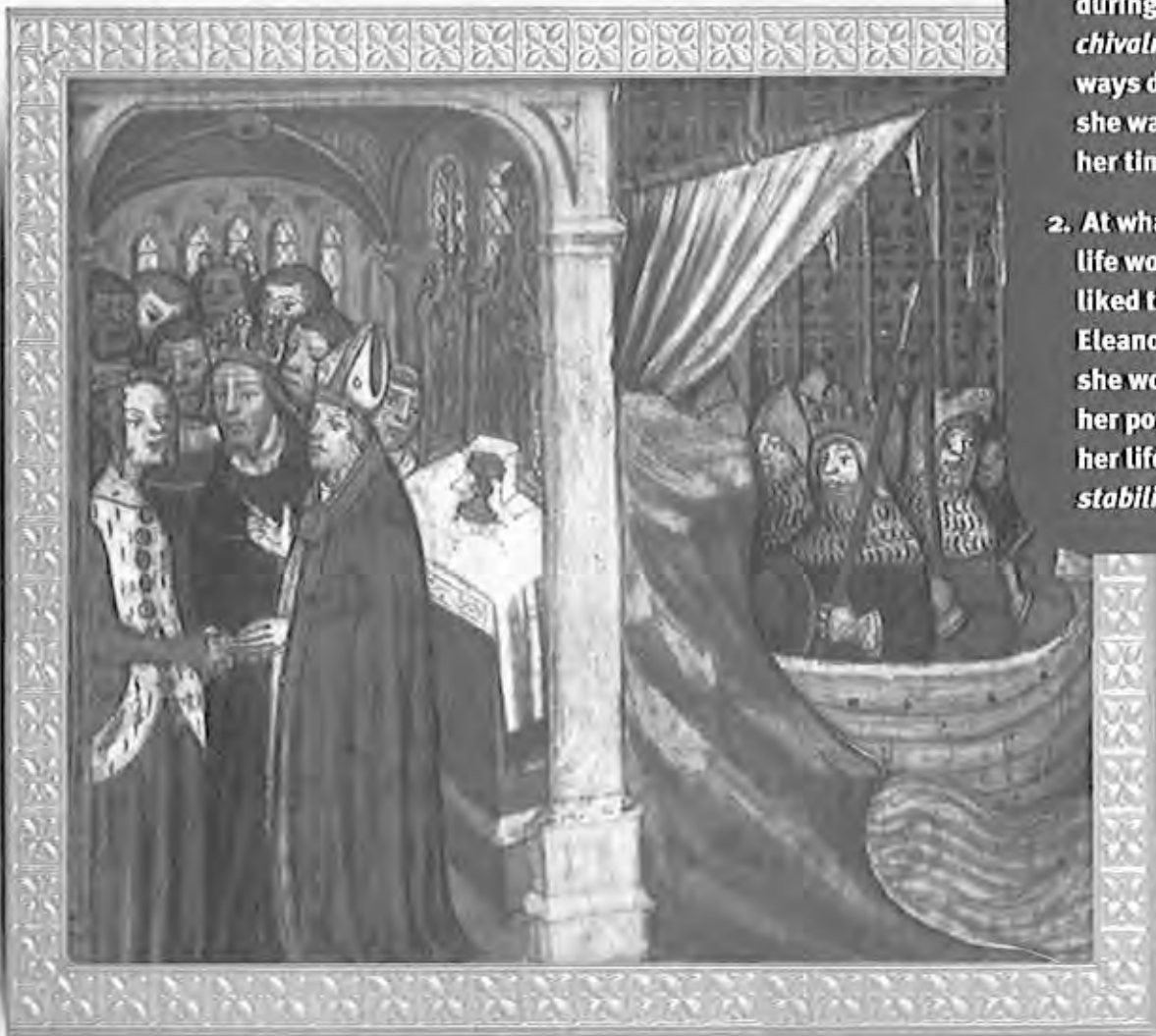
As Eleanor grew old, her life began to stabilize and was much calmer. Her final days were spent quietly at Fontevrault Abbey in France. She will be remembered as an extraordinary woman who was ahead of her time. Eleanor will be buried in Fontevrault, next to her first husband, Louis VII, and her son Richard.

Left: Eleanor of Aquitaine
Below: Eleanor married Louis VII when she was 15 years old.

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. Since Eleanor lived during the age of *chivalry*, in what ways do you think she was ahead of her time?
2. At what time in her life would you have liked to have known Eleanor—when she would *flaunt* her power or when her life began to *stabilize*? Explain.



Word Meanings

For each highlighted word on pages 124–125, the meaning is given below. For practice with other meanings, see pages 129–131. For synonyms and antonyms, see page 134.

1. monarchy
(MO-nur-kee) (n.) A nation or state is a *monarchy* when its government is headed by a king, queen, or other ruler who has inherited the position.
2. estate
(ess-TAYT) (n.) An *estate* is all the money, property, and other valuable items that a person leaves when he or she dies.
(n.) An *estate* is a social class. In medieval times, the three *estates* were religious leaders, nobles, and peasants.
3. chivalry
(SHI-vuhl-ree) (n.) *Chivalry* was a code of conduct for knights in the Middle Ages characterized by gracious and courteous conduct, especially toward women.
4. flaunt
(flawnt) (v.) People *flaunt* their possessions or abilities when they show off and try to impress others with them.
5. succulent
(SUHK-yuh-luhnt) (adj.) A *succulent* meal tastes delicious and has a moist and pleasing texture.
(n.) A *succulent* is a plant, such as a cactus or an aloe, with fleshy tissues that store moisture.
6. squire
(skwire) (n.) In the Middle Ages, a *squire* was a young nobleman who tended to a knight's needs.
(v.) When you *squire* people, you escort them and attend to their needs, as a medieval squire would tend to a knight.
7. court
(kort) (n.) A *court* is the place where a king or other ruler resides with his family, advisers, and servants, and these people working together also is called a *court*.
(v.) When you *court* someone, you seek the person's attention and favor, sometimes with the goal of marriage.
8. allegiance
(uh-LEE-junss) (n.) *Allegiance* is loyalty and devotion to a person, a group, a country, or a cause.
9. rationalize
(RASH-nuh-lize) (v.) When you *rationalize* something, you create an excuse or an explanation for your feelings, desires, or actions to make them appear better than they are.
10. stabilize
(STAY-buh-lize) (v.) When situations *stabilize*, they stop changing and become more regular and constant.



Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

Things to Which You
Have *Allegiance*
family

Members of a
Royal Court
princess

Countries That Are
Monarchies
England

Items in an *Estate*
furniture

Behaviors You Might
Rationalize
not doing my chores

People Who Have
Responsibilities
Similar to a *Squire's*
babysitter

Foods That Are
Succulent
oranges

Things People Might
Flaunt
a trophy

Situations or Places
That Can *Stabilize*
country at war

Qualities Associated
with *Chivalry*
courage

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

allegiance estate squire
chivalry flaunt stabilize
court monarchy succulent
rationalize

1. How can you rationalize forgetting your best friend's birthday?
2. The Netherlands is a constitutional monarchy with a queen.
3. A medieval squire was destined to become a knight.
4. During the reign of Queen Mary I—also known as Bloody Mary—England's royal court was a place of dishonesty and trickery.
5. The code of chivalry guided the conduct of knights in the Middle Ages.
6. When the businesswoman died, her estate was estimated at more than four million dollars.
7. Allegiance to one's country is important to most people because they are loyal to their homeland.
8. The freshly picked peaches were very fragrant and succulent.
9. If you flaunt your wealth, you might make people jealous and angry.
10. Greta held the door for Jacob and declared, "Chivalry isn't just for boys!"
11. After a year of change and uncertainty, we hope the situation will stabilize and we can resume our happy lives.
12. To rationalize what happened is to make excuses for your own mistakes.



If students use *monarchy* to complete Item 5 or 10, discuss how *monarchy* is a form of government and *chivalry* is a code of conduct that dictates how a person behaves.

Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

When I visited England, I wanted to tour its stately homes. My English friend agreed to squire me around. First, we visited Arundel Castle, which is nearly one thousand years old. King Henry II built much of the oldest part of the castle in the twelfth century. The garden outside the home is spectacular and gave me an idea. After the tour, I bought my friend a succulent. I knew aloe was his favorite plant, and I was also hoping to court his favor. You see, I wanted him to take me to see more historic sites. I still hoped to see where other members of the noble, or second, estate had lived.

Some of the lesson words are used in a different way on this page. Look at *squire*. Here it means "to escort," as opposed to "a young nobleman who tends to a knight's needs." Look at the other highlighted words. Can you figure out the meaning of the words as they are used here? Refer to page 126 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. Before an election, politicians work hard to squire voters.
2. Because he did not have a car, Donald had to squire his date to the movies on foot.
3. In medieval Europe, peasants were part of the third estate and were at the bottom of the social order.
4. The cactus plant is a/an succulent that grows well in the desert.
5. The first estate, the clergy, held the greatest political power during the Middle Ages.
6. A/An succulent called sour fig is planted as a ground cover to prevent soil erosion.
7. The members of the City Council must court their colleagues to win support for their favorite issues.
8. A/An succulent can grow very well in drought conditions because it stores water.
9. Yalcin knew that if he wanted to marry Emma, he would need to court her parents as well as her.
10. Since we did not know the city, we were grateful that someone was willing to squire us around.

Word Associations

Use what you know about the lesson word in italics to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

- Which person would be the head of state in a *monarchy*?
 - prime minister
 - king
 - president
- Which of these fruits is usually the most *succulent*?
 - watermelon
 - banana
 - apple
- When might you have to *squire* your sister to a dance?
 - if she were a beginner
 - if she missed it
 - if she had no date
- Which circumstance might you *flaunt*?
 - being the victim of a prank
 - winning a prestigious award
 - getting unexpected bad news
- Who usually inherits an *estate*?
 - grandparents
 - wealthy people
 - members of the family
- Which is an example of *chivalry*?
 - a man boards the bus first
 - a woman hires a male secretary
 - a man lends his raincoat to a woman
- Which is an example of someone trying to *rationalize*?
 - "No one told me I had to do it."
 - "Let's go after school."
 - "That sounds like a good idea."
- If your life is frantic, what daily routine might help *stabilize* it?
 - skipping lunch sometimes
 - exercising at the same time each day
 - going to sleep at different hours
- Which of these groups would NOT be part of a medieval *court*?
 - knights
 - ladies-in-waiting
 - peasants
- To which of these groups would you show *allegiance*?
 - your friends
 - your enemies
 - strangers



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. The *estate* of most people is made up of money and property, such as a house and jewelry.
2. I might be tempted to *flaunt* the fact that I won first prize at a talent show.
3. It was the duty of a *squire* to serve a knight and attend to his needs on and off the battlefield.
4. I like *succulent* fruits because as they ripen, the juice makes them more flavorful.
5. In a *monarchy*, a person usually becomes head of state when his or her parent dies.
6. He tried very hard to *rationalize* why he kept forgetting to put his bike away at night.
7. People are usually happy when situations *stabilize* because they don't particularly like feeling uncomfortable or off-kilter.
8. The idea of *chivalry* is appealing to some people because it encourages good manners in others.
9. We show *allegiance* to our school by going to basketball games and cheering for our teams.
10. At *court*, the king was surrounded by his knights and his trusted advisors.

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Owns

1. Write a sentence with the word *estate* in the fourth position.
We visited the estate of a wealthy oil businessman.
2. Write a sentence exactly seven words in length using the word *succulent*.
Black cherries are especially succulent this year.
3. Write a question with the word *flaunt* in the sixth position.
Does anyone like people who flaunt their advantages and good fortune?

Word-Solving Strategies: Suffixes

Suffix *-ize*: “to cause to be,” “to become”

Suffixes are added to the ends of words and change their parts of speech. The suffix *-ize*, which means “to cause to be” or “to become,” turns adjectives and nouns into verbs.

Two of the lesson words end with *-ize*: *rationalize* and *stabilize*. Both are formed by adding the suffix *-ize* to an adjective. The adjective *rational*—meaning “based on reason”—becomes the verb *rationalize* by simply adding *-ize*. So the verb means “to cause to be based on reason.” The adjective *stable*—meaning “staying the same”—is also turned into a verb by adding *-ize*, but this time there are spelling changes. The final *le* is changed to *il* before *-ize* is added. The verb *stabilize* means “to cause to stay the same.”

Many new words are created by adding *-ize* to existing words.

Think of *Americanize* (to become American) and *digitize* (to become digital). You could even use *-ize* to make up new words of your own. If you had a friend named Jason who often changed plans to suit himself, you might tell another friend that your weekend plans had been “Jasonized”!

Examples

Study these examples of adjectives and nouns that become verbs when *-ize* is added. Note how the spelling can change when the suffix is added.

final → finalize
symbol → symbolize
mobile → mobilize
energy → energize
public → publicize
authority → authorize

Although thinking about the meaning of the base word can help you understand the meaning of a verb that ends with *-ize*, you have to be sure you've identified the right base word. For example, the base word for *authorize* is not *author* but *authority*. When you are *authorized* to do something, you have the *authority* to do it.

BE CAREFUL!

Practice

Use what you've learned about the suffix *-ize* to create verbs from the following adjectives and nouns.

- popular _____ popularize
- standard _____ standardize
- category _____ categorize
- alphabet _____ alphabetize
- personal _____ personalize
- normal _____ normalize
- human _____ humanize
- capital _____ capitalize
- formal _____ formalize
- sterile _____ sterilize

You might write the words *authorize* to *authorize* and *authorize* to *authorize*.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

If you win the contest, try not to *flaunt* your good fortune.

Flaunt means:

- A enjoy
- B ignore
- C show off
- D belittle

2. A word associated with *monarchy* is:

- A democracy
- B tyranny
- C president
- D kingdom

3. A *squire* today would most likely be similar to a:

- A president or king
- B servant or maid
- C trainee or assistant
- D brother or friend

4. You would be most likely to *rationalize* something that:

- A troubles you
- B you're proud of
- C you didn't do
- D helped you

5. When things *stabilize*, they:

- A become stale
- B stop changing
- C react to pressure
- D go faster

6. Read this sentence.

Allegiance to friends keeps me from saying anything unkind about them.

