

# CELLS— Building Blocks of Life

LESSON

1

## Amazing Cells

*Plant cells and animals are more alike than different.*

assumption    dimension    foliage  
cell            distinction    membrane  
commission    final            viewpoint  
considerable

LESSON

2

## Cells That Wouldn't Die

*The cells of a dying cancer patient help keep us alive.*

chance            molecule        sequence  
component        multicellular    structure  
fundamental     prevail          transfer  
merge

LESSON

3

## Fruit Fly, You're Just Like Me

*Thanks to this insect pest, researchers know a lot about you.*

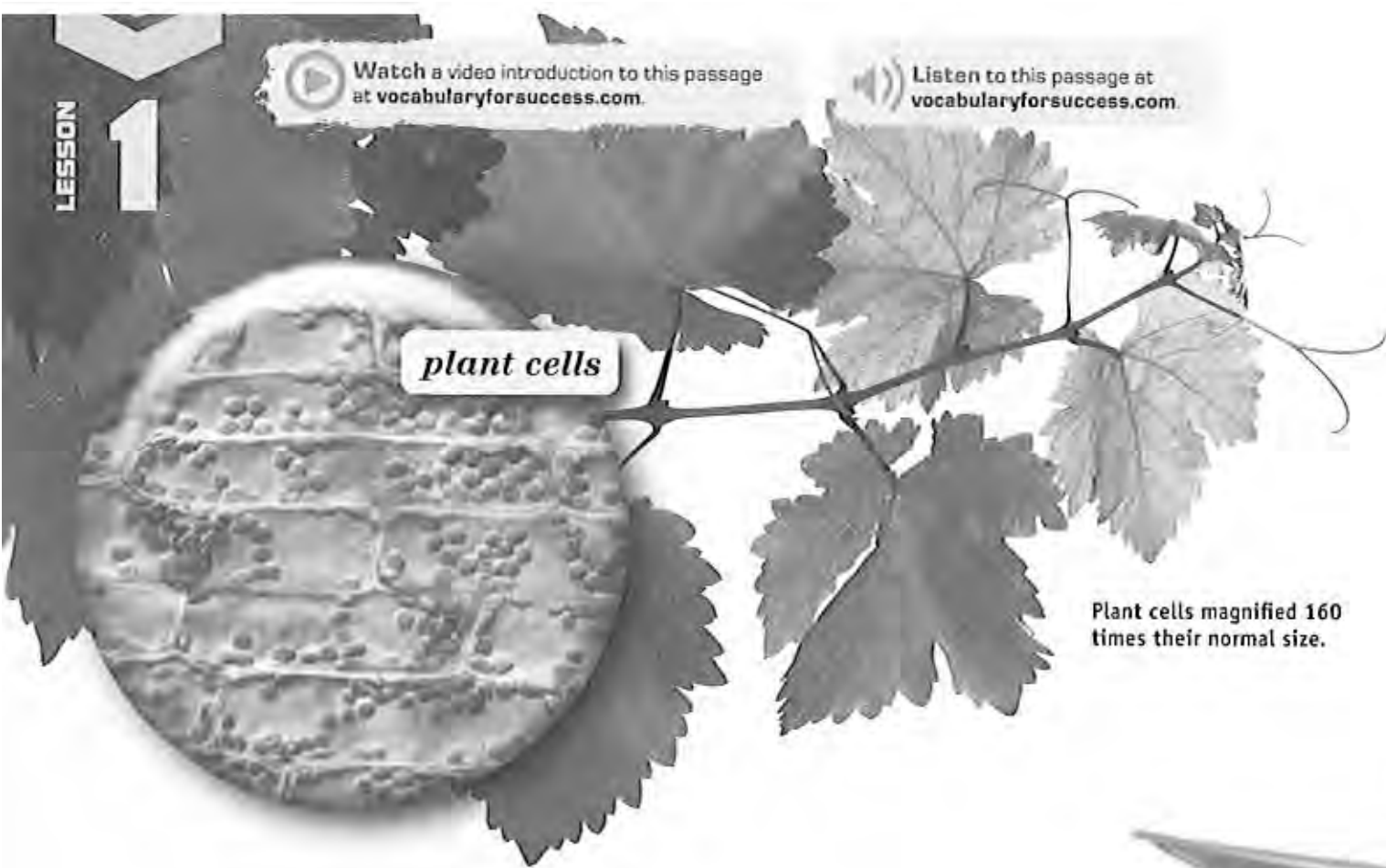
experiment    predominantly    previous  
flourish        preserve          sample  
isolate         presumably      substitute  
method



Watch a video introduction to this passage at [vocabularyforsuccess.com](http://vocabularyforsuccess.com).



Listen to this passage at [vocabularyforsuccess.com](http://vocabularyforsuccess.com).



*plant cells*

Plant cells magnified 160 times their normal size.

## Amazing Cells

<textbook entry>

Cells are extraordinary things. They are the smallest functioning unit of any living organism, yet they are hugely important. Some cells are large in size (a chicken egg, for example, is considered a cell), but most are so small that they are invisible to the naked eye. Scientists know a great deal about cells, yet constantly commission studies to learn more.

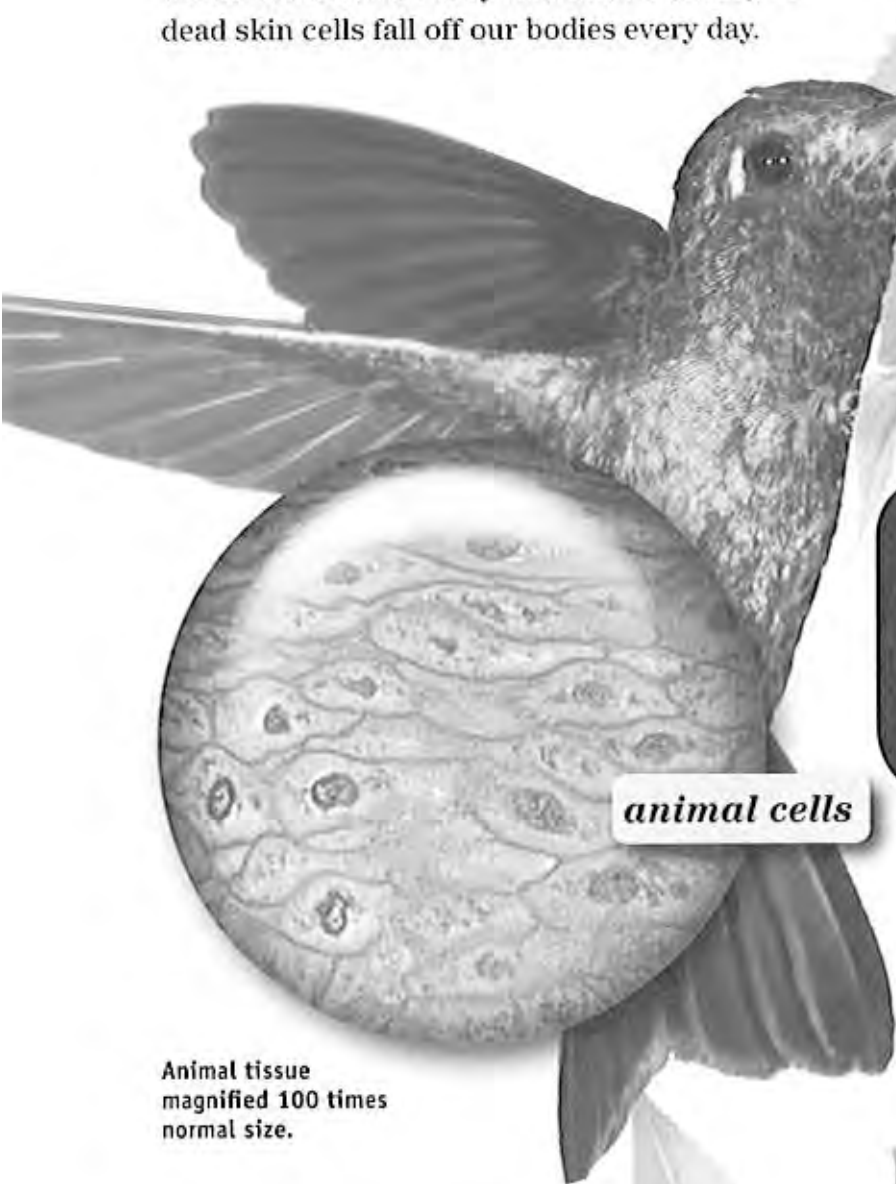
It doesn't matter whether you are discussing animal or plant cells. From any viewpoint—whether you are talking about a skin cell, a stomach cell, a cell from a maple leaf, or one from a blade of grass—it's a fair assumption to say all cells have much in common. Every one has a nucleus that acts like the “brain” of the cell and controls its growth and reproduction.

Each cell also has a membrane, or protective wall, that has the final say as to what gets in or out. Additionally, all cells need energy to live and grow. Notwithstanding these similarities, there are considerable differences among kinds of cells. Perhaps the greatest difference between animal and plant cells is that the cells in a plant's stem and foliage create the energy they need from sunlight. Animal cells, on the other hand, can't make their own energy.

Some cells, though small, are complete organisms by themselves. A germ, for instance, is a single-celled living organism. Other cells are parts of larger organisms. For example, our bodies contain many kinds of cells, such as stomach, brain, and skin cells. Each kind does

Explain to students that a textbook entry provides information and facts on a topic. Graphics and captions make the information easier to understand.

a different job. Scientists estimate that humans hold the distinction of having more than 10 trillion different kinds of cells in our bodies. Some live a long time, but others do not. An added dimension to cells is that when one cell dies, another usually replaces it. That's why we do not need to worry that more than 30,000 dead skin cells fall off our bodies every day.



*animal cells*

Animal tissue magnified 100 times normal size.

## VOCABULARY

commission	final
viewpoint	considerable
cell	foliage
assumption	distinction
membrane	dimension

### TALK ABOUT IT

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

1. From your *viewpoint*, what are some other things that plants and animals have in common?
2. Give some examples and descriptions of *foliage* in your neighborhood.

## Word Meanings

For each highlighted word on pages 2–3, the meaning is given below. For practice with other meanings, see pages 7–9. For synonyms and antonyms, see page 32.

1. **commission**  
(kuh-MISH-uhn)
  - (v.) When people *commission* something, they pay someone to create or do something. Someone might *commission* an artist to paint his or her portrait.
  - (n.) A *commission* is the percentage of the total sale a salesperson receives.
2. **viewpoint**  
(VYOO-poynt)
  - (n.) A particular way of thinking about something is a *viewpoint*. A person forms opinions based on his or her *viewpoint*.
3. **cell**  
(sel)
  - (n.) A *cell* is the smallest unit of living matter that is able to operate independently in a body.
  - (n.) A small room, such as in a prison or a retreat, is called a *cell*.
4. **assumption**  
(uh-SUHMP-shuhn)
  - (n.) When you make an *assumption*, you may suppose that a fact or a statement is true without checking the information.
5. **membrane**  
(MEM-brayn)
  - (n.) A *membrane* is a thin, soft, flexible layer that covers and protects something, such as a cell. The thin layer around and between each section of an orange is the *membrane*.
6. **final**  
(FEYE-nuhl)
  - (adj.) Something that is described as *final*, such as a *final* decision, is complete and cannot be altered or undone.
  - (n.) A *final* can be the last game in a series or the last test in a class.
7. **considerable**  
(kuhn-SID-ur-uh-buhl)
  - (adj.) Something that is described as *considerable* is large in number, degree, or extent.
8. **foliage**  
(FOH-lee-ij)
  - (n.) The *foliage* on a plant is all the leaves.
9. **distinction**  
(diss-TINK-shuhn)
  - (n.) A *distinction* is a difference between two things or a feature that sets something or someone apart from others.
  - (n.) A *distinction* can be an honor that someone achieves.
10. **dimension**  
(duh-MEN-shuhn)
  - (n.) A *dimension* can be the magnitude or extent of something, such as the *dimension* of a problem.
  - (n.) A *dimension* is a measurement in one direction, such as length or width.