Allegiance means:

- A tolerance
- B indifference
- C reluctance
- D loyalty

7. Who would a person NOT *court*?

- A a boss
- B an enemy
- C a girlfriend
- D a parent

8. Food that is *succulent* is:

- A moist and delicious
- B crisp and salty
- C chewy and tasty
- D dry and tasteless

9. *Chivalry* dictated that a knight behave:

- A brutally
- B weakly
- C courteously
- D disdainfully

10. What is something a person would NOT give to someone as part of an *estate*?

- A a home
- B goodwill
- C money
- D a car

If you're not sure about the answer to item 9, review the meaning of *chivalry* and how it differs from other types of behavior.

Synonyms and Antonyms

In the following Word Bank, you will find synonyms and antonyms for some of the words in Lessons 10–12. (Remember: Some words have both synonyms and antonyms.) Study these words; then complete the exercises below.

disloyalty abandon effort parade escort hide
shanty veteran relate following renter unappetizing

A. For each sentence, fill in the blank with a **SYNONYM** for the word in boldface.

1. Although they jokingly referred to their weekend cottage as a **hovel**, it was more like a country cabin than a/an shanty.
2. The **tenant** bought a house and moved out of the apartment because she didn't want to be a/an renter anymore.
3. Lucy's father couldn't **accompany** her to the father-daughter dinner, so her uncle agreed to escort her instead.
4. The volunteers weren't paid for their **labor**. They were donating their efforts to a good cause.
5. The amateur detective took off in **pursuit** of the suspect, but the suspect soon got away because the detective was not very good at following.

B. For each sentence, fill in the blank with an **ANTONYM** for the word in boldface.

6. The doctor was new in town, but he was hardly a **novice**. He was a/an veteran with ten years' experience.
7. They were looking forward to a **succulent** meal and were disappointed when the food they were served was cold and unappetizing.
8. Some people think you should **flaunt** your achievements and not hide them or pretend that they are not important to you.
9. We wanted to **accompany** Ricardito onto the plane, but the flight attendants made us say good-bye and abandon him at the gate.
10. The player felt such strong **allegiance** to her team, it felt like disloyalty to continue watching other teams play in the tournament after her own had lost.

Word Study: Denotation and Connotation

You know that the literal meaning of a word is its denotation. Some words can have a connotation that gives the word a positive or negative feeling or tone. Sometimes words that are similar in denotation have different connotations.

POSITIVE	NEGATIVE	NEUTRAL
fragrant	smelly	scented
valuable	overpriced	costly
guest	intruder	visitor

Look at the noun *labor* in Lesson 10 and some of its synonyms:

labor	work	employment	career
profession	drudgery	exertion	grind

The noun *labor* and its synonyms *work* and *employment* are neutral. They have neither a positive nor a negative connotation. The nouns *career* and *profession* suggest a choice and have a positive connotation. The nouns *drudgery*, *exertion*, and *grind* all have negative connotations that suggest an activity that is difficult or boring.

Practice

A. Circle the word in parentheses that has the connotation (positive, negative, or neutral) given at the beginning of the sentence.

- negative 1. Dad's small business began in a (makeshift, temporary) office.
- positive 2. The city block is lined with many (old, historic) brick buildings.
- negative 3. The girl went to the party to (display, flaunt) her new dress.
- neutral 4. A tree branch tore a (large, gaping) hole in the child's kite.
- negative 5. A lot of tiny ants (invaded, entered) the kitchen this spring.
- neutral 6. My aunt has been (toiling, working) most of her life.
- positive 7. (Devoted, Interested) volunteers often help out at the animal shelter.

B. Work with a partner. Write a plus sign (+) if the word has a positive connotation; write a minus sign (-) if the word has a negative connotation. Put a zero (0) if the word is neutral.

- | | | | | | | | |
|--------------|----------------------------|-------------|----------------------------|---------------|----------------------------|-----------|----------------------------|
| 1. dreaded | <input type="checkbox"/> - | 3. chivalry | <input type="checkbox"/> + | 5. allegiance | <input type="checkbox"/> + | 7. gender | <input type="checkbox"/> 0 |
| 2. injustice | <input type="checkbox"/> - | 4. medium | <input type="checkbox"/> 0 | 6. hovel | <input type="checkbox"/> - | 8. hearty | <input type="checkbox"/> + |

Vocabulary for Comprehension

Read the following passage, in which some of the words you have studied in Lessons 10–12 appear in boldface type. Then answer questions 1–6.

“I Hereby Dub Thee Knight”



If you wanted to be a knight in the Middle Ages, you would have to be the **offspring** of a knight. At the age of seven, you would be sent to a neighboring castle to be trained as a page. There you would learn to ride and fight with a spear and sword. The lady of the castle would teach you to sing and dance—essential skills for life in the king’s court. A schoolmaster would teach you to read and write. He would also teach you French and Latin. After seven years of being a page, you would hardly be a **novice** in knighthood, but you would still have seven years to go.

At the age of fourteen, you would take the **intermediate** step to knighthood. You would

become a **squire**, the **apprentice** to a knight. You would give your service and your **allegiance** to your knight. You would dress him in the morning, serve him his meals, care for his horse, and clean his armor and weapons. While serving him, you would continue your own **pursuit** of knighthood, learning the art of **chivalry** and developing the skills and refinements required of a knight. The expected **scenario** would be that, after seven more years of service, if you proved yourself worthy, you would become a knight yourself at age 21.

If students are confused by *apprentice* being used in a definition for *squire*, invite them to think about how the responsibilities of a squire are similar to those of an apprentice.

1. In sentence 1, **offspring** means

- A protégé
- B servant
- C child
- D slave

2. Someone who is NOT a *novice* (line 11) would be

- A experienced
- B naïve
- C innocent
- D bored

3. An *intermediate* (line 15) step is

- A at the end
- B taken quickly
- C straight ahead
- D in the middle

4. Another word for *allegiance* (line 19) is

- A benefit
- B counsel
- C loyalty
- D enthusiasm

5. If you are in *pursuit* (line 23) of something, you want to

- A drive it away
- B achieve it
- C purchase it
- D escape it

6. A *scenario* (line 26) describes

- A a promise
- B a landscape
- C scenes in a play
- D future events

Using Context

Circle the word that best completes each sentence. Note that the choices are related forms of the vocabulary words in the box.

accompany	flaunt	obvious
considerable	fundamental	positions
consist	hierarchy	preserve
distort	immune	rationalize
experiment	manipulate	reflection
final	modify	stabilize

1. Before we end the meeting, we should (**finalize/immunize**) the schedule for the field hockey team's car wash fundraiser.
2. Sam was (**obviously/considerably**) wrong about the date for the school dance, because when he arrived no one else was there.
3. Hahn's beautiful (**manipulation/accompaniment**) on the piano made the singer sound even more impressive than she would have without it.
4. The football coach (**positioned/flaunted**) all of his players carefully on the field so they could practice properly.
5. The sound system made a strange noise, so Mr. Murphy made a (**distortion/modification**) to the microphone to fix the problem.
6. Would it be (**considerable/rational**) to adopt another cat when we already have four?
7. (**Fundamentally/Hierarchically**) I agree with your ideas, but your approach is a problem.
8. Kendra wants to be a scientist because she loves (**modification/experimentation**).
9. After the earthquake, the government made sure the buildings were (**stable/consistent**) before allowing anyone back into their homes.
10. The hikers bounced sunlight off their mirror's (**reflective/preservative**) surface to signal their friends across the valley.

You may wish to have students work in pairs or small groups to complete these exercises.

Analogies

Read each sentence stem carefully. Then complete the sentence so that it makes sense. Use the relationship between the words in italics to help you.

- In a *monarchy*, rulers rise to power based on who their parents are, while other countries *elect* leaders who the general population feels are qualified for public office.
- Manual labor*, such as mowing the lawn, is work done by hand, while computers and other machines *require* little physical effort from people in order to accomplish a job.
- A person who wishes to *isolate* himself or herself might move to a place where few people live, while a person who likes to *commune* with others might live and work in a place where they can meet lots of other people.
- When two people hold an *opposing* opinion, they might argue, while people with a similar *viewpoint* will probably calmly discuss why they believe they are correct.
- An experienced worker is able to complete a task with *precision*, while a *novice* may not be as exact because he or she is only a beginner and has not performed the task as many times.
- Some parents might choose a *scenario* from real life to make their point, while others *illustrate* what they are saying with fictional examples to add more drama.
- Artists *flourish* when they can set aside time to work on their art, while people who have no time to *focus* on what they love to do may be unhappy that they can not do the activities that mean so much to them.
- A *succulent* fruit is juicy and delicious, while a food whose flavor has *diminished* may not taste very good and can be dry.

Word Relationships

Read each question carefully. Think about the relationship between the two vocabulary words in italics. Then write an explanation that answers each question.

1. Why might a *makeshift* structure *collapse*?

A makeshift structure is only temporary and is not built to last. That's why it might become weak sooner than a structure that was built well and made of better materials.

2. What is a *predominantly* held belief related to *gender*? Do you agree with it?

Many people say that girls mature faster than boys, but I think that gender doesn't matter and everyone is different.

3. Why would a *tenant* who has been renting choose to *purchase* a home instead?

The tenant might want to own the place where he or she lives.

4. What is an important *function* of a *membrane* in the human body?

A membrane decides what goes in and out of a cell.

5. How could you *evaluate* whether or not a person is an *expert* at a job?

I would look at the job and determine what the person did well and what he or she could have done better. If many things were done well, I'd say that person was an expert.

6. Is becoming a millionaire a *valid pursuit*? Explain your answer.

Making millions is not a valid pursuit, because focusing on making money might distract someone from doing what he or she would rather do instead.

Generating Sentences

Follow the directions to write sentences with the vocabulary words in italics. Be sure your sentences make sense both grammatically and in meaning.

1. Use the word *medieval* in the second position of a sentence about history.

The medieval period in Europe is described today as a time of outdated and unpleasant ideas.

2. Use the word *millennia* in a sentence that is at least 8 words long.

For millennia the poles of the earth have been slowly shifting.

3. Use the word *violate* in a sentence of 15 words to describe the people's rights.

Our system of government was designed to make sure leaders do not violate people's rights.

4. Use the word *constrict* in a sentence of exactly 12 words.

Don't pull the dog's collar tight because it will constrict his throat.

5. Use the word *experiment* in the final position of a question.

What were the results of the science experiment?

Extend Your Sentence

Choose one of your sentences and turn it into a paragraph. Use at least four other words from Units 1–4 in your paragraph.

Heredity & Genetics



LESSON

13

A Love of Science

A scientist's study of pea plants yields great discoveries.

adaptation	expression	label
attribute	generation	selection
denounce	heredity	trait
emerge		

LESSON

14

Seeing Double

A girl describes what it is like to be a twin.

approximate	gene	link
contribute	inherit	outcome
critical	instance	utilize
division		

LESSON

15

The Science of Genetics

A timeline provides a brief history of the science of genetics.

data	interview	noteworthy
determine	intricate	predicament
dictate	marvel	remove
intervene		



Watch a video introduction to this passage at vocabularyforsuccess.com.



Listen to this passage at vocabularyforsuccess.com.

R Love of Science

<biography>

Explain to students that a biography tells important events and details in someone's life.



Have you ever been so disappointed that you thought you'd never get over it? Gregor Mendel is one person who suffered a major setback, yet his life story proves it's possible to emerge from disappointment happier than ever.

Mendel was born in 1822, in what is now the Czech Republic. From an early age, he loved science. Sadly, he failed an important exam that would have allowed him to become a science teacher. Mendel refused to label himself a failure, however, and would not let this disappointment keep him from a life of science. He decided he would do scientific research on plants in his garden instead.

In 1856, Mendel began studying how a physical attribute, or trait, is inherited in plants. Other scientists at that time suggested that traits

passed on from one generation to the next combined to form a new and different trait. Mendel didn't think this was true. Looking at the pea plants in his garden, he saw plants with either purple flowers or white flowers, and plants with either long stems or short stems. He *never* saw any pea plants with purplish-white flowers on medium-sized stems.

For eight years, Mendel worked on the selection, breeding, and study of tens of thousands of pea plants. He discovered that specific traits appeared, disappeared, or reappeared in a generation but that the traits *never* combined. This is also true for animals and humans. It explains why a parent with blue eyes and a parent with brown eyes might have a child with either blue eyes or brown eyes—but not a child who has both one brown eye and one blue eye.

In 1866, Mendel published his findings. Scientists did not denounce his research—instead, they just never read it. Mendel died in 1884, hoping that someday scientists would praise him. In 1900, scientists finally read Mendel's study, and that's when they recognized the importance of his work. Today, Mendel is considered the father of genetics, the study of genes and heredity. Clearly, Mendel's revolutionary work was an expression of his love for science. However, it was his adaptation to an early failure that led to his later success.

Right: Mendel's important study of pea plants and genetics did not become popular until after his death.

Word Meanings

For each highlighted word on pages 142–143, the meaning is given below. For practice with other meanings, see pages 147–149. For synonyms and antonyms, see page 172.



1. **emerge**
(i-MURJ) (v.) When turtles *emerge* from the pond, they come out of the water.
2. **label**
(LAY-buhl) (v.) When you *label* something, you describe or name it with a word or phrase.
(n.) A *label* is used to identify or describe an object or a picture.
3. **attribute**
n. (A-truh-byoot)
v. (uh-TRI-byoot) (n.) An *attribute* is a characteristic associated with a person or object, such as eye color or roughness, that comes from nature or habit.
(v.) When you *attribute* your success to someone or something, you explain the reason that you succeeded or give credit for it.
4. **trait**
(trayt) (n.) A *trait* is a distinguishing quality someone has, such as loyalty. It can also be a physical characteristic, such as curly hair.
5. **generation**
(jen-uh-RAY-shuhn) (n.) Parents are one *generation* or group that was born and lives at the same time, and their children are the next *generation*.
(n.) The *generation* of something, such as energy, is the process of producing it.
6. **selection**
(suh-LEK-shuhn) (n.) A *selection* is a choice. When you make a book *selection*, you choose a particular book to read.
7. **denounce**
(di-NOUNSS) (v.) When people *denounce* someone's work, they criticize it publicly and strongly.
8. **heredity**
(huh-RE-duh-tee) (n.) *Heredity* is the passing down of genetic characteristics from ancestors to their descendants. When you talk about *heredity*, you say which characteristics you got from your parents and other ancestors.
9. **expression**
(ek-SPRE-shuhn) (n.) An *expression* of your ideas is how you tell or relate your ideas and feelings to others. You can communicate an *expression* through words, in art, or in music.
(n.) You can reveal how you feel by the *expression* on your face or in the tone of your voice.
10. **adaptation**
(a-dap-TAY-shuhn) (n.) An *adaptation* can be an adjustment in behavior or attitude.
(n.) An *adaptation* is a physical change that helps an animal survive in a changing environment.

Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

Forms of Expression
poetry

Examples of Personality Traits
kindness

Selections You've Made Today

clothes to wear to school

Ways to Denounce Something

write a letter to the editor

Physical Attributes of Your Best Friend

big smile

Places to Emerge From

a cave

Items That You May Need to Label

parts of a diagram

Situations That Require an Adaptation

a move to a new school

Names for a Generation

Baby Boomers

Characteristics a Person Gets Through Heredity

height

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

adaptation	emerge	label
attribute	expression	selection
denounce	generation	trait
	heredity	



1. Grandmother welcomed a new generation when her first great-grandchild was born.
2. The store had such a wide selection of winter coats, I had trouble making a choice.
3. All workers will have to make a/an adaptation to the new schedule, now that they have only thirty minutes for their lunch break.
4. After the long trip, we will emerge from the bus tired and hungry.
5. Above-average height is a/an attribute of my family.
6. There are several interesting classes being offered, so we will have to make a/an selection after reading the catalog.
7. Her shyness is a/an trait she has worked hard to overcome.
8. The politician plans to denounce his opponent's policies on television.
9. My unusual eye color is a result of heredity.
10. One thing that has been passed down to each generation is my relatives' tradition of telling stories.
11. After the exhibit is set up, we will need to label all of the displays.
12. Your photos are a wonderful expression of how you see the world.

Some students may confuse *attribute* and *trait* in items 5 and 7. Invite students to name physical attributes and personality traits.

Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

Roses are not blue in nature. That color is not a natural adaptation to the flower's environment. Yet the generation of a blue rose has occupied scientists and rose breeders for a long time. Now biochemist Fred Guengerich and his team of scientists think there may be a way to create blue roses. They produced blue-spotted rose stems by inserting human liver genes into the plants. The expression on their faces must have been amazement when they saw the first blue spot! The scientists attribute their success to years of hard work. If they ever sell blue-rose seeds, the label on the package might read "The First True Blue Rose."

Some of the lesson words are used in a different way on this page. Look at *adaptation*. Here it refers to a physical change, as opposed to a change in behavior or attitude. Look at the other highlighted words. Can you figure out the meaning of the words as they are used here? Refer to page 144 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. Check the nutrition label on that bag of trail mix to see how much salt it contains.
2. The large ears on the desert fox are a/an adaptation that helps the animal shed heat.
3. Your excited expression tells me that you have big news to tell us.
4. Some scientists believe that zebras' stripes are a/an adaptation that developed over many years to make it difficult for lions to see individual zebras in a herd.
5. The generation of energy from a lightning strike is immense.
6. I need to put a/an label on each file so I know what's inside.
7. I attribute my ability to do math problems without pencil and paper to constant practice.
8. Because Fatima read with great expression, she made the poem exciting.
9. We attribute the low attendance at the concert to the bad weather.
10. The cheerleaders know that the generation of excitement in the crowd is what makes the game much more fun.

Word Associations

Use what you know about the lesson word in *italics* to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

- Which group represents more than two *generations*?
 - sister, brother, dog
 - grandmother, father, daughter
 - niece, nephew, aunt
- What is something that is part of your *heredity*?
 - homework
 - vacations
 - musical talent
- Which *expression* would you use to show approval?
 - grin
 - frown
 - blink
- What is considered a positive *trait*?
 - complaining
 - cheerfulness
 - nervousness
- What will eventually *emerge* from a cocoon?
 - egg
 - chocolate
 - butterfly
- Which *adaptation* would help an animal survive in a forest?
 - bright colors
 - blue eyes
 - dark fur
- What is NOT an example of a *selection* someone might make?
 - parents to have
 - movie to see
 - meal to order
- Which group would most likely *denounce* increased highway tolls?
 - students who walk to school
 - commuters who drive to work
 - pilots who fly over roads
- Which of these is an *attribute*?
 - home address
 - hair color
 - school grades
- What is something you would *label* with your name?
 - backpack
 - speech
 - handwriting



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. If I *denounce* what someone writes, I criticize his or her words.
2. An *adaptation* that can help animals survive is long legs that allow them to jump.
3. Something that may be passed down from one *generation* to another is my business.
4. A *selection* I recently made is which song to download.
5. One way to show an *expression* of your ideas is to make a collage in art class.
6. I think my best *attribute* is my notes.
7. A *trait* that distinguishes me from my friends is my social consciousness.
8. Three things I always make sure I *label* are my books, my notebook, and my backpack.
9. Some examples of how *heredity* is expressed in families are height and skin color.
10. One thing I have seen *emerge* in nature is a butterfly from a cocoon.

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence with the word *selection* in the fourth position.
Please make your selection from this list of items.
2. Write a sentence exactly eleven words in length using the word *expression*.
The expression on her face told me that she was surprised!
3. Write a sentence using the word *heredity* to describe what effect it has on a person.
A person's environment and heredity both help determine his or her characteristics.

Word-Solving Strategies: Context Clues

Antonyms

Sometimes, authors help you define an unfamiliar word with an antonym. Reread these sentences from “A Love of Science.”

Scientists did not denounce his research—instead, they just never read it. Mendel died in 1884, hoping that someday scientists would praise him.

The word *praise* in the second sentence helps readers know that *denounce* means the opposite, because the two words are antonyms.

Words that may signal an antonym include *otherwise, whereas, rather than, and as opposed to*. Here is an example:

Matilda hoped her friends would support rather than criticize her decision.

Note that writers do not always include clues to antonyms. You will need to pay attention to the context to find a contrasting word.

BE CAREFUL!

Practice

A. Write each highlighted word and its antonym in the first two boxes. Use context clues to write another meaning for the word in the third box.

One of the most distinct birds in the wild is the penguin, because its breeding habits are not typical for birds. Penguins mate with the same partner for life. Every breeding season, female penguins lay one egg. Then the male penguin sits on the egg to incubate it while the female goes off to get food. Both the male and the baby chick would perish if the mother didn't bring back enough food. They could not survive without her. Although this singular arrangement is not common, it works well for penguins.

WORD	ANTONYM	WORD MEANING
distinct	typical	different
perish	survive	die
singular	common	unique

B. Write a sentence for each of the highlighted words from the paragraph above. Use an antonym as a context clue. You will use one word twice.

- When we all put our fingers on the inkpad, we learned that everyone has distinct fingerprints.
- This year's festival was a singular event—not the ordinary event we were used to.
- Polar bears exist in harsh conditions in which other animals would perish.
- I want to be distinct from my peers instead of dressing the same as everyone my age.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

The team was quick to *attribute* its win to the training from the coach.

Attribute means:

- A give credit for
- B characteristics
- C succeed
- D category

2. Which pair represents more than one *generation*?

- A sister/brother
- B aunt/uncle
- C mother/father
- D grandparent/parent

3. Making a *selection* means making:

- A a list
- B an announcement
- C a choice
- D a plan

4. Which of the following is NOT a *trait*?

- A high grades
- B gracefulness
- C quietness
- D sense of humor

5. A word closely associated with *emerge* is:

- A shrink
- B retreat
- C exit
- D maintain

6. Read this sentence.

She made a speech to *denounce* the company's policies.

Denounce means:

- A praise
- B question
- C explain
- D criticize

7. When people make an *adaptation* to a situation, they may change all except:

- A the location
- B what happens
- C their attitude
- D their clothes

8. *Heredity* refers to what you get from:

- A your parents
- B your friends
- C your school
- D your environment

9. What could you learn from a *label*?

- A directions to a place
- B schedule of classes
- C description of an object
- D names of performers

10. An example of a facial *expression* is:

- A a joke
- B a smile
- C laughter
- D a photo

If students choose B for item 7, review the noun and verb forms of *attribute*.



Seeing Double

<personal narrative>

When people ask if I like being a twin, my usual answer is “*Most of the time!*” When we were kids, every day seemed special to my twin sister, Angel, and me because we enjoyed each other’s company so much. We looked so similar that it was always easy to fool people, and when we played practical jokes, we’d laugh until we nearly cried.

However, I wasn’t always happy about sharing, and sometimes I wished we weren’t so competitive. For instance, if I ran a mile, Angel would run two. If she got a good grade, I had to get a better one. Yet, in spite of everything, these experiences contribute to the person I have become, and they link me to my sister.

When I was little, I always wondered what made us twins, but it wasn’t until I was eight that I learned the answer. My parents explained that Angel and I were the outcome of the division, at our conception, of a single egg. That’s why almost every gene that twins inherit is the same. The majority of twins are not identical, though. Most are fraternal, which means that two separate eggs were fertilized at the time of their conception.

There are so many critical ways in which Angel and I are similar. We’re both creative and understand each other’s thoughts and feelings. We both love animals, too. On the other hand, we’re also different, because she’s taller and

Explain to students that a personal narrative is writing that describes an experience or event from the writer's point of view.

VOCABULARY

instance	gene
contribute	inherit
link	critical
outcome	approximate
division	utilize

quiet while I'm a little shorter and more social. She loves to play piano; I love to paint.

Recently I told Angel about the Twins Day Festival in Twinsburg, Ohio. She had never heard of it. I described the parade, contests, speakers, and fireworks, and how festival organizers approximate that more than one thousand twins will attend. I asked if she wanted to go with me. Fortunately, I didn't have to utilize my powers of persuasion. Just as I hoped she would, Angel asked the right question: "When can we go?"

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. What do you think will be the *outcome* of the Twinsburg trip? Do you think the twins will have fun? Explain.
2. What do you think the author felt about having to share with her sister? Think of an *instance* when you had to share something. How did you feel?



Word Meanings

For each highlighted word on pages 152–153, the meaning is given below. For practice with other meanings, see pages 157–159. For synonyms and antonyms, see page 172.

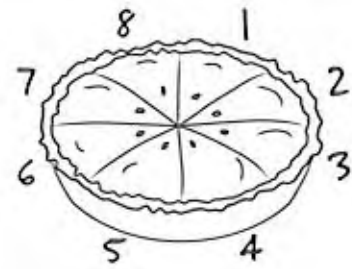
1. instance
(IN-stuhns)
 2. contribute
(kuhn-TRI-byoot)
 3. link
(link)
 4. outcome
(OUT-kuhm)
 5. division
(di-VI-zhuhn)
 6. gene
(jeen)
 7. inherit
(in-HE-rit)
 8. critical
(KRI-tuh-kuhl)
 9. approximate
v. (uh-PROK-si-mayt)
adj. (uh-PROK-si-muht)
 10. utilize
(YOO-tuh-lize)
- (n.) An *instance* is an example that illustrates or explains what you are talking about.
- (v.) People who *contribute* to a cause will give their time, effort, or money.
- (v.) When you *link* things or people, you connect them or bring them together.
(n.) A *link* is something that connects two things, such as a *link* in a chain.
- (n.) When you know the *outcome* of something, you know the result or what happened.
- (n.) The act of *division* involves separating something into parts.
(n.) When people experience a *division*, their interests or opinions are separate and have little in common.
- (n.) A *gene* in a person's body carries information about one or more traits the person gets from his or her parents.
- (v.) You *inherit* from your parents information in your genes that determines how you look and act.
- (adj.) A person who is *critical* to a project is important and necessary for it to be a success.
(adj.) Someone who is *critical* of another person finds fault and flaws.
- (v.) When you *approximate*, you try to make a guess that will come close to the actual number, such as when you *approximate* the number of people who will attend an event.
(adj.) Something that is *approximate* is very close or almost exact.
- (v.) When you *utilize* something, you make use of it.



Word Talk

Each lesson word is listed here. With a partner, take turns drawing a picture to illustrate the meaning of six of the words. As one partner draws, the other partner identifies the vocabulary word.

approximate (v.)
contribute
critical
division
gene
inherit
instance
link (v.)
outcome
utilize



division

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

approximate	division	link
contribute	gene	outcome
critical	inherit	utilize
	instance	

1. Each _____ in the body contains a code that tells what we are made of.
2. Both the Internet and the telephone _____ people from different places around the world.
3. I was sure of the _____ of the race before it was over, because I knew how hard our team had been training.
4. Many people _____ to our school fair by volunteering or donating supplies.
5. The Quiz Bowl began with the _____ of the class into equal teams.
6. I hope my dog's puppies _____ her calm disposition and friendly manner.
7. Our science teacher explained that penguins are a/an _____ in nature when fathers are the babies' primary caregivers.
8. Try to _____ how many minutes it will take to proofread your essay.
9. We can _____ these old pieces of wood to build a new doghouse.
10. Local businesses will _____ money to buy uniforms for our team.
11. Let's _____ our rafts together and float down the river in a group.
12. This hammer and nail are _____ to getting the picture hung on the wall.



Some students may choose *utilize* as an answer for item 9. Invite students to tell about a time they *utilized* something someone gave them, then to tell about a time they *contributed* something to someone or to a cause.

Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

Scientists studying twins have made some interesting discoveries. They say there may be a link between where a woman lives and her age, and whether she has fraternal twins. There may even be a connection to what a woman eats. And scientist Carl Bruder has been critical of the idea that identical twins are completely the same. He believes that even though the division between fraternal twins is more obvious, identical twins are different, too. He conducted a study that showed that identical twins aren't exactly the same. In fact, a better name for identical twins might be approximate twins!

! In this passage, you will see that some of the lesson's words are used in a different way. For example, see how the word *link* is used as a noun instead of a verb. Look at the other highlighted words. Can you figure out the meanings of the words as they are used here? Refer to page 154 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. In our study group, there was a/an division of opinion regarding which topic we should focus on first to prepare for the test.
2. My mother wanted to know the approximate number of people who were coming to my graduation party so she could buy enough refreshments.
3. We discovered a/an link between the temperature and the number of insects we saw in the garden.
4. When there is a/an division between lawmakers, little gets done in government.
5. My sister was critical of my choice of clothing for our cousin's wedding.
6. Researchers have found a/an link between drinking sugary beverages and obesity.
7. The approximate distance between my house and my school is two miles.
8. I asked my father to be very critical as he read my research project, because I knew his suggestions would help make it the best paper I'd ever written.
9. Many people believe there is a/an link between the full moon and people's odd behavior.
10. My boss was critical of my work and asked that I rearrange the items on the shelf.