## 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 Where You  
See *Foliage*  
parks

Animals Whose Size  
Is *Considerable*  
elephant

Things That Do Not  
Have *Cells*  
bowls

Things with a  
*Membrane*  
grapefruit

Decisions That  
Are *Final*  
winner of a dance  
competition

Work a Person Might  
*Commission*  
lawn mowing

Situations or  
Relationships with  
Many *Dimensions*  
friendships

Possible *Distinctions*  
Among People  
hair color

Issues or Concepts  
That You Have a  
*Viewpoint On*  
fashion

Categories That  
People Make  
*Assumptions About*  
age

## Check for Understanding

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

assumption      considerable      foliage  
cell              dimension      membrane  
commission      distinction      viewpoint  
final

1. Each kind of cell in the human body has a different purpose.
2. The biggest distinction between my friend and me is that I don't like sports and she does.
3. We made an incorrect assumption that you knew where we were meeting.
4. After the tree was treated for a fungus, its foliage dramatically increased, and it was difficult to tell it had ever been sick.
5. The PTA wanted to commission the chorus to sing at the teachers' luncheon.
6. One dimension of the environmental program is planting school gardens.
7. The e-mail said we would have a/an considerable wait for materials because everything is out of stock and has to be specially ordered.
8. The eardrum is a thin membrane that separates the inner and outer ear.
9. A/An cell is sometimes called the building block of life, because it is the smallest thing on which all life is built.
10. My final grade turned out to be very good, even though my first test score was low.
11. Your experience volunteering at the shelter has influenced your viewpoint on animal rights.
12. A/An considerable number of bottles were collected for the recycling drive.

Some students may confuse *dimension* and *distinction*. Ask students to point out a difference between two things and explain that the difference is a *distinction*.



## Expand Word Meanings

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

As Jarus left his cell, he turned and looked around the small room. In a few hours he would graduate from the Space Academy and find out what his commanding officer planned for his future. Jarus knew his career would involve either space travel or earning a commission selling space vehicles. But first he had to attend the graduation ceremony, where he would receive a special distinction. He was being honored for his excellent work on the final. For this last project, Jarus researched the dimension of a shooting star to explain why it was brighter than others. The academy had trained him well for his future.

Note that in the paragraph on this page some of the lesson's words are used as a different part of speech or with a different meaning. For example, the word *final* is used as a noun. How are the other highlighted words used? Refer to page 4 to confirm meanings.

### Apply Other Meanings

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

1. During the last class, the teacher handed out ten questions for the final.
2. If you don't cut each piece of wood to the exact dimension, the bookcase you're building will end up being a crooked piece of furniture.
3. The real estate agent received a three percent commission for selling the house down the street.
4. The final will show our teacher how much we learned in the last three chapters of our science book.
5. The prisoner was rarely allowed to leave his cell.
6. My friend achieved the highest distinction possible for someone in his career field.
7. Crystal's mother promised to pay her a commission on any sales she made at the family yard sale.
8. The cell contained only a mattress, a desk, and a small chair.
9. I need to measure the dimension of the bed to make sure it fits in the room.
10. Historically, retiring presidents have received an official distinction thanking them for their service during their time in office.

## 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 of these would have *foliage*?
  - cactus
  - bush
  - mushroom
- What is an important purpose of a *membrane*?
  - to add
  - to undo
  - to protect
- Which of these does not have a *cell*?
  - rock
  - plant
  - animal
- Which worker would you most likely *commission* to do some work?
  - cashier
  - writer
  - bus driver
- If going to your room is the *final* thing you do each day, when do you do it?
  - first thing in the morning
  - in the middle of the day
  - last thing at night
- Which would be a fair *assumption*?
  - the name of a new teacher
  - who is absent from school
  - the month next school year begins
- Which would have a *considerable* variety of plants?
  - a florist
  - a football field
  - a rocky beach
- Which is a *distinction* between identical twins?
  - parents
  - names
  - facial features
- Which is NOT a *dimension* of a floor?
  - width
  - height
  - length
- Who holds the *viewpoint* that it is a bad idea to eat meat?
  - vegetarians
  - steak lovers
  - dogs



## Check Again

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

1. A *final* exam is \_\_\_\_\_ your last chance to get a good grade.
2. You can tell the *foliage* on a tree is healthy by \_\_\_\_\_ its abundance and bright green color.
3. Something that covers a *considerable* part of the earth is \_\_\_\_\_ the Pacific Ocean.
4. From a medical *viewpoint*, you should wash your hands before you eat because \_\_\_\_\_ dirty hands contain germs that could make you sick.
5. You should never make an *assumption* about \_\_\_\_\_ a person before meeting him or her.
6. A cell's *membrane* is important because \_\_\_\_\_ it protects the cell.
7. You might give someone a *commission* to do a job for you because \_\_\_\_\_ you'd rather not do it yourself.
8. A *distinction* that sets me apart from others is \_\_\_\_\_ my love of writing.
9. Although a *cell* is small, it is important because \_\_\_\_\_ all living things are made up of cells.
10. The *dimension* I would measure to figure out how tall I am is \_\_\_\_\_ height.

## 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 school using the word *considerable*.  
I spent a considerable amount of time studying for the test.
2. Write a sentence using the word *distinction* in the fourth position.  
She had the distinction of being the fastest student in her gym class.
3. Write an 11-word sentence with the word *assumption* in the sixth position.  
I was correct in my assumption that you would be late.

## Word-Solving Strategies: Suffixes

**The suffixes *-sion*, *-tion*: “state, quality of,” “act of”**

When you see an unfamiliar word while reading, you can often determine its meaning by breaking the word into its parts. A suffix is a word part that is added to the end of a root word. The meaning of a suffix may help you define a word. A suffix also will usually show you a word's part of speech.

The suffixes *-sion* and *-tion* mean “state or quality of” or “act of.” These suffixes are often added to adjectives or verbs to create nouns. For example, look at the word *distinction* in this lesson. The adjective *distinct* means “separate or distinguishable.” By adding the suffix *-tion*, you create the noun *distinction*, meaning “the quality of being distinguishable or separate.”

Now see how adding a suffix to a verb can create a noun. Look at the word *assumption*

in this lesson. The noun was formed by adding *-tion* to the verb *assume*, which means “to take as true.” An *assumption* is “the act of taking something as true.” Note that even though the spelling changed when the suffix was added, you can still see how similar the words are.

### Examples

These verbs have been changed to nouns by adding *-tion* or *-sion*.

*attend* → *attention*

*respirate* → *respiration*

*adhere* → *adhesion*

*commit* → *commission*

*subdivide* → *subdivision*

*disperse* → *dispersion*

Even when you see a word ending in *-sion* or *-tion*, you may not always be able to determine the word to which it was added. The word *dimension* in this lesson is an example. You cannot determine its root word, because it is derived from the Latin verb *dimetiri*, meaning “to measure out.”

### BE CAREFUL!

### Practice

Use what you've learned about the suffixes *-sion* and *-tion* to create nouns from the following verbs.