Word Associations

Use what you know about the lesson word in italics to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.



- When do you learn the *outcome* of a story?
 - in the beginning
 - at the end
 - in the middle
- Which person would be least *critical* at the scene of an accident?
 - eyewitness
 - police officer
 - tow truck driver
- Which of these is the *approximate* number of days you have been alive?
 - 4,300
 - 100,000
 - 365
- Which step in making a layer cake involves *division*?
 - putting frosting on the cake
 - mixing ingredients together
 - pouring the batter into three pans
- Which characteristic would you be most likely to *inherit* from your parents?
 - interest in sports
 - fingerprints
 - eye color
- Which item would you *utilize* when building a doghouse?
 - dog
 - computer
 - hammer
- Which pair would show each *gene* as nearly identical?
 - twin sisters
 - a brother and a sister
 - brothers ages 11, 10, and 9
- Which item would help *link* friends who live far apart?
 - a diary
 - a phone
 - a radio
- Which item shows an *instance* of good sportsmanship?
 - leaving the playing field
 - shaking hands with the other team
 - playing the other team
- How can a student *contribute* to the community?
 - volunteer
 - take a walk
 - leave



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. A trait that people may *inherit* from their parents is their height.
2. If you needed to give a description of someone, it would be helpful to guess his or her *approximate* age, height, and weight.
3. One reason someone may be *critical* to a project is that the person knows a lot about the project.
4. When planning a research paper, you will likely *utilize* a library and online resources.
5. People *contribute* their time to charities because they like to help those who are less fortunate than they are.
6. A defective *gene* can cause physical problems or illnesses.
7. An *instance* of when it's a good idea to find shelter is during a lightning storm.
8. You can control the *outcome* of a project by making a detailed plan and setting goals.
9. A way to *link* people who are interested in the same things is to advertise and have a meeting.
10. One thing that might cause a *division* among people in a group is the inability to compromise.

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence with the word *utilize* in the fourth position.
I plan to utilize this equipment in my experiment.
2. Write a sentence exactly fourteen words in length using the word *outcome*.
If you want a positive outcome, you will need to have a detailed plan.
3. Write a sentence about a way students can *contribute* to their community.
Students can contribute to their community by doing volunteer work.

Word-Solving Strategies: Context Clues

Punctuation

Punctuation can provide clues to the meaning of unfamiliar words. Reread this sentence from “Seeing Double.”

The majority of twins are not identical, though. Most are fraternal, which means that two separate eggs were fertilized at the time of their conception.

The comma after *fraternal* sets off text that helps you to understand the word’s meaning. Quotation marks, dashes, parentheses, and brackets may also signal a definition.

Punctuation is often used as a clue to a word’s meaning, but read carefully. The author may also use punctuation as part of his or her style.

Katrinka walked onto the stage—silence—and began to sing.

BE CAREFUL!

The dashes here are for dramatic effect. Consult a thesaurus for help with unfamiliar words.

Practice

A. Write a highlighted word and the punctuation clue to its meaning in the first two boxes. Write a meaning for the word in the third box.

Many stories feature twins, but my favorite is about two boys who look alike but aren’t twins. In this book by Mark Twain, one boy is a prince and the other boy is a pauper—a person living in extreme poverty. The poor boy is subordinate, or considered lower than everyone else. The prince is of high rank, which means he is in an “important social position” and has everything done for him. However, they have one thing in common: they both want to alleviate (lessen) suffering wherever they see it.

WORD	PUNCTUATION	WORD MEANING
pauper	dash	poor person living in extreme poverty
subordinate	comma	lower than everyone
rank	quotation marks	high social position

B. Write a sentence for each of the highlighted words from the paragraph above. Use punctuation clues.

1. _____ The general ordered his subordinate (the officer under him) to get his staff car.
2. _____ When he saw his bank statement, he knew he was a pauper—he had no money.
3. _____ The nurse hoped she could alleviate, or lessen, the patient’s suffering.
4. _____ You could tell those of high rank, which means the top of society, by how they looked at us.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

The director was *critical* of the actor's poor performance.

Critical means:

- A judgmental
- B important
- C crucial
- D approving

2. Which is dangerous to *approximate*?

- A amount of flour in a recipe
- B number of World War II soldiers
- C height of a mountain
- D dose of medicine to take

3. When you *inherit* something, it is:

- A paid for by a friend
- B sent by mail from a relative
- C passed down to you
- D assigned by your teacher

4. More than one *gene* can be found in:

- A every cell of your body
- B a computer code
- C your closet
- D your personality

5. A word closely associated with *instance* is:

- A situation
- B quickly
- C example
- D complete

6. Read this sentence.

Our teacher wants us to *utilize* our imaginations when writing the story.

Utilize means:

- A control
- B ignore
- C increase
- D use

7. People who *contribute* time and help to a community project are:

- A consumers
- B volunteers
- C testers
- D neighbors

8. A *division* of effort for a job involves:

- A giving each person a task
- B having everyone work together
- C doing the work in different places
- D not working for part of the day

9. When people find a *link*, they:

- A pull away from each other
- B work side by side
- C discover what they share
- D refuse to speak to each other

10. To get the best *outcome* for a job, you:

- A rewrite directions
- B follow directions
- C decide where to begin
- D start in the middle

If students choose C for Item 1, review the meaning of *crucial* and have them use it in the sentence to see if it makes sense. Then review the meanings of *critical*.



The Science of Genetics

<timeline>

Are you a born athlete or a singer? Are your eyes brown, blue, or green? If you are curious about the science behind the traits you've inherited, read on. Recent scientific advances offer us fascinating answers and the possibility of a healthier and happier tomorrow. Here is a brief history of the science of genetics.

1900 Scientists rediscover Gregor Mendel's ground-breaking research, which had been published in 1866, then ignored. For eight difficult years, Mendel had studied plants, seeking to understand how traits are inherited.

1953 James Watson and Francis Crick identify how genes are linked together to provide genetic instructions. They call these intricate strands DNA and admire their beauty.

2003 Scientists achieve their goal of gathering data on all the strands of human DNA. In 1990, eighteen countries from around the world joined with the United States to begin this work. Called the Human Genome Project, it is one of the largest and most noteworthy scientific research projects in history. It takes thirteen years and three billion strands of DNA before researchers finish this important task.

Today Interview a scientist now and you'll quickly determine that studying genetics has changed our world. Scientists marvel at all they have learned and at the many ways it will benefit people. Researchers have identified genes that cause certain traits and others that



1900 Mendel's research is found.



1953 Watson and Crick identify DNA.

Explain to students that a timeline is a list of historical events identified by the date or year in which they took place.

can cause diseases. For people caught in the predicament of inheriting disease-causing genes, this is good news. It may remove their concern, because genetic information helps scientists to research cures. It also enables them to intervene to prevent diseases from even occurring. Scientists have discovered how to reproduce identical animals, such as Dolly the sheep, Copy Cat the cat, and Ralph the rat. Researchers continue to learn more about genes by studying these animals.

The science of genetics has an exciting future, but its complexities dictate that we be thoughtful as we move forward.



VOCABULARY

intricate	marvel
data	predicament
noteworthy	remove
interview	intervene
determine	dictate

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. Would you like to *interview* a genetic scientist? What questions would you ask?
2. Which event in this timeline do you think is the most *noteworthy*? Why?

Word Meanings

For each highlighted word on pages 162–163, the meaning is given below. For practice with other meanings, see pages 167–169. For synonyms and antonyms, see page 172.

1. intricate (IN-truh-kit) (adj.) An *intricate* machine is one with many complex and interrelated parts.
2. data (DAY-tah) (n.) When you gather *data*, you collect facts about a topic.
3. noteworthy (NOHT-wur-tee) (adj.) If someone is *noteworthy*, she or he has done or contributed something that is important enough to attract attention.
4. interview (IN-tur-vyoo) (v.) When you *interview* someone, you talk to the person and ask questions in order to gather information.
(n.) An *interview* is a meeting in which someone questions another person to gather information or to decide on his or her qualifications for a job.
5. determine (di-TUR-min) (v.) To *determine* something is to make a decision or come to a conclusion. When you *determine* the answer to a question, you decide what is correct.
6. marvel (MAR-vuhl) (v.) People who *marvel* at something are filled with surprise, wonder, and amazement.
(n.) A *marvel* is someone or something that causes astonishment or wonder.
7. predicament (pri-DI-kuh-ment) (n.) A *predicament* is a perplexing or difficult situation.
8. remove (ri-MOOV) (v.) When you *remove* something, you move, shift, or take it away.
(v.) You can *remove* something by getting rid of it completely.
9. intervene (in-tur-VEEN) (v.) When you *intervene* in an event, you change or hinder the outcome.
10. dictate (DIK-tayt) (v.) When you *dictate* to someone, you speak with authority and impose or give an order.
(n.) A *dictate* is a ruling principle or command, such as the ideas your conscience follows.



Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

Things You Would Remove for a Small Child's Safety
sharp objects

Circumstances That Might Cause a Person to *Intervene*
an argument between friends

Situations That May Turn into a *Predicament*
hiking in woods where there are bears

People Who Might *Dictate* Rules
camp counselor

***Noteworthy* Events in History**
signing of the Emancipation Proclamation

People You Would *Interview* to Learn About Your Town
town historian

Events That Would Cause You to *Marvel*
meteor shower

Devices or Objects That Are *Intricate*
computers

Things You Might Need to *Determine*
answer to a question

***Data* You Might Collect in a Survey**
favorite sport

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

data	intervene	noteworthy
determine	interview	predicament
dictate	intricate	remove
	marvel	

1. The honor student received an award for her noteworthy accomplishment.
2. The emperor had an overbearing manner that caused him to dictate commands to everyone around him.
3. I plan to interview three people today for the job.
4. We marvel that you were able to complete the job so quickly and so well.
5. The pattern in this cloth is quite intricate and complex.
6. We have a/an predicament because we can't choose which of the two candidates should be our leader.
7. The argument became so heated that someone had to intervene before a fight started.
8. A spider's web is one of the most intricate structures in nature.
9. We need to remove the tables and chairs from the room before the dance begins.
10. One of the most noteworthy people in history is the inventor of the telescope.
11. We have collected all the data we need through our survey.
12. You need to determine whom you want to invite to the party.

Some students may answer Item 12 with *dictate* rather than *determine*. Review with students that *dictate* means to give an order, while *determine* means to make a decision.

Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

Every day, scientists who study genetics learn more about the human body. Their discoveries are a marvel to us all. One fascinating subject is "broken genes." These are genes that don't form correctly. Red hair is a physical trait that occurs when there are two broken genes. I read an interview with a scientist whose dictate is to study these special genes. He said, "Because you cannot remove broken genes, some of them will cause disorders." He explained that broken genes can affect how the body processes salt and may also play a role in cancer. He hopes that researching broken genes may lead to a cure for cancer.

! Some of the lesson's words are used in a different way in this passage. For example, look at the word *interview*. Here it's used as a noun to mean a question-and-answer conversation. Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 164 to confirm meanings.

Apply Other Meanings

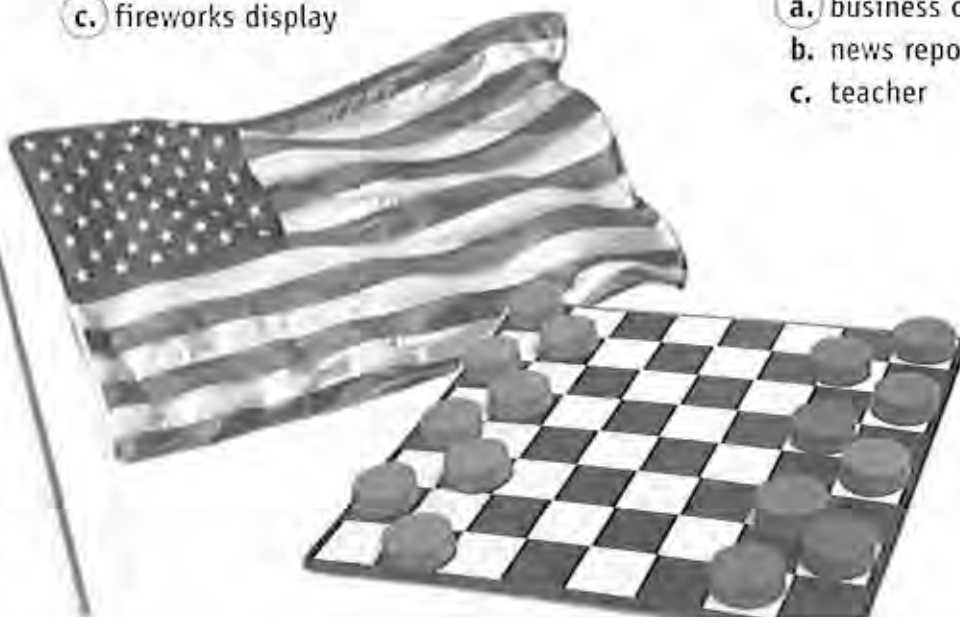
Complete each sentence with a highlighted word from the paragraph above.

1. The eclipse of the sun was a/an marvel to see.
2. Noelle will conduct a/an interview with the new teacher and then write an article about him for the school newspaper.
3. Jill had to remove the broken eggshells from the bowl before she could mix the cake batter.
4. The exhibit of moon rocks at the space museum was so interesting, my aunt described it as a/an marvel.
5. The town issued a/an dictate that residents must shovel their sidewalks in winter.
6. The news reporter planned a/an interview with someone who witnessed the crime.
7. Our illcuate, as employees, is to make sure this company is profitable.
8. The doctors declared the surgery a success because they were able to remove the tumor from the patient's leg.
9. I think that the new aquarium is a/an marvel because it has so many different kinds of fish on display.
10. There is a/an interview on television tonight with the scientist who discovered a comet.