1. reduce \_\_\_\_\_ *reduction* \_\_\_\_\_

2. complete \_\_\_\_\_ *completion* \_\_\_\_\_

3. divide \_\_\_\_\_ *division* \_\_\_\_\_

4. operate \_\_\_\_\_ *operation* \_\_\_\_\_

5. prevent \_\_\_\_\_ *prevention* \_\_\_\_\_

6. fascinate \_\_\_\_\_ *fascination* \_\_\_\_\_

7. possess \_\_\_\_\_ *possession* \_\_\_\_\_

8. profess \_\_\_\_\_ *profession* \_\_\_\_\_

9. produce \_\_\_\_\_ *production* \_\_\_\_\_

10. revolt \_\_\_\_\_ *revolution* \_\_\_\_\_

Watch out for the spelling changes!

## Practice for Tests

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

1. Read this sentence.

Each visitor to the abbey slept in a *cell* during his or her stay.

*Cell* means:

- A tiny room
- B unit of living matter
- C part of the body
- D apartment building

2. The best antonym for *final* is:

- A last
- B top
- C end
- D first

3. A person who makes an *assumption*:

- A is skeptical of the truth
- B is confused by the truth
- C expects something to be true
- D wants something to be untrue

4. When you *commission* something to be done, you:

- A hire someone to do it
- B stop it from being done
- C begin to work on it
- D finish working on it

5. A word closely related to *dimension* is:

- A necessary
- B excess
- C length
- D elimination

6. Read this sentence.

During the ceremony, he received a *distinction* for his hard work.

*Distinction* means:

- A difference
- B similarity
- C gift
- D honor

7. A *considerable* weather event is a:

- A rain shower
- B hurricane
- C cloudy day
- D sunny day

8. Which of these does *foliage* NOT provide?

- A sunlight
- B shade
- C protection
- D color

9. A word associated with *viewpoint* is:

- A undoing
- B physical
- C belief
- D denial

10. A function of a *membrane* is to:

- A move
- B cover
- C sell
- D destroy

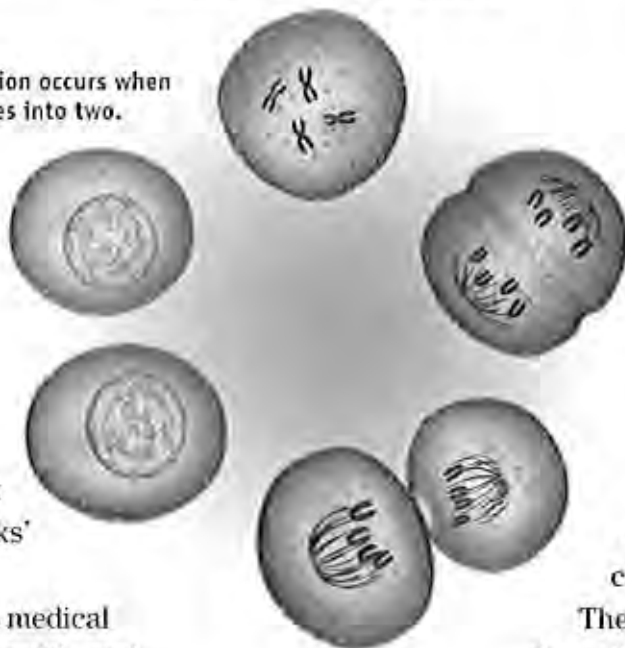
If students choose B for item 1, review the different meanings of *cell* and the sentence context.



# Cells That Wouldn't Die

<historical nonfiction>

Cell reproduction occurs when one cell divides into two.



In 1951, during a routine cancer treatment, a doctor at Johns Hopkins Hospital took cell samples from a cancer patient named Henrietta Lacks. He took the samples without Lacks' knowledge, hoping they would prove useful in his medical research. They did prove useful—and not just to this one doctor.

To his amazement, twenty-four hours later, the number of cells had doubled. This was the first time human cells had ever grown in a lab. Later that year, Lacks died from her cancer without ever becoming aware of how famous her body's cells would become.

Cells grow because of cell reproduction. That's a sequence of events that causes a cell to copy itself by dividing in two. Each component, or part, of the new cell's structure is the same as the old one. Cell reproduction is fundamental to the way that people and other multicellular beings stay healthy. Sometimes, however, a chance event occurs. A DNA molecule inside a cell might divide incorrectly, causing the cell to become cancerous.

Lack's cells multiplied so rapidly, researchers had to transfer them to other storage dishes. Soon they had to move them to even more dishes. Eventually, the researchers had more cells than they needed.

The hospital began to give the cells away to other research labs. Sometimes there were problems. Cells can travel through the air on dust particles or scientists' unwashed hands. When Henrietta Lacks' cells did this, they were so strong they would merge with other cells and kill them.

Just three years after Lacks' death, research scientists were able to prevail in developing a polio vaccination. How? They used Lacks' cells to test the vaccine. Since then, researchers have used Lacks' cells to research cures for everything from cancer to the flu. Remarkably, the world did not learn of Lacks' important role in medical science until the 1970s. Even Lacks' family did not realize until long after her death that her cells were being used in laboratories. Now, six decades later, they know that Henrietta Lacks and the cells that wouldn't die helped change the world of medicine.

## VOCABULARY

sequence	chance
component	molecule
structure	transfer
fundamental	merge
multicellular	prevail

Explain to students that historical nonfiction is a factual account of an event that occurred in the past.



### 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 *sequence* of events occurred that made Lacks so important?
2. In what ways did Lacks' cells help scientists *prevail* in their medical research?



Top left: Henrietta Lacks  
Bottom left: A girl being vaccinated  
Above: Johns Hopkins Hospital

## Word Meanings

For each highlighted word on pages 12–13, the meaning is given below. For practice with other meanings, see pages 17–19. For synonyms and antonyms, see page 32.

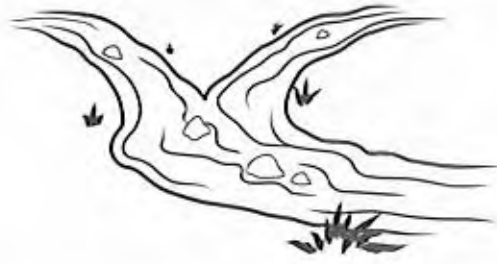
1. **sequence**  
(SEE-kwents)
  - (n.) A *sequence* is a connected or continuous series in a particular order.
  - (v.) When you *sequence* things, you put or arrange them in order.
2. **component**  
(kuhm-POH-nent)
  - (n.) A *component* is an essential part or ingredient of something.
3. **structure**  
(STRUHK-chur)
  - (n.) A *structure* is what is created from an arrangement or organization of parts.
  - (v.) When you *structure* something, you build or construct it.
4. **fundamental**  
(fuhn-duh-MEN-tuhl)
  - (adj.) A *fundamental* idea or part serves as the basic element or foundation of something.
5. **multicellular**  
(muhl-tee-SEL-yuh-lur)
  - (adj.) A *multicellular* organism has many cells.
6. **chance**  
(chanss)
  - (adj.) If an event is described as *chance*, it is unexpected.
  - (n.) A *chance* can be an opportunity to do something.
7. **molecule**  
(MOL-uh-kyool)
  - (n.) A *molecule* is the smallest particle of a substance. You cannot divide a *molecule* without making the form of the substance different.
8. **transfer**  
(TRANS-fur)
  - (v.) When you *transfer* boxes, you move or shift them from one place, person, or situation to another.
  - (n.) A *transfer* is an act or process of moving materials or people from one place or situation to another.
9. **merge**  
(murj)
  - (v.) When two things *merge*, they combine or blend together.
10. **prevail**  
(pri-VAYL)
  - (v.) When you *prevail* at something, you succeed or triumph after working hard.



## 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.

chance (adj.)  
component  
fundamental  
merge  
multicellular  
molecule  
prevail  
sequence (n.)  
structure (n.)  
transfer (v.)



merge

## Check for Understanding

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



chance      merge      sequence  
component      molecule      structure  
fundamental      multicellular      transfer  
prevail

1. Water and sunshine are fundamental aspects of proper plant care.
2. You will need to do each step of the science experiment in sequence so that the results will be accurate.
3. In large multicellular organisms, cells are specialized.
4. We have hired a van to transfer the furniture to our new apartment.
5. My company will merge workers from the branch offices into one main office.
6. We discovered that an important component of the board game was missing when we opened the box.
7. I had to transfer all of my papers from my old binder to a new one.
8. We will prevail and win this game if we focus and think positively.
9. If you read a story out of sequence, you may get confused by the order of events.
10. A chance meeting with my friend resulted in unexpected plans to go to a movie.
11. You'll get an idea of a dinosaur's size by looking at the structure of its skeleton.
12. One tiny change in the makeup of a molecule can damage a cell.

Some students may confuse *transfer* and *merge* when answering Item 7. Explain that the words *from* and *to* should help them think of moving something from one place to another, versus *merging with* or *into*.





## Expand Word Meanings

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

Viruses are something no one wants to get. Once inside the body, they can enter cells and cause sickness. Now scientists see this ability of viruses as a chance to benefit people. They want to structure viruses so that viruses will cure people instead of only making people sick. Scientists want to sequence genetic material in viruses so that the disease-causing parts are removed. These new genes may help cure diseases. Scientists hope a virus can act as a transfer, carrying new genes into cells. The part of the virus that can insert itself into a cell will remain. But it will deliver copies of healthy genes to repair damaged cells.

**!** In this paragraph, some of the lesson's words are used in a different way. Look at the word *chance*. Here it is used as a noun meaning "an opportunity." Look at the other highlighted words. Can you figure out their meanings and how they are used here? Refer to page 14 to confirm meanings.

### Apply Other Meanings

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

1. You may need to request a transfer if you want to work in another location.
2. We will need to follow the pattern carefully in order to structure this complicated design.
3. Raquel decided to sequence the books from smallest to largest to make them look organized and neat on the shelf.
4. The transfer of our class from one room to another went smoothly.
5. The scientist was given a chance to explain his methods when he met with his fellow scientists.
6. When you structure the treehouse, be sure to use the strongest wood.
7. When the pitcher got injured, it gave me a chance to play her position.
8. The director plans to sequence the dancers so that they come out on stage in a particular order.
9. I would welcome a chance to show you the historical sights in my town.
10. The doctor has scheduled the transfer of the patient to a private room for tomorrow morning.

## 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 *fundamental* when building a new house?
  - a. large windows
  - b. a strong foundation
  - c. new carpet
2. Which event would be most likely to happen by *chance*?
  - a. going to an appointment
  - b. attending a wedding
  - c. catching a player's foul ball
3. Which phrase is closely associated with a *multicellular* being?
  - a. many cells
  - b. no cells
  - c. damaged cells
4. Which word would best describe the size of a *molecule*?
  - a. visible
  - b. microscopic
  - c. huge
5. Which are things that do NOT *merge*?
  - a. liquids
  - b. roads
  - c. people
6. What happens when someone gets a *transfer* in his or her job?
  - a. he or she moves within the company
  - b. he or she becomes unemployed
  - c. he or she goes on a vacation
7. What would most help a team *prevail*?
  - a. winning strategy
  - b. healthy snacks
  - c. supportive fans
8. Which material would you need to *structure* a brick house?
  - a. straw
  - b. cement
  - c. paint
9. Which is a way to *sequence* words?
  - a. capitalize
  - b. alphabetical order
  - c. numerical order
10. Which is a *component* of a computer?
  - a. keyboard
  - b. charts
  - c. e-mail



## Check Again

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

1. You know a story has no *sequence* when \_\_\_\_\_ the order of events does not make sense.
2. An example of a *multicellular* organism is \_\_\_\_\_ a human being.
3. A DNA *molecule* in a cell contains \_\_\_\_\_ all of the genetic information about the organism.
4. Our team would welcome the *chance* to \_\_\_\_\_ show how well we work together.
5. A job *transfer* can be positive if \_\_\_\_\_ it means going to a better place or getting a promotion.
6. One thing that is *fundamental* to good study habits is \_\_\_\_\_ to have a quiet place to study.
7. An example of something that can *merge* with something else is \_\_\_\_\_ a car moving into a line of traffic.
8. The *structure* of many birds' nests can be described as \_\_\_\_\_ a tangle of grasses and sticks woven together.
9. An important *component* of any recipe is \_\_\_\_\_ a list of ingredients with their measurements.
10. You can *prevail* over an obstacle if you \_\_\_\_\_ work hard and don't give up.

## 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 using the word *sequence*.  
If I write down the steps of the cake recipe in sequence, you will be able to make a delicious dessert.
2. Write a sentence using the word *chance* in the ninth position.  
I was surprised to meet my friend by chance at the store.
3. Write a 12-word sentence using the word *transfer* in the fourth position.  
The movers will transfer the furniture to the new apartment on Saturday.