Word Associations

Use what you know about the lesson word in italics to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

- Which item has an *intricate* design?
 - a flag
 - a snowflake
 - a checkerboard
- What do you need to *determine* before you choose an answer to a question?
 - which answer is the most unusual
 - which answer is the longest
 - which answer makes the most sense
- When you *dictate*, what do you do?
 - command
 - plea
 - question
- At which event would you want someone to *intervene*?
 - concert
 - fight
 - parade
- Which event would people most likely *marvel* at?
 - graduation
 - lecture
 - fireworks display
- Which activity would other people consider most *noteworthy*?
 - feeding a cat
 - petting a sheep's fur
 - training a Seeing Eye dog
- What is another word for *predicament*?
 - problem
 - solution
 - prediction
- Which item would you want to *remove* from a car?
 - a rear-view mirror
 - a flat tire
 - a steering wheel
- What type of *data* about a resident would be most important to a candidate for mayor?
 - his or her name and address
 - whether or not he or she will vote
 - his or her favorite newspaper
- Who would probably be the person to *interview* you for a job?
 - business owner
 - news reporter
 - teacher



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. A *predicament* that some students face is feeling pressure if they wait until the last minute to study for tests.
2. Something I frequently have to *remove* from my room is dirty laundry.
3. Something I always *marvel* at is the first snowfall of the winter.
4. I feel as if I need to *dictate* the rules when I see that my little sister has been in my room and has moved my things.
5. A design can be called *intricate* when it has many patterns and parts that intertwine and repeat.
6. When you collect *data* in a survey, you ask people questions and record their answers.
7. An adult will need to *intervene* when children are about to do something dangerous.
8. A book is considered *noteworthy* when critics have praised it and many people have bought it.
9. To *determine* what to wear in the morning, I listen to the weather report on television.
10. If I were going to *interview* my parents about their childhood, I'd ask how they liked to spend their time during the summers.

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence with the word *data* in the second position.
The *data* we collected shows that the majority of students want to eat lunch at noon.
2. Write a sentence exactly sixteen words in length using the word *predicament*.
We had a *predicament* when we realized that we had no paper plates at the picnic.
3. Write a sentence about an *interview* with someone famous.
I watched an *interview* with the lead actor in the play.

Word-Solving Strategies: Prefixes

Prefix *inter-*: “between,” “among”

You have learned about suffixes and prefixes in previous lessons. Suffixes are word parts that are added to the end of words. Prefixes are word parts that are added to the beginning of roots. When a prefix is added, it changes the meaning of the root. Knowing the meaning of a prefix will help you determine the meaning of the whole word.

The prefix *inter-* means “between” or “among.” Take a look at the word *intervene* from this lesson. The root *ven* means “come.” So when the prefix *inter-* is added, you can say that the word *intervene* means “come between.”

Now look at the word *interview* from this lesson. The root word *view* can mean “observe” or “examine.” When you use what you know about the prefix *inter-*, you could

say that an *interview* between two people is a chance for both people to observe or examine each other.

Examples

Look at these examples of words with the prefix *inter-*. Note how the meaning of the prefix affects the meaning of the word.

interlay → to lay or place between

intermission → a time

between parts
of entertainment

intersection → a place

between two areas
that cross

interlude → time between

acts in a play

interstate → among states

Not all words that begin with *inter-* are necessarily a root word with the prefix *inter-* added. For example, the word *internal* means “inside.” When you are uncertain whether a word has a prefix, try interpreting it with what you know about that prefix. Then see if your meaning makes sense in the context of the sentence.

BE CAREFUL!

Practice

Use what you’ve learned about the prefix *inter-* to suggest a meaning for each of the following words.

1. interoffice _____ between offices
2. intercept _____ to go between and take
3. interrupt _____ to break between conversations
4. intertribal _____ among tribes

5. interstate _____ between states
6. interaction _____ action among people
7. international _____ among nations
8. interpersonal _____ between people

The spelling of a root word does not change when adding a prefix, so be sure to note both *er* in *interrupt*.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

All the people I talk to *marvel* at our new state-of-the-art sports stadium.

Marvel means:

- A wonder
- B complain
- C gossip
- D play

2. A situation becomes a *predicament* when:

- A a solution is found
- B it has a positive outcome
- C opinions are expressed
- D a problem develops

3. *Data* from a survey can show you:

- A people
- B paper
- C opinions
- D questions

4. An *interview* consists mainly of:

- A questions
- B forms
- C introductions
- D lists

5. A word associated with *noteworthy* is:

- A attentive
- B average
- C excellent
- D forgettable

6. Read this sentence.

We were impressed by the *intricate* plans for the robot.

Intricate means:

- A simple
- B confused
- C clear
- D complicated

7. You would *intervene* in something if:

- A everything was going well
- B someone asked you for help
- C many ideas were presented
- D someone proposed taking a vote

8. You would most likely *remove* something from your home if you wanted to:

- A get rid of it
- B keep it
- C make room for it
- D show it to others

9. Why would someone issue a *dictate*?

- A to ask a question
- B to make an announcement
- C to establish a rule
- D to compliment

10. When you *determine* something, you:

- A reject
- B decide
- C ignore
- D compare

If students choose D on item 10, explain that you may compare choices before you *determine* which one to choose.

Synonyms and Antonyms

In the following Word Bank, you will find synonyms and antonyms for some of the words in Lessons 13–15. (Remember: Some words have both synonyms and antonyms.) Study these words; then complete the exercises below.

withhold complex crucial praise obey uncomplicated
distinguished mediate consequence unimportant criticize adjustment

A. For each sentence, fill in the blank with a **SYNONYM** for the word in boldface.

1. Ngozi was concerned that her **adaptation** to her new town would be difficult, but the _____ became much easier once she found out the girl next door was her age.
2. We didn't want Mom to **intervene**, but she did and managed to _____ successfully to get us all to agree.
3. We never imagined that salt was a **critical** ingredient in the recipe, but after we left it out, we realized how _____ it was.
4. The **noteworthy** author had a/an _____ academic career before she began writing historical fiction.
5. It may not always be possible to predict the **outcome**, but every action has a/an _____.

B. For each sentence, fill in the blank with an **ANTONYM** for the word in boldface.

6. The discussion leader wanted everyone to **contribute**, but some participants chose to _____ their comments.
7. When bossy people **dictate** their demands, others may _____ but do so with resentment and reluctance.
8. The violinist could play the most **intricate** melodies and make them seem simple and _____.
9. In the early days of air travel, a trip on a plane was a **noteworthy** occasion. Today, it's a pretty _____ event.
10. We expected town officials to **denounce** our idea for a rock concert, but instead they decided to _____ us for showing creativity and initiative.

Word Study: Idioms

If a friend says that you and he are like “two peas in a pod,” he’s not comparing you to a vegetable. What he means is that you’re both very much alike. The phrase “two peas in a pod” is an idiom—a colorful, informal phrase that means something different from the literal meaning of its words.

Some words in Lessons 13–15 can be expressed as idioms. For example, if someone says, “like father, like son” or “she’s the spitting image of her mom,” that person is talking about *traits* (Lesson 13) that people *inherit* (Lesson 14) from their parents.

Practice

Read each sentence. Use context clues to figure out the meaning of each idiom in boldface. Then write the letter of the definition for the idiom.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>— E 1. Enrico has extra time, so he will make hay while the sun shines and study for the test.</p> <p>— G 2. After an hour of trying to start the lawnmower, I decided to call it quits.</p> <p>— A 3. Mrs. Shapiro is a big wheel at the company, because she’s in charge of more than twenty salespeople.</p> <p>— K 4. My parents would pull the rug out from under me if they suddenly took away my weekly allowance.</p> <p>— I 5. We put two and two together and figured out that rabbits had been eating the vegetables in our garden.</p> <p>— S 6. I was between a rock and a hard place when I had to either miss my best friend’s graduation or skip Dad’s birthday party.</p> | <p>a. show surprise or disapproval</p> <p>b. person who has authority or power</p> <p>c. remove assistance or support unexpectedly</p> <p>d. a situation in which you must make a difficult choice and won’t be able to please everyone</p> <p>e. take an opportunity to do something before it passes you by</p> <p>f. link facts or ideas to figure out what happened</p> <p>g. stop trying</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Apply

Work with a partner to find out the meaning of each proverb. (Use an online or print dictionary.) Then work together to write a sentence for each item

- | | |
|----------------------------|---------------------------|
| 1. see the light | 5. thank your lucky stars |
| 2. rule the roost | 6. fizzle out |
| 3. piece of cake | 7. off the beaten track |
| 4. put your ducks in a row | 8. rub elbows with |

Vocabulary for Comprehension

Read the following passage, in which some of the words you have studied in Lessons 13–15 appear in boldface type. Then answer questions 1–6.



Eye on the Prize

Few **critical** scientific advances are discovered in isolation. Often, more than one team is working toward the same **outcome**, and it's a race to see who will reach the finish line first.

5 When Francis Crick, James Watson, and Maurice Wilkins were awarded the Nobel Prize in 1962 for the discovery of DNA, there was a fourth scientist in the background. It was Rosalind Franklin, who died of cancer in 1958.

10 Franklin, with Wilkins, was studying x-ray images of DNA while Crick and Watson were building **intricate** models. In 1951, Watson heard a lecture by Franklin. He was quick to

denounce her **expression** of ideas. However, 15 her ideas led him in a new direction.

Franklin then found that DNA had the **attribute** of a helix, or spiral. Wilkins wanted to announce this discovery, but Franklin wanted to be sure. Their **division** led Wilkins to share 20 the **data** with Watson and Crick without asking for Franklin's consent. The helix, which was made up of two strands that separated when cells divided, was the key to the work that became a **marvel** to the scientific world. A 25 Nobel Prize can only be awarded to three living people. If Franklin had lived, the **predicament** would have been: Who gets the prize?

If students answer B for item 1, review the two meanings of critical.

1. In sentence 1, **critical** means

- A important
- B disapproving
- C unique
- D ordinary

2. Another word for **outcome** (line 3) is

- A experiment
- B laboratory
- C point
- D goal

3. When people are quick to **denounce** (line 14) someone's ideas, they

- A apologize for an injustice
- B praise the person to others
- C criticize the person
- D ignore the person

4. An **attribute** (line 17) of DNA would be

- A a behavior
- B an emotional reaction
- C a physical characteristic
- D an unusual change

5. When two people experience a **division** (line 19), they

- A learn new information
- B renew their friendship
- C do not agree
- D work well together

6. A **predicament** (line 26) over who is awarded an important prize

- A is easily resolved
- B is not a problem
- C has happened before
- D has no easy solution



Money Makes the World Go 'Round

LESSON

16

The Rush for Gold!

A family seeks its fortune alongside others in the hunt for a better life.

congestion	import	latitude
contempt	initiative	traditional
dire	justify	triggered
famine		

LESSON

17

I'll Trade You for That

Trading never goes out of style.

compensation	export	notify
credit	negotiate	notion
denoting	notice	outlandish
economy		

LESSON

18

Ka-ching!

A young man turns his grandmother's cooking into a successful business.

adolescence	frequent	mature
commodity	guarantee	summary
currency	income	windfall
financial		

The Rush for Gold!

<primary source>

In 1848, the cry of "Gold!" from California echoed throughout the world. The discovery triggered the arrival of tens of thousands of people from countries as far away as China and Peru and states from Missouri to Massachusetts. They sent many letters home.

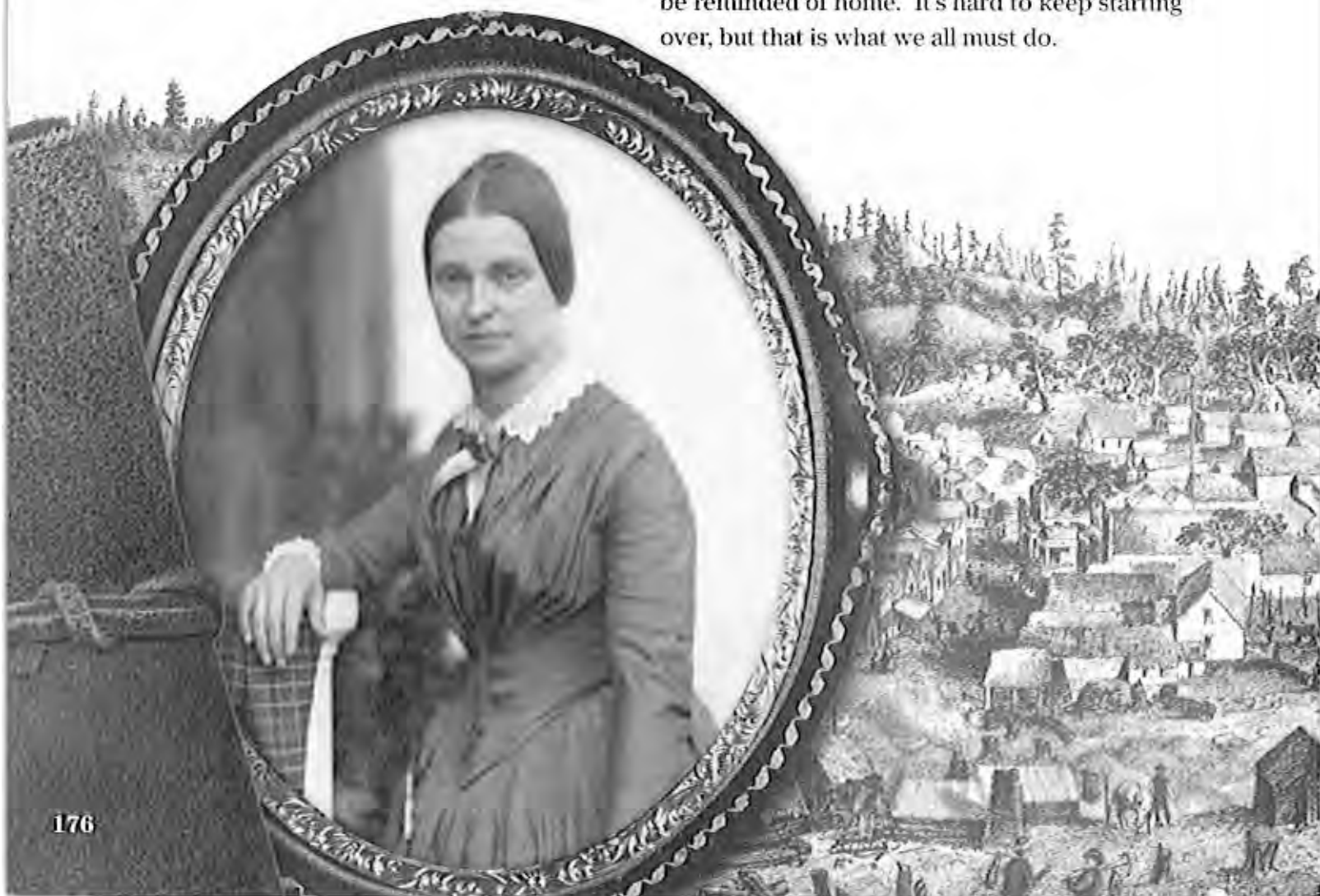
February 23, 1850

Dear Catherine,

We've finally arrived in Nevada City! It seems like everyone has heard about the recent gold strike here because I have never seen *so* much congestion. Just a few years ago this must have

been a peaceful place to live, but now there are thousands of people here eager to strike it rich.