## Word-Solving Strategies: Context Clues

### Definition/Explanation

An author may give a definition or explanation of an unknown word. Reread this sentence from “Cells That Wouldn’t Die.”

Lacks’s cells multiplied so rapidly, researchers had to transfer them to other storage dishes. Soon they had to move them to even more dishes.

Note that an explanation of transfer is given in the sentence that follows the word. If you are unsure of a word, ask a peer for help, or check a dictionary.

You may not always find a definition or explanation right after an unfamiliar word. The author may define or explain a word before using the word, or a definition may be placed later in a paragraph or even in another paragraph. Also pay attention to the word *or*, which can point to a definition or explanation, and commas, which often appear immediately after a word and contain its definition.

### BE CAREFUL!

#### Practice

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

On land, plants have the capability to produce their own food. This means they are able to create energy. Animals live by predation, in which they eat other animals or plants. In lakes and oceans this boundary becomes blurred. Algae, a large and diverse group of tiny aquatic organisms, behave like plants and create their own food. When they don't get enough nutrients that way, they act more like animals by consuming other plants and even the animals that eat those plants.

WORD	EXPLANATION	WORD MEANING
capability	able to create	ability to do something
predation	eat animals, plants	preying on food sources
algae	tiny aquatic organisms	plants found in water

**B.** Write a sentence for each of the highlighted words from the paragraph above. Use a definition or explanation context clue. You will use one word twice.

1. She showed she had the capability to be project leader and was able to organize the group.
2. Each summer, my parents clean the algae, which are plants that live in water, out of our pool.
3. The tiger's predation, the fact that he ate other animals, caused small animals to flee.
4. His capability to throw balls accurately meant Chris had the skill to score points for the team.

## Practice for Tests

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

1. Read this sentence.

We will need to *transfer* those files to a folder before we send them.

*Transfer* means:

- A relocate
- B destroy
- C create
- D rewrite

2. A word closely associated with *molecule* is:

- A degree
- B monopoly
- C parcel
- D particle

3. A person who is able to *prevail* is:

- A frustrated
- B losing
- C successful
- D surviving

4. The opposite of *merge* is:

- A separate
- B combine
- C block
- D blend

5. In which activity is the *sequence* important?

- A floating
- B sleeping
- C cooking
- D drawing

6. Read this sentence.

She hopes she will have a *chance* to audition for the dance company.

*Chance* means:

- A appointment
- B examination
- C surprise
- D opportunity

7. A *multicellular* organism has cells that:

- A all do exactly the same thing
- B have particular functions
- C don't know what to do
- D do nothing

8. A *fundamental* part of keeping healthy is:

- A proper nutrition
- B warm clothing
- C little sleep
- D plenty of stress

9. When you look for a *component* of a computer system, you are looking for:

- A the directions
- B the best price
- C an essential part
- D an e-mail

10. The *structure* of a bicycle refers to:

- A how well it operates
- B how its parts are put together
- C the price you paid
- D its color

If you have chosen either B or D in Item 4, review that the question asks for the "opposite" word.

## Fruit Fly, You're Just Like Me

<expository compare-and-contrast essay>

Presumably, people don't have much in common with fruit flies. After all, fruit flies are tiny creatures with red eyes that lay their eggs in rotten fruit. They live only about two weeks. However, previous generations of scientists proved that you and this pesky insect have more in common than you might think.

Cells contain genes that determine the traits a person or other living thing has. Human beings and fruit flies have predominantly the same genes. In fact, about 60 percent of them are identical. This similarity is one reason that fruit flies are a good substitute for human beings in scientific experiments. Their short life span

also means that they grow fast and flourish, allowing researchers to get information about many generations quickly.

In one experiment, scientists made a fruit fly's legs grow where its antennae were supposed to be. They discovered which genes kept the fruit fly's body parts in order. They also learned that people, too, have genes that tell their body parts to grow in a certain arrangement.

Sometimes differences are as important as similarities. Both fruit flies and people have brains that learn and remember. However, one major difference between fruit flies and people



Explain to students that an expository compare-and-contrast essay explores the similarities and differences between two subjects.

## VOCABULARY

presumably	experiment
previous	sample
predominantly	method
substitute	isolate
flourish	preserve

is that people are affected by peer pressure. As a result, researchers have studied fruit flies to see if the flies can become addicted to alcohol. Scientists reasoned that if fruit flies became addicted, it would have to be because of their genes, not social pressure. In fact, their sample of flies did become addicted, just as some humans do. To study this issue further, one researcher developed a method to isolate the fly genes that cause sensitivity to alcohol.

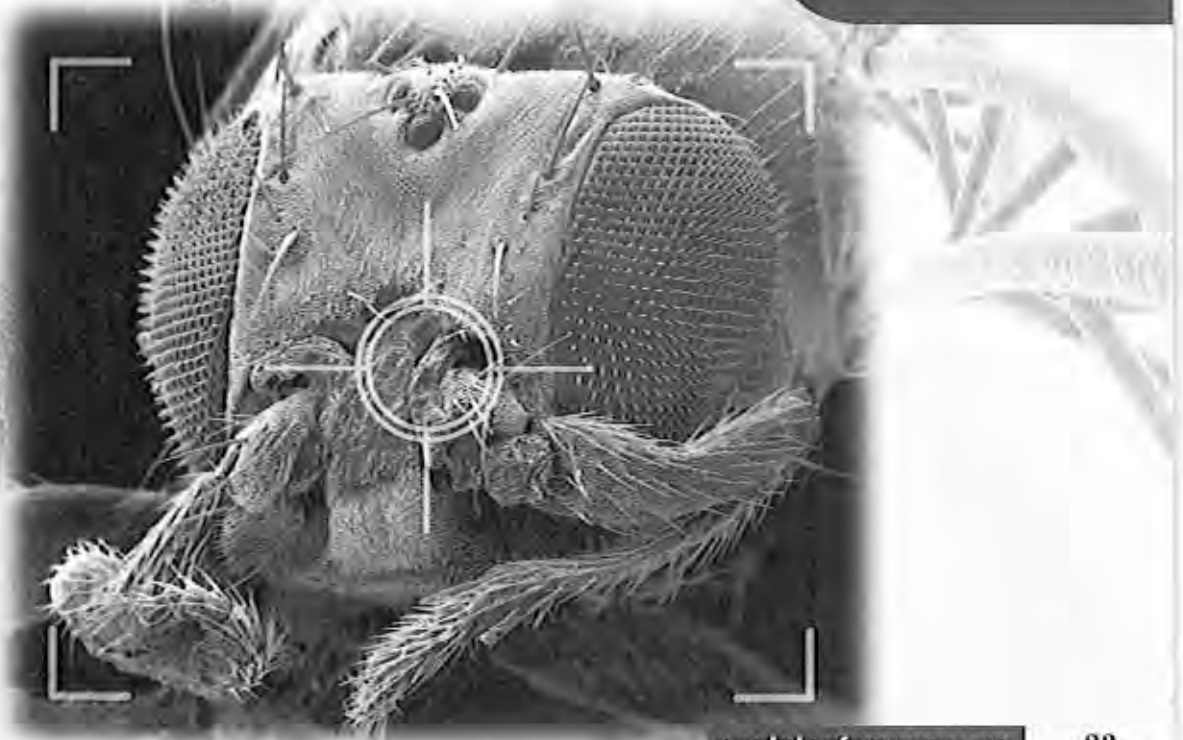
Although human and fruit fly biology are similar, there will always be one big difference between people and these pests. People like to preserve their fruit. That's not the case for fruit flies. To them, the rottener the fruit, the better.

### TALK ABOUT IT

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

1. Why do scientists use a *sample* of fruit flies to learn about human beings?
2. What *method* did researchers use to learn about addiction?

Fruit flies like these are commonly viewed as pests, but they are valuable to research scientists. Right, researchers attached legs to this fly's face.



## Word Meanings

For each highlighted word on pages 22–23, the meaning is given below. For practice with other meanings, see pages 27–29. For synonyms and antonyms, see page 32.

1. **presumably**  
(pri-ZOO-muh-blee) (adv.) *Presumably* means that you suppose something is true without proof. For example, *presumably* the show starts at 8:00 because it did last night.
2. **previous**  
(PREE-vee-uhss) (adj.) A *previous* event is one that took place before the present time.
3. **predominantly**  
(pri-DOM-uh-nuhnt-lee) (adv.) If two sisters are *predominantly* the same, they are alike for the most part, but they do have differences.
4. **substitute**  
(SUHB-stuh-toot) (n.) A *substitute* is a person or thing that takes the place of another, such as a substitute teacher who replaces a regular teacher.  
(v.) If you do not have an ingredient for a recipe, you may be able to *substitute*, or use something else, instead.
5. **flourish**  
(FLUR-ish) (v.) Plants that *flourish* are thriving and growing well.  
(n.) When you do something with a bold and showy gesture or a burst of activity, you do it with a *flourish*.
6. **experiment**  
(ek-SPIHR-uh-ment) (n.) An *experiment* is a test or a trial to discover something or verify an idea.  
(v.) When you *experiment*, you try something to see what result you get.
7. **sample**  
(SAM-puhl) (n.) A *sample* is a single item or representative part of a larger group.  
(v.) When you *sample* a new food, you take a small piece to try it out.
8. **method**  
(METH-uhd) (n.) A *method* is a way of doing something or a procedure that is followed to achieve a goal.
9. **isolate**  
(EYE-suh-layt) (v.) When you *isolate* something, you set it apart and away from others.
10. **preserve**  
(pri-ZURV) (v.) If you want to *preserve* something, you protect it to keep it safe from injury or destruction.  
(n.) A *preserve* is a restricted area set aside to protect animals and plants.





## 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.

What Plants and  
Animals Need to  
*Flourish*  
water

Things You Might  
Try a *Sample Of*  
a baker's products

Examples of  
a Scientific  
*Experiment*  
test soil for acidity

Ways to *Preserve*  
Things  
freeze

Ideas That Are  
*Presumably True*  
movie stars have lots  
of fans

Things That Have a  
*Method to Them*  
writing a research  
paper

People or Things  
That Might Need a  
*Substitute*  
an understudy for an  
actor in a play

Reasons to *Isolate*  
Something or  
Someone  
illness

Things That Are  
*Predominantly*  
One Color  
night sky

Things You Did on a  
*Previous Vacation*  
swim

## Check for Understanding

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

experiment      method      previous  
flourish      predominantly      sample  
isolate      preserve      substitute  
presumably



1. Our experiment proved that when you mix water and oil, the oil rises to the top.
2. We developed a/an method similar to an assembly line to pack the boxes more quickly.
3. I wasn't sure if I would like the ice cream, so I tasted a/an sample before I ordered a cone.
4. My flowers should flourish after I feed them this special plant food.
5. Our previous houseguest never made his bed, but the current one does.
6. While the kitten is sick, you should isolate it from the rest of the litter so the others won't become ill.
7. Presumably you checked other sources before accepting the writer's statement as fact.
8. One of the speakers was delayed, so a/an substitute was brought in.
9. Let's review the previous steps to see where you made the error in solving the puzzle.
10. If we put the leftovers in the refrigerator, we can preserve them for a while.
11. We can't agree because your ideas are predominantly different from mine.
12. We will need to conduct a/an experiment to see if our theory is correct.

Some students may confuse *experiment* and *method* in Items 1 and 2. Invite students to tell which comes first, developing a method or conducting an experiment.

## Expand Word Meanings

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

Imagine visiting a wildlife preserve in the future and seeing animals that have not existed for thousands of years. Scientists continue to experiment on cells from the bodies of frozen mammoths found in the Arctic ice. One day it may become possible to clone a mammoth. A scientist could sample DNA from cells. If the DNA is good, it might reproduce. A modern elephant, mammoths' closest living relative, could substitute for the mammoth's real mother. A live baby mammoth would most surely be introduced with a great flourish by the scientific world.

**!** Note that on this page, some of the lesson's words are used in a different way. For example, look at the word *preserve*. Here it is used as a noun and means "a place set aside to protect animals." Can you figure out the meanings of the other highlighted words? Refer to page 24 to confirm meanings.

### Apply Other Meanings

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

1. You can substitute applesauce for oil in a cake recipe and it will taste as good.
2. Never experiment by combining household chemicals, because it may be dangerous to mix them.
3. I would like to sample that vegetable pie before I put a lot of it on my plate.
4. If you are not sure what color you want to paint the room, experiment by painting patches of color side-by-side on one wall.
5. When we visited the preserve, I enjoyed seeing the lions the most.
6. We think it would be exciting if the play ended with a grand flourish by all the actors, because it would excite the audience.
7. We need to substitute a wagon to use for the hayride because the one we wanted to use is broken.
8. For some surveys, it's okay to sample a few people from the group rather than ask for everyone's opinion.
9. A new preserve has been established to protect birds along the shoreline.
10. Greta signed her name with a/an flourish by making a lot of curls and writing in extra-large letters.