As you may know, a flood destroyed our hotel so we are here starting over yet again. Mason mines for gold while I have, for now, set up my stove under a pine tree. On the first day, a miner was so desperate for home cooking that he offered me a \$10 gold piece for some food, but I told him I wouldn't accept more than a \$1. Every day, more and more tired and hungry men come for a good meal. I am trying to import some traditional foods so these men will be reminded of home. It's hard to keep starting over, but that is what we all must do.



Explain to students that a primary source is a document that pertains to an event and was written during the period in which that event occurred.

Background: A traditional mining camp

Below: White and Chinese miners

I think these men are so brave taking the initiative to come here. Many have left dire situations, sometimes famine, back home, only to be treated poorly here. I have seen the contempt with which some people treat the Mexican and Chinese miners, and there is simply no way one can justify this cruelty. I guess some people just feel that here they have the latitude to do as they please. I know these men have families waiting for their safe return and I wish them well. I am lucky to have Mason and my boys with me.

Love, Charity

VOCABULARY

triggered	dire
congestion	famine
import	contempt
traditional	justify
initiative	latitude

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. When there is **congestion** on a street, what kinds of things are you likely to see? What would be different in 1850 from now?
2. Why do you think Charity took on the **traditional** female role of cook?



Word Meanings

For each highlighted word on pages 176–177, the meaning is given below. For practice with other meanings, see pages 181–183. For synonyms and antonyms, see page 206.

1. triggered
(TRI-guhrd) (v.) Something that is *triggered* is started or made to happen. Earthquakes are *triggered* by changes below the earth's surface.
2. congestion
(kuhn-JESS-chuhn) (n.) If a place has *congestion*, it is clogged or overcrowded. *Congestion* on a road is caused by too much traffic.
(n.) When you are ill or have allergies and your nose is stuffed up or your lungs contain fluid, you have *congestion*.
3. import
v. (im-PORT)
n. (IM-port) (v.) If you *import* something, you bring it into one country from another country.
(n.) A situation or object that has *import* has importance. A historical document has *import*.
4. traditional
(truh-DI-shuh-nuhl) (adj.) If something is *traditional*, it is connected to a group's culture, customs, or beliefs. For many Americans, turkey is a *traditional* Thanksgiving meal.
5. initiative
(i-NI-shuh-tiv) (n.) A person who takes the *initiative* takes the first step to do something.
(n.) People who have *initiative* have the determination and ability to do things on their own. A college student must show great *initiative* in order to graduate.
6. dire
(DEYE-ur) (adj.) Something that is *dire* is very serious or terrible. A *dire* situation is something that causes stress or great suffering. Something *dire* is urgent and needs attention.
7. famine
(FA-muhn) (n.) When there is *famine*, there is a shortage of food and many people go hungry. *Famine* can be caused by drought, crop failure, or war.
8. contempt
(kuhn-TEMPT) (n.) If you show *contempt*, you show scorn or a lack of respect for someone or something.
9. justify
(JUHSS-tuh-fye) (v.) When you *justify* an action, you prove that it is right or give reasons or excuses for doing it.
10. latitude
(LA-tuh-tood) (n.) Having *latitude* means having the freedom to choose what you do.
(n.) On a map of the world or a globe, *latitude* is a distance north or south from the equator. *Latitude* is measured in degrees.



Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

**Places with a Lot of
*Congestion***
the grocery store on
weekends

**People for Whom
You Might Have
*Contempt***
cheaters

**Events or
Circumstances That
Could *Trigger* Your
Hunger**
pizza commercial on TV

**People Who Help in
Dire Situations**
firefighters

**Things We *Import* to
This Country**
chocolate from
Switzerland

***Initiatives* That
a Middle School
Student Might Take**
starting a babysitting
service

***Traditional* Holiday
Foods You Enjoy**
Irish soda bread

**Moments When
You Have *Latitude*
to Choose How to
Spend Your Time**
after chores are
complete

**Reasons That *Justify*
Buying a New
Computer**
using it for homework

**Consequences of a
*Famine***
hunger

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

congestion	famine	latitude
contempt	import	traditional
dire	initiative	triggered
	justify	

1. The man was very angry, but that did not justify his rude behavior.
2. The town was in dire condition after flood waters swept through it.
3. I don't think it's fair to have contempt for a person just because she disagrees with you.
4. When famine struck the country, other governments sent planes with food.
5. The skies over New York City experience a lot of congestion because there are three major airports in the area.
6. Students have a lot of latitude to choose courses they'd like to take.
7. The traditional Indian wedding ceremony includes flower garlands that the bride and groom exchange to show respect for each other.
8. Some stores do not import clothing made in other countries.
9. Our class took the initiative to start a new recycling program at school.
10. The threat of a snowstorm triggered a rush of shoppers buying boots at the shoe store.
11. The new car is expensive, but its safety features justify the higher cost since many parents are willing to pay extra for the added protection.
12. It is traditional for our soccer team to meet for dinner after our games.

Some students may confuse *latitude* and *initiative* in items 6 and 9. Review word meanings and have students use the words in sentences related to their own experiences. Do the same if other answers vary.



Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

While panning for gold in 1849, I stumbled across a tattered diary lying on the ground. Thinking it might have some import, I opened it and began to read. I discovered that the writer possessed great initiative. He had left his home way up in the northern latitude and traveled to California on his own. The last entry was written in haste, in an uneven script. The writer explained that he had fallen ill and was suffering from a bad cough and lung congestion. The last entry also mentioned gold, and I wondered, Was the miner just sick and confused, or had he made an important discovery?

Some of the lesson words are used in a different way here. For example, *initiative* means "the determination and ability to do something on your own." Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 178 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. The congestion from my horrible cold started in my nose and went to my lungs.
2. A map of the United States shows that the latitude of the city where I live in Oregon is almost the same as that of the city where my cousin lives on the East Coast.
3. The trainee showed initiative by creating a new filing system for the office.
4. Lucy blew her nose throughout the day to clear her congestion.
5. I am not a football fan, so which team wins the Super Bowl is of no import to me.
6. If you look at a map, you'll see that parts of Canada are at the same latitude as England, even though the two countries are very far apart.
7. The script of the old painting we found in our attic wasn't clear until we saw the famous artist's signature.
8. By nominating Veronica as Student of the Year, the teachers acknowledged the initiative she showed when she started the environmental club.
9. This test will determine whether I get an A or a B for the quarter, so it has great importance.
10. I have congestion in the spring when the pollen from plants makes my nose stuffy.

Word Associations

Use what you know about the lesson word in *italics* to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

1. Which weather event can produce *dire* conditions?
 - a. clouds
 - b. hurricane
 - c. rain shower
2. Which activity is *traditional* for Americans on July 4th?
 - a. making a flag
 - b. watching fireworks
 - c. staying up late
3. Which road has the most *congestion*?
 - a. highway late at night
 - b. country road at dawn
 - c. city street at noon
4. Which feeling might a person have if he or she felt *contempt*?
 - a. hatred
 - b. boredom
 - c. respect
5. Which situation is of greatest *import* to bus riders?
 - a. increase in the cost of gas
 - b. new bus driver
 - c. change in bus schedule
6. When do students usually have the most *latitude* regarding when they eat lunch?
 - a. at school
 - b. during sports practice
 - c. on school break



7. Which condition might *justify* cutting down a beautiful old tree?
 - a. the trunk is diseased
 - b. the leaves are changing color
 - c. a branch broke off in a storm
8. What could have *triggered* an allergic reaction to fruit in someone?
 - a. buying foods that she loves
 - b. eating a blueberry muffin
 - c. scratching her skin
9. Which condition does *famine* cause?
 - a. hunger
 - b. weight gain
 - c. drought
10. Which activity shows *initiative*?
 - a. watching a beautiful sunset
 - b. volunteering on a political campaign
 - c. talking to a friend on the phone

Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. People often *justify* spending too much money by _____ saying they work hard and _____ deserve to reward themselves.
2. One *initiative* our class can take to help others is _____ to start a collection for a local food bank.
3. A crash on a busy highway might be *triggered* by _____ a driver changing lanes suddenly.
4. The *traditional* winter activity I enjoy most is _____ drinking hot chocolate after a day of sledding.
5. Grocery stores in the United States *import* some fruit because _____ certain ones are grown mostly in other countries.
6. I often feel *congestion* when _____ the shirt in my bathroom makes me sneeze.
7. An earthquake is a *dire* event because _____ it destroys buildings and can cause injuries or death.
8. A person who has *contempt* for the rules might _____ try to get away with things that he or she is supposed to do.
9. A *famine* could occur in a country where _____ bad weather has caused a food shortage.
10. My parents give me the *latitude* to choose _____ my own extracurricular activities.

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

Write
Your Own

1. Write a sentence about a holiday using the word *traditional* in the fourth position.
I watch the *traditional* New York City Thanksgiving Day parade on TV each year.
2. Write a sentence that is exactly 15 words in length and uses the word *triggered*.
My request to change to a different radio station *triggered* a disagreement with my sister.
3. Write a question about shopping with the word *import* in the fourth position.
Does this store *import* all of its furniture from China?

Word-Solving Strategies: Context Clues

Inferences

Look for clues that can help you infer the meaning of an unfamiliar word. Read this example from "The Rush for Gold!"

It seems like everyone has heard about the recent gold strike here because I have never seen *so* much congestion. Just a few years ago this must have been a peaceful place to live, but now there are thousands of people here eager to strike it rich.

You can use the words *must have been a peaceful place* and *now there are thousands* to infer that **congestion** is overcrowding.

You must read carefully and think critically to make inferences about unfamiliar words. Ask yourself:

What is the author trying to tell me?

What hints does the author give me about word meanings?

Remember also to use what you know to make an inference.

BE CAREFUL!

Practice

A. Read the paragraph. In the first two boxes, write a highlighted word and the clues that helped you infer word meaning. Then write the word's meaning in the third box.

In 1848, gold was found near a sawmill that John Sutter was building in northern California. As word of the find spread, people's enthusiasm for finding gold was contagious. People from all walks of life caught "gold fever." The area was soon inundated with thousands of people who rushed in to try to claim their share. By 1849, the area was in chaos, with even more people joining the madness of the California gold rush.

WORD	INFERENCE CLUES	MEANING
contagious	spread, caught "gold fever"	able to be spread, catching
inundated	thousands of people, rushed in	overcome, flooded
chaos	even more people, madness	disorder, confusion

B. Write sentences for two of the highlighted words from the paragraph above. Use inference context clues.

1. The fad became contagious as it spread from student to student and then to the teachers.
2. When they closed the library in town, our local branch was inundated with new books.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

It takes *initiative* to start your own company and make it a success.

In this sentence, *initiative* means:

- A wealth
- B good luck
- C determination and ability
- D help from many people

2. When you *justify* your behavior, you:

- A ask for forgiveness
- B give an excuse
- C accuse someone
- D say something that's not true

3. The opposite of *famine* is:

- A plenty
- B shortage
- C slander
- D hardship

4. A new fashion trend probably wouldn't be *triggered* by:

- A a clothing designer
- B a fabric store
- C a celebrity
- D a TV show

5. An item has *import* if it is:

- A used by one group of people
- B made in this country
- C meaningful to someone
- D brought in from another country

6. Read this sentence.

People crowded the parade route, causing *congestion* on the sidewalk.

In this sentence, *congestion* means:

- A emptiness
- B overcrowding
- C panic
- D stuffiness

7. You have *latitude* when you have:

- A ingenuity
- B restrictions
- C freedom of choice
- D great distances to travel

8. A *traditional* story is NOT:

- A original and new
- B told again and again
- C passed down in families
- D recalled from the past

9. When you treat people with *contempt*, you show them:

- A understanding
- B kindness
- C courtesy
- D disrespect

10. A word closely associated with *dire* is:

- A normal
- B terrible
- C widespread
- D bizarre

If students choose answer D for Item 5, 6, or 7,
review the multiple meanings of *import*, *congestion*,
and *latitude* and make sentences using each.

I'll Trade You for That

<expository essay>



The Dutch supposedly purchased Manhattan Island from a Native American tribe.

What's a fair trade? Is it a fair trade if you swap a blue pen for a green notebook? What about a week of dog-walking for a favorite CD? People have been trading since they first had something to trade. Long before the notion of money existed, people exchanged goods and services. It was central to the economy of most ancient civilizations. People traded with the expectation that they'd receive appropriate compensation for their trade.

The question of what's "fair" has always been challenging. What may seem fair to one party, may not to another. Later information may cause someone to notice aspects of a previous trade and see the deal in a different light. One such example is the famous story from 1626 of the supposed "sale" of the island of Manhattan for 60fl - "fl" denoting 60 Dutch guilders. Experts at the National Museum of the American Indian now believe the entire incident was a misunderstanding. They say that the Native Americans never felt they

had to negotiate because they never viewed the interaction as a trade at all. They didn't believe people could own land, or water, air, or sunlight. The very idea was outlandish to them. When the Dutch made offerings of a modest amount of money and some trinkets, the Native American people viewed them as gifts.

Surprisingly, the idea of trading rather than buying and selling hasn't diminished. One of the most remarkable recent stories concerns Montreal native Kyle McDonald. He started with a large red paperclip. Kyle didn't notify anyone about his ultimate goal—a house. He should be given credit for a big idea. In 14 trades, Kyle exchanged his red paperclip for a fish pen, and so on, until he ended up with a small house! The most remarkable part of this story is that all involved said the trades were fair. Who knows how the next creative thinker may export Kyle's idea and accomplish something even bigger?

Explain to students that an expository essay presents information and ideas.

Kyle McDonald traded items, starting with a big red paperclip, until he got this house.

VOCABULARY

notion	negotiate
economy	outlandish
compensation	notify
notice	credit
denoting	export

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. What do you think might have been fair *compensation* for Manhattan in 1626?
2. Why would someone find the idea that people could own land *outlandish*?

Word Meanings

For each highlighted word on pages 186–187, the meaning is given below. For practice with other meanings, see pages 191–193. For synonyms and antonyms, see page 206.

1. **notion**
(NOH-shuhn)

(n.) A *notion* is an impression or an understanding of something. Most people have a *notion* about how to behave in a restaurant.

(n.) A *notion* is a small object that is useful, such as an item used for sewing.
2. **economy**
(i-KO-nuh-mee)

(n.) The *economy* of a country is based on making, trading, and using goods and services. Today's *economy* is based on how people earn and use money.

(adj.) Something that is described as *economy* is designed to save money. An *economy* brand in a grocery store is cheaper than other brands.
3. **compensation**
(kom-puhn-SAY-shuhn)

(n.) *Compensation* is something of equal value given in return. Workers get money as *compensation* for their time on the job.
4. **notice**
(NOH-tiss)

(v.) When you *notice* something, you see it, observe it, or become aware of it.

(n.) A *notice* is a sign or an announcement that gives information or a warning.
5. **denoting**
(di-NOH-teeng)

(v.) When symbols, objects, or words stand for or mean some other concept, they are *denoting* that idea. In an e-mail address, the @ symbol is *denoting* the word *at*.
6. **negotiate**
(ni-GOH-shee-ayt)

(v.) If you *negotiate* with others, you bargain and come to an agreement about a deal or a plan.
7. **outlandish**
(out-LAN-dish)

(adj.) Something that is *outlandish* is odd, bizarre, or very unusual. It is *outlandish* to think that the moon is made of cheese.
8. **notify**
(NOH-tuh-fye)

(v.) When you *notify* others, you tell them about something or make something known to them. In other words, you inform them.
9. **credit**
(KRE-dit)

(n.) *Credit* is recognition given to someone for an accomplishment. By giving someone *credit* for something, you improve his or her reputation.

(n.) When you use *credit*, you purchase an item now and pay for it later.
10. **export**
v. (ek-SPORT)
n. (EK-sport)

(v.) When you *export* an idea, you transfer it from one person or place to another. Similarly, a country can *export*, or send, goods to another country.

(n.) An *export* is a product that is sold and sent to another country.



Word Talk

Each lesson word is listed here. With a partner, take turns drawing a picture to illustrate the meaning of six of the words. As one partner draws, the other partner identifies the vocabulary word.

compensation
credit
denoting
economy (n.)
export (v.)
negotiate
notice (v.)
notify
notion
outlandish



compensation

Check for Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

compensation	economy	notify
credit	export	notion
denoting	negotiate	outlandish
	notice	

1. I had the notion that my dog liked to swim, but I found out I was wrong when he wouldn't get into the water.
2. Mom thought the car cost too much and tried to negotiate with the owner.
3. Dad thought his outlandish jester's hat was funny, but it embarrassed me.
4. If classes are canceled, the school will notify families by phone.
5. The President hoped to export his human rights policies to other nations.
6. My compensation for mowing my neighbor's lawn was a ten-dollar bill and a glass of cold lemonade.
7. I wore a baseball cap so my friends wouldn't notice my terrible haircut.
8. The street sign showed a large arrow, denoting a detour in the road.
9. My sister is amazing at games, and I give her credit for being so clever.
10. South American countries often export crops to other countries.
11. Neighborhood storeowners are beginning to sell more goods, and that increase in sales should help the local economy.
12. My friend's notion of a good TV show is different from my idea of something worth watching.



Some students may choose *notice* or *notify* as an answer for Item 1. Invite volunteers to tell about a time when they had a *notion*, or an idea, that was proved wrong. Repeat a similar procedure if other answers vary.

Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

My aunt says she saves hundreds of dollars each month at the grocery store. She's a smart businesswoman who sells software to other countries. Each export earns her a lot of money. Still, when she shops, she buys the economy size of everything and avoids credit, paying with cash. The only exception is when she needs to get a small notion, such as a needle and thread. I wanted to go shopping with her, so we made a plan for the next weekend. We looked in the newspaper for a notice of a sale, and when we found an ad offering double coupons, we went to that sale and saved a lot of money.

Some of the lesson words are used in a different way here. For example, in this paragraph *notice* is used as a noun meaning "an announcement." Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 188 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. Dad is looking for a/an economy car that gets good gas mileage.
2. My sister let me buy the earrings on credit as long as I promised to pay her back when I got my allowance.
3. My dad picked up the notion he needed for his sewing box at home.
4. I checked an encyclopedia to find out if steel is a/an export that the United States sends overseas.
5. A/An notice on the library door said that it would be closed next Monday.
6. She searched through the basket for the notion she needed to complete her arts-and-crafts project.
7. One export that many countries send to the United States is coffee.
8. The store had a sign that said no credit would be given since they accepted only cash.
9. If you lose a pet, the newspaper will run a free notice to help you find it.
10. We decided to stay in a/an economy hotel during our vacation, so that we would have extra money to spend on food and entertainment.

Word Associations

Use what you know about the lesson word in *italics* to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

- Which group often gets *credit* for new ideas?
 - inventors
 - consumers
 - travelers
- What is a common *notion* about identical twins?
 - they spend twice as much money
 - they have a lot of initiative
 - they are hard to tell apart
- Which item might come in an *economy size*?
 - supermarket
 - dish soap
 - lumber
- Which publication might have a *notice* about a garage sale?
 - diary
 - newspaper
 - phone book
- Which clothing is NOT *outlandish* for a man to wear to a wedding?
 - a suit
 - black shorts and a jacket
 - red dress shoes
- What is the typical *compensation* for babysitting?
 - playing with the children
 - money paid at an hourly rate
 - all the snacks you can eat
- What is the best way to *notify* friends that you're having a party?
 - have a cake and decorate the room
 - surprise them at the last minute
 - send out e-mail invitations
- Which is a symbol *denoting* a place where a car should stop?
 - a red light
 - a large exit sign
 - a police car
- What is something you might *negotiate* with your parents?
 - the need to go to school
 - wearing a seatbelt in a car
 - how late you can stay out
- What do you do when you *export* a product?
 - bring it into a country
 - ship it out of a country
 - keep it in the country where it's made



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. An *export* from the United States might be sent to a foreign country, such as Canada or Mexico.
2. I give my older brother *credit* for his smart money sense because he saved the cash he earned from his part-time job so he could buy himself a car.
3. One *outlandish* way to get to the mall would be to fly there in a helicopter and land on the roof.
4. On the way to school, I always *notice* who is walking together.
5. If I had a *notion* to try something new, I would eat a food I have never tried before.
6. I can help make our nation's *economy* stronger by purchasing products made in this country.
7. At an intersection, the signal *denoting* that traffic can go is a green light.
8. A coach might *notify* her athletes that practice is canceled by sending them all a text message.
9. Sometimes my friends and I have to *negotiate* which movie to see because some of us like comedies and others like action films.
10. After cleaning the garage, I asked for *compensation* because I felt I deserved some money after all the work I did.

Challenge Yourself

Follow the directions to write sentences with the lesson words in *italics*. Be sure your sentences make sense both grammatically and in meaning.

*Write
Your Owns*

1. Write a sentence using the word *outlandish* in the second position.
An outlandish hat might have feathers and big bows on it.
2. Write a sentence exactly twelve words in length using the word *notice*.
My friend sent an e-mail notice about the dance committee's next meeting.
3. Write a question about the cost of something with the word *negotiate* in the fourth position.
Will the salesman negotiate if the price of the bike is too high?

Word-Solving Strategies: Roots

The Latin Root *not*: “known”

You’ve learned that identifying the Latin roots in words can help you figure out word meanings. The Latin root *not* comes from the word *notus* and means “known.”

Three of the words from this lesson are based on the Latin root *not*—*notice*, *notify*, and *notion*. When you identify the root *not* in *notice*, it’s easy to figure out that when you *notice* something, you see it or become aware of it. In other words, it is known. Similarly, a *notice* is “a sign or an announcement that gives information or a warning.” A notice helps you know something.

The lesson word *notify* is also based on the Latin root *not*. If you know that the verb suffix *-fy* can mean “to make,” you can combine the meaning of the root and the suffix to figure

out that *notify* means “to make known.” When you notify people, you tell them about something or make something known to them.

A Third Example

Look at the word *notion* from this lesson. You can combine the meaning of the root *not* with the meaning of the noun suffix *-ion* to figure out the meaning of the word.

not → known

ion → the result of

notion → result of what
is known

Meaning: “idea;
understanding”

Some words have Latin roots that are similar in spelling but different in meaning. For example, the word *denoting* has the Latin root *not*, but in this case, the root comes from the Latin word *notare*, which means “to mark.” If you are unsure of the meaning of a word, remember to use context clues or a dictionary to help you define the word.

BE CAREFUL!

Practice

Read each sentence below. Then use what you know about the Latin root *not* to write the meaning of the word in italics. Check your answers in a dictionary.

1. The *notorious* toxic landfill was featured in the news.

well known or famous for something bad

2. There were *noticeably* fewer students in school during the flu outbreak.

able to be known; easy to see or recognize

3. People whose taxes are due this month will receive *notification* in the mail.

official word that lets you know something

4. The small dent on the side of the car was *unnoticeable* to most people.

hard to see or know about

After students check their answers in a dictionary, encourage them to compare responses with a partner.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

The school will *notify* parents when report cards are ready.

Notify means:

- A critique
- B inform
- C interview
- D discuss

2. When you give *credit*, you do NOT:

- A praise a person
- B recognize a person
- C ignore a person
- D approve of a person

3. A word closely identified with *notice* is:

- A forget
- B overlook
- C ignore
- D observe

4. In which group might each item be an *export*?

- A coffee, oil, cars
- B water, grass, sunshine
- C shoes, jackets, closets
- D concrete, sidewalks, lumber

5. A sign *denoting* danger might have:

- A small type
- B dim blue lights
- C large red letters
- D a smiley face

6. Read this sentence.

My parents have always stressed the *notion* of saving money.

In this sentence, *notion* means:

- A pursuit
- B trait
- C command
- D idea

7. The opposite of *outlandish* is:

- A usual
- B bizarre
- C peculiar
- D odd

8. Something a buyer might *negotiate* is:

- A the store's hours
- B the price of an item
- C the owner of a business
- D the need for an item

9. The *economy* of a country is based on:

- A equal rights
- B national holidays
- C products bought and sold
- D a written constitution

10. Two activities for which you might receive *compensation* are:

- A sleeping and eating
- B studying and playing soccer
- C phoning a friend and shopping
- D pet sitting and carrying groceries

If students choose an answer other than A for item 4, review the items in each list and discuss why each is or isn't an *export*.



Ka-ching!

<autobiography>

I spent most of my adolescence in Los Angeles, skipping school and causing trouble. Then, one day, while hanging out with friends in front of Young's Supermarket, something happened to change my life.

I was watching a man sweep the sidewalk, and without thinking, I tossed a piece of garbage in front of him. He looked at me in a way I'll never forget. "Someday you're going to have to grow up!" he said, adding, "and when you're mature, when you are a grown man, you'll want a good job so that you can respect yourself and pay your own way."

"Whatever I do, I won't be cleaning up after other people!" I protested. "Then you should be your own boss," he said, "so you can guarantee your future and do something you truly love."

Soon after, I was home watching Grandma make her stuffed tortilla pupusas, a specialty of El Salvador. "Why don't we just buy these?" I asked. "Because homemade always tastes better," she said. "Plus, you can never find pupusas in stores." I'd just discovered the commodity that would make me an adult, and my company, Pupusa Heaven, was born!

Every day I went to school to study financial matters, and every night I came home and cooked with my grandmother. I was exhausted but hoped hard work would pay off. Until the company could generate an income, I used pupusas as currency, trading for what I wanted.

I went to thank the man at the market for his advice and brought him some pupusas. When he said *his* store would sell them, I realized *he* was Mr. Young. Soon, I also began to sell to other stores. In summary, by the time I graduated from college, the company was a success. The profits from it felt like a windfall, which I shared with my grandmother. On one of my frequent visits to Mr. Young, I thanked him for changing my life.

This young man turned a family specialty into big profits.



VOCABULARY

adolescence income
mature currency
guarantee summary
commodity windfall
financial frequent

Explain to students that an autobiography is the true story of a person's life written by that person.

TALK ABOUT IT

With a partner, answer the questions below. Use as many of the highlighted words in the selection as you can.

1. In what ways did the author show that he could be *mature*?
2. Can you give a *summary* of the author's life?

erla Las C...



Word Meanings

For each highlighted word on pages 196–197, the meaning is given below. For practice with other meanings, see pages 201–203. For synonyms and antonyms, see page 206.



1. **adolescence**
(a-duh-LE-suhns)
(n.) *Adolescence* is the period in a person's life between childhood and adulthood.
2. **mature**
(muh-CHUR)
(adj.) A *mature* person is fully grown. Similarly, a *mature* young person is someone who behaves like a responsible adult.
(v.) When things *mature*, they become fully developed or ripe.
3. **guarantee**
(ga-ruhn-TEE)
(v.) If you *guarantee* something, you make sure that it will happen or you promise that it is good. Going to school helps *guarantee* your future.
(n.) A *guarantee* is a written promise that a product will work. Similarly, a person might give his or her *guarantee* that something will happen.
4. **commodity**
(kuh-MO-duh-tee)
(n.) A *commodity* is a product that is bought or sold, especially farm crops and products that are mined, such as copper.
5. **financial**
(fuh-NAN-shuhl)
(adj.) Things that are *financial* have to do with managing and using money. A bank is a *financial* institution.
6. **income**
(IN-kuhm)
(n.) *Income* is the amount of money a person earns or receives in a certain period of time.
7. **currency**
(KUH-ruhn-see)
(n.) *Currency* is money. It can also be something used in place of money.
(n.) Something that is generally accepted or widely used has *currency*.
8. **summary**
(SUH-muh-ree)
(n.) A *summary* is a brief retelling of something that has been said or written. A *summary* usually includes the most important ideas, or main ideas.
(adj.) *Summary* can describe something done quickly and without formalities.
9. **windfall**
(WIND-fawl)
(n.) A *windfall* is a gain that you didn't expect. If you win some money or someone unexpectedly gives you something of value, that is a *windfall*.
10. **frequent**
adj. (FREE-kwent)
v. (free-KWENT)
(adj.) Something that happens often or repeatedly is *frequent*. Students make *frequent* trips to the library when they are working on research papers.
(v.) When you *frequent* a place, you go there often. You might *frequent* your favorite restaurant a few times a month.

Word Talk

Each lesson word has been placed in a category. With a partner, discuss and list items that belong in each category. Compare your results with those of another pair of students.

**Information That
Would Be In a
Summary of
Your Life**
date and place of birth

**Ways People Get a
Windfall**
win the lottery

**Benefits of Paper
Currency Over Coins**
lighter weight

**Ways for Students to
Earn an *Income***
babysit for the
neighbors

**Outdoor Activities
Often Enjoyed in
*Adolescence***
riding bikes with friends

**People Who Can
Help You With
*Financial Matters***
bankers

**Things That Help
Guarantee Good
Grades**
studying for tests

***Commodities* Used
Daily In the
United States**
corn

**Places You Make
Frequent Trips To**
school

**Ways People Show
They Are *Mature***
behave appropriately in
public places

Check For Understanding

Choose the lesson word that completes each sentence. Write the word on the line provided. Some words will be used twice.

adolescence	financial	mature
commodity	frequent	summary
currency	guarantee	windfall
	income	

1. After the shop owner examined her budget, she realized the business was in _____ financial _____ trouble.
2. A/An _____ summary _____ of the book included the names of the main characters and what they did.
3. I make _____ frequent _____ trips to the beach, going almost every summer weekend.
4. The unfamiliar _____ currency _____ confused the travelers, so they found it difficult to make purchases in the foreign country.
5. Many young people have a growth spurt when they reach _____ adolescence _____.
6. My little brother isn't _____ mature _____ enough to watch most late-night TV shows.
7. The price of a/an _____ commodity _____ like sugar often goes up and down during the year.
8. Before Dad bought the radio, he had the seller _____ guarantee _____ that it was antique.
9. The bus made _____ frequent _____ stops, picking up many students on the way to school.
10. The money my aunt left my mother in her will was a/an _____ windfall _____ for our family.
11. The artist's _____ income _____ went down this year because her work wasn't selling.
12. Before we watched the movie, Alia gave me a/an _____ summary _____ of the plot.



Students may choose *income* as an answer for item 1. Remind them that *income* is the amount of money a person makes, then have volunteers tell how they would like to make an income someday. Repeat a similar procedure if answers vary for other items.

Expand Word Meanings

Read the paragraph below to learn other meanings for some of the lesson words.

Once, it was common for people to frequent banks because they had to deposit and withdraw money in person. Bills were always paid with checks or cash. Banks mailed summary statements to show each client his or her account balance. Thanks to the Internet, online banking has gained currency. People can now pay bills and view accounts on their computers. As young people grow and mature, they can go online to watch their own savings grow, too. Most banks give a guarantee that online data are private. It is still important, however, to make sure that your Internet connection is safe.

Notice that some of the words in the lesson are used in a different way here. For example, look at how *frequent* is used in this paragraph. Here it means "to go to a place often." Look at the other highlighted words. Can you figure out the meaning of the words as they are used here? Refer to page 198 to confirm meanings.

Apply Other Meanings

Complete each sentence with a highlighted word from the paragraph above.

1. The 1960s was the first time in the twentieth century that long hair on men gained currency.
2. The report began with a summary paragraph followed by detailed information.
3. Many fruits mature in the summer, but apples ripen and are ready to pick in the fall.
4. I don't frequent that movie theater because the seats are uncomfortable, and I can't sit in them for very long.
5. Even though I'm always on time, my friend wanted a guarantee that I wouldn't be late for the appointment.
6. Runners, bikers, and skateboarders all frequent the park after school gets out.
7. Since sending text messages has gained currency with my friends, I don't make many phone calls now.
8. The mayor gave reporters a summary statement that briefly explained his ideas.
9. When I mature, I will probably be taller than my father was at my age.
10. The tire store's guarantee promises a free replacement if a new tire has a defect.

Word Associations

Use what you know about the lesson word in *italics* to answer each question. Circle the letter next to the phrase that best answers the question. Be prepared to explain your answers.

- Which items are NOT likely to come with a *guarantee*?
 - electronics
 - cars
 - groceries
- Which group might *frequent* a neighborhood park?
 - nearby residents
 - out-of-town visitors
 - people who dislike the outdoors
- Which person is most *mature*?
 - a newborn
 - an adult
 - a child
- Which person is in *adolescence*?
 - senior citizen
 - baby
 - teenager
- Which items are used as *currency* in this country?
 - gold bars
 - dollar bills
 - diamonds and gems
- What reveals information about a person's *financial* worth?
 - bank balance
 - birth certificate
 - school report card
- Which item is a *commodity*?
 - rice
 - rainwater
 - pollution
- What is a *windfall*?
 - less money
 - more money
 - lost money
- Which publication might give a *summary* of today's weather?
 - textbook
 - news magazine
 - local newspaper
- Which activity would give you an *income*?
 - joining a club
 - doing volunteer work
 - bagging groceries at a store



Check Again

Use what you know about the lesson word in italics to complete each sentence. Be sure your sentences make sense.

1. *Frequent* trips to a fast food restaurant might result in health problems due to a poor diet.
2. A person can increase his or her *income* by working more hours.
3. Young people spend most of their *adolescence* growing.
4. One *guarantee* in the Constitution of the United States is freedom of speech.
5. When I have questions about *financial* matters, I ask my father for advice.
6. A *commodity* that is available in the grocery store is spices.
7. A *summary* of the events of my day so far would be woke up, went to school, ate lunch, and talked to some friends.
8. If I got a *windfall* today, I would put most of the money in my bank account and spend some of it.
9. Two different types of *currency* I use when I buy things are coins and paper bills.
10. Teenagers make *mature* decisions when they think about the consequences of their actions.

Challenge Yourself

Follow the directions to write sentences with the lesson words in italics. Be sure your sentences make sense both grammatically and in meaning.

*Write
Your Owns*

1. Write a sentence about your future using the word *guarantee* in the third position.
I can guarantee my future by going to college.
2. Write a 12-word sentence about success that includes the word *financial*.
To be a success in business, you must know about financial matters.
3. Write a question about money with the word *currency* in the fourth position.
Why does the currency of the United States consist of both paper money and coins?

Word-Solving Strategies: Context Clues

Synonyms

You can often find clues about unfamiliar words by looking for synonyms in the text. Read this example from “Ka-ching!”

“Someday you’re going to have to grow up!” he said, adding, “and when you’re mature, when you are a grown man, you’ll want a good job so that you can respect yourself and pay your own way.”

Commas are often used to set off synonyms for words. Notice that after the word **mature**, the synonym *grown* appears in a phrase set off by commas.

Synonyms are not always set off by commas. Sometimes they appear in other sentences:

It’s important to respect yourself. You can’t be successful if you don’t value your own ideas.

In this example, a synonym for *respect*, *value*, appears in the sentence that follows the one in which the word appears.

BE CAREFUL!

Practice

A. Write a highlighted word and its synonym in the first two boxes. Using the context clues, write the meaning of the word in the third box.

Mother’s gingerbread cupcakes are renowned, famous throughout our neighborhood. The moist cake is redolent of spices, scented with cinnamon and ginger. One day while I was helping her bake, an idea struck me. “Why don’t you launch your own business?” I asked. “You could start by selling your cupcakes at the deli on the corner.” Mom was in agreement, and that seed of an idea blossomed into a money-making company. Today Mom’s lucrative cupcake company supports our entire family.

WORD	SYNONYM	WORD MEANING
renowned	famous	having widespread fame
redolent	scented	full of fragrance
launch	start	put into operation or set in motion

B. Write a sentence for each of the four highlighted words from above.

- _____ The renowned singer, popular around the world, will appear in our town next week.
- _____ The flower garden is redolent of the sweet smell of roses.
- _____ Dad plans to launch a new business and wants to start it in the fall.
- _____ Two brothers own the lucrative pizza shop, which is profitable because of its delicious sauce.

Practice for Tests

Fill in the bubble next to the answer that best completes the sentence or answers the question.

1. Read this sentence.

The salary increase was a surprise to Dad and a *windfall* for our family.

Windfall means:

- A terrible blow
- B shortage
- C expected reward
- D unexpected gain

2. In which group can all the items be described as *income*?

- A earnings, wages, salary
- B winnings, losses, prizes
- C import, export, money
- D job, work, pay

3. A person in *adolescence* might be:

- A two years old
- B thirteen years old
- C twenty-five years old
- D eighty years old

4. An item is a *commodity* if it can be:

- A recycled
- B built by hand
- C bought and sold
- D passed down in a will

5. The opposite of *frequent* is:

- A many
- B rare
- C regular
- D repeated

6. Read this sentence.

Gram's odd ideas about life on Mars have no *currency* with my friends.

In this sentence, *currency* means:

- A dollar value
- B importance
- C general acceptance
- D scientific basis

7. When you give a *summary*, you:

- A write a detailed report
- B do research on a subject
- C give a thorough explanation
- D retell something briefly

8. A *mature* person is NOT a:

- A kindergartner
- B parent
- C adult
- D senior citizen

9. *Financial* matters have to do with:

- A age
- B money
- C personality
- D size

10. A word closely associated with *guarantee* is:

- A promise
- B credit
- C negotiate
- D duplicate

If you have a standard answer A for item B, remove the multiple meanings of the word *airway*.

Synonyms and Antonyms

In the following Word Bank, you will find synonyms and antonyms for some of the words in Lessons 16–18. (Remember: Some words have both synonyms and antonyms.) Study these words; then complete the exercises below.

scorn bargain dreadful respect bizarre observe
irregular overlook idea promise import ordinary

A. For each sentence, fill in the blank with a **SYNONYM** for the word in boldface.

1. After Melissa explained her idea, everyone wondered how she had come up with such a strange **notion**.
2. I can **guarantee** you at least twenty hours of work. Do you promise that you will show up on time and do a good job?
3. Ana was afraid her mistake might have **dire** consequences, but nothing dreadful actually happened.
4. Mom likes to **negotiate**, so at flea markets she always tries to bargain with sellers to get a lower price.
5. Because the man treated everyone with **contempt**, people felt scorn instead of sympathy when they learned of his misfortune.

B. For each sentence, fill in the blank with an **ANTONYM** for the word in boldface.

6. We were so used to Christy's **outlandish** outfits that we were disappointed when she showed up dressed in ordinary clothes.
7. If you don't take time to **notice** details, you might overlook something very important.
8. You cannot expect people to treat you with respect if you show them nothing but **contempt**.
9. Countries with strong economies **export** more goods than they import.
10. Before Jeremy got his own computer, he would make **frequent** trips to the library to use the Internet. Now, his visits are irregular because he goes only when his connection is not working.

Word Study: Proverbs

Some of the words in Lessons 16–18 are connected to well-known proverbs. For example, an elderly person might express his or her ideas about being *mature* (Lesson 18) using proverbs such as “You’re only as old as you feel” or “You can’t teach an old dog new tricks.”

Proverbs are brief, memorable sayings that state a common truth, such as “One rotten apple spoils the whole barrel” or “Laughter is the best medicine.” You can use proverbs in your own writing to add interest to your work.

Practice

Read each sentence. Use context clues to figure out the meaning of each proverb in boldface. Then, write the letter of the definition for the proverb in the sentence.

- | | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <u>c</u> | 1. When my brother tries to get something by being rude, I tell him, “ You can catch more flies with honey than with vinegar. ” | a. To accomplish a task, first you must start it. |
| <u>f</u> | 2. After the brakes on the fancy new bike broke, Aziza knew that all that glitters is not gold. | b. If you notice that something doesn’t look right, there’s probably a problem. |
| <u>d</u> | 3. If I complain that it’s hard to save money, Dad says, “ Little and often fills the purse. ” | c. You can win over more people with kindness than with scorn. |
| <u>a</u> | 4. The scientist hesitated to start a long research project until he was reminded that a journey of a thousand miles begins with a single step. | d. If you make small but frequent additions to your savings, you will have great wealth someday. |
| <u>b</u> | 5. I know my friend has problems because she seems sad, and where there’s smoke, there’s fire. | e. Patient people are admired. |
| <u>g</u> | 6. When Eli sees what some greedy people do to get rich, he wonders if it’s true that the ends justify the means. | f. Just because something looks good, that doesn’t guarantee it is. |
| | | g. If the outcome is good, then it doesn’t matter how you get it. |

Apply

Work with a partner to find out the meaning of each proverb. (Use an online or print dictionary.) Then work together to write a sentence for each proverb.

- | | |
|-----------------------------------------------|-------------------------------------------------|
| 1. A rolling stone gathers no moss. | 5. A leopard can’t change its spots. |
| 2. The early bird catches the worm. | 6. Better safe than sorry. |
| 3. You must learn to walk before you can run. | 7. Every cloud has a silver lining. |
| 4. Beauty is only skin deep. | 8. You scratch my back, and I’ll scratch yours. |

Vocabulary for Comprehension

Read the following passage, in which some of the words you have studied in Lessons 16–18 appear in boldface type. Then answer questions 1–6.



The History of Money

Money drives our **economy**, but even though we earn and use money daily, we seldom think about its history. The **notion** of money goes back a long way. The earliest coins were made 5 thousands of years ago in what is now Turkey. China used a type of paper money over 1,000 years ago. Native Americans used beads as money to **negotiate** and trade for goods.

The first U.S. coins were made in 1793, and 10 paper money followed. Today our **currency** honors our **traditional** past. Paper bills show buildings such as Independence Hall, the White House, and the U.S. Capitol. Presidents such as George Washington, Thomas Jefferson, and

15 Abraham Lincoln appear on coins and bills. While these leaders were **mature** men, a recent golden coin featured Sacagawea, a young Shoshone woman of great **initiative** who traveled with the explorers 20 Lewis and Clark. And an interest in honoring the states **triggered** a series of quarters. Each quarter spotlights one of the 50 states.

If you had the **latitude** to design a U.S. coin or a bill of your choice, what would you create?

25 How would you **guarantee** that the history and values of our country are reflected in your particular design?

*If students choose answer A for Item 1, review the different meanings of **notion**.*

1. In sentence 2, **notion** means

- A item
- B concept
- C memory
- D problem

2. When you **negotiate** (line 8), you

- A estimate
- B purchase
- C sell
- D bargain

3. Something that is NOT **traditional** (line 11) is

- A historic
- B customary
- C trendy
- D time-honored

4. Another word for **mature** (line 17) is

- A grown
- B young
- C old-fashioned
- D reliable

5. Someone with **initiative** (line 19) has

- A minimal skills
- B determination and ability
- C fear and shyness
- D great strength

6. When you **guarantee** (line 25) something, you

- A pay for it
- B write about it
- C retell it briefly
- D make sure it will happen