## 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 two things are *predominantly* the same?

- a. a cow and a wolf
- b. a push pin and a thumb tack
- c. a fly and a fish

2. Which kind of animal would you be most likely to find on a *preserve*?

- a. a farm animal
- b. a household pet
- c. a member of an endangered species

3. What is the best reason for developing a *method* to reach a goal?

- a. It creates definite steps.
- b. It's fun and satisfying.
- c. It leads to disorganization.

4. Who would be most likely to conduct an *experiment* in a laboratory?

- a. engineer or builder
- b. chemist or researcher
- c. doctor or nurse

5. In which situation would a person NOT *sample* something or someone?

- a. a taste test
- b. a hot dog-eating contest
- c. a survey of student preferences

6. Which action would a person be most likely to complete with a *flourish*?

- a. sleeping
- b. tiptoeing
- c. waving



7. Why would you *isolate* one horse from the other horses?

- a. It keeps fighting the other horses.
- b. It is the herd leader.
- c. It likes eating the hay in the field.

8. Who would need an immediate *substitute* because of an injury?

- a. a student
- b. a baseball player
- c. a camper at a day camp

9. Which year is *previous* to 1963?

- a. 1964
- b. 1962
- c. 1970

10. Which group *presumably* knows best what the weather will be?

- a. forecasters
- b. reporters
- c. broadcasters

## Check Again

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

1. In *previous* talent shows, we \_\_\_\_\_ performed better than we did at this one.  
\_\_\_\_\_
2. The area was *predominantly* farmland until \_\_\_\_\_ builders turned the farms into  
new housing developments.  
\_\_\_\_\_
3. The best way to *preserve* your reputation as an honest person is \_\_\_\_\_ never to cheat or steal.  
\_\_\_\_\_
4. In sports, a *substitute* may be brought in when \_\_\_\_\_ a player has been injured or penalized.  
\_\_\_\_\_
5. It's important to conduct an *experiment* when you want to \_\_\_\_\_ see if your ideas are right.  
\_\_\_\_\_
6. *Presumably*, you can depend on friends to \_\_\_\_\_ tell you the truth.  
\_\_\_\_\_
7. I knew my garden would *flourish* when I \_\_\_\_\_ saw how rich the soil was.  
\_\_\_\_\_
8. It's a good idea to *sample* something you're not familiar with before \_\_\_\_\_ you buy a lot of it.  
\_\_\_\_\_
9. A *method* I use to study for a test is to \_\_\_\_\_ review a chapter and take notes on the main ideas.  
\_\_\_\_\_
10. A good time to *isolate* yourself from others is when \_\_\_\_\_ you have a bad cold.  
\_\_\_\_\_

## 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 *flourish*.  
The actor leaped onto the stage with a spectacular flourish.
2. Write a sentence using the word *preserve* in the third position.  
Visit a preserve in Africa to see some wild elephants.
3. Write a 13-word sentence using the word *sample* in the seventh position.  
I'm glad I tried just a sample because I didn't like that cheese.

## Word-Solving Strategies: Prefixes

The prefix *pre-*: “before,” “in advance,” “in front of”

You learned about suffixes in a previous lesson. A suffix is a word part added to the end of a word. A prefix is another word part that is added to the front of a word. As with a suffix, you can use the meaning of a prefix to help you determine the meaning of a word.

An example of a prefix is *pre-*. It means “before,” “in advance,” or “in front of.” In fact, the word *prefix* contains the prefix *pre-*. It means “a word part fixed in front of a word.”

Take a look at the word *previous* from this lesson. It means “going before in time or order.” The meaning comes from the prefix *pre-* and the Latin root *via*, meaning “way or road.” The root may not always be recognizable, but the meaning of the prefix will still help you figure out the meaning of the word.

Another example is *preserve*, which means “to save or protect something before it is harmed.” Note how the meaning of the prefix is an essential part of the word’s meaning.

### Examples

Look at these words with the prefix *pre-* and their meanings.

*presell* → to sell in advance  
of a sale

*prequel* → a story that  
tells what happens before  
another story begins

*precede* → to go in front of

*prevent* → to stop  
something before  
it happens

*premeditate* → to think  
about in advance

Sometimes it can be difficult to know the meaning of a word even when you know the meaning of the root word and the prefix. In this lesson, the definition of the word *predominantly* might be confusing. The word means “mainly, or for the most part” and not “in a manner that dominates in advance.” When you are not sure, check the context or look it up in a dictionary.

**BE CAREFUL!**

### Practice

Use what you’ve learned about the prefix *pre-* to write a meaning for each word.

1. *prepay* \_\_\_\_\_ to pay in advance
2. *prehistory* \_\_\_\_\_ before history
3. *prepackage* \_\_\_\_\_ to package before
4. *premodern* \_\_\_\_\_ before modern times
5. *premature* \_\_\_\_\_ happening before the right time
6. *preview* \_\_\_\_\_ to see beforehand
7. *precondition* \_\_\_\_\_ what is necessary in advance
8. *predict* \_\_\_\_\_ guess an event before it happens
9. *prejudge* \_\_\_\_\_ to judge before hearing evidence
10. *preheat* \_\_\_\_\_ to heat in advance

To help students with Item 8, explain that the root *dic* means “speak,” so *predict* can literally mean “speak before.”

## Practice for Tests

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

1. Read this sentence.

Her detailed statement about what happened is *presumably* correct.

*Presumably* means:

- A probably
- B doubtfully
- C questionably
- D not

2. A word closely associated with *flourish* is:

- A decline
- B survive
- C exist
- D thrive

3. When you *sample* food, you:

- A eat the whole dish
- B prepare a new recipe
- C try a small part
- D buy a large amount

4. Which word might describe someone's *method*?

- A careful
- B dark
- C rich
- D alone

5. To *isolate* something does NOT mean to:

- A separate
- B seclude
- C include
- D detach

6. Read this sentence.

The scientist conducted an *experiment* to prove her theory.

*Experiment* means:

- A discovery
- B survey
- C plan
- D test

7. The opposite of *previous* is:

- A before
- B after
- C immediate
- D present

8. When you *preserve* something, you:

- A keep it
- B destroy it
- C change it
- D add to it

9. If a club is made up *predominantly* of women, its membership is:

- A very large
- B very small
- C mostly female
- D mostly male

10. A *substitute* coach is usually:

- A permanent
- B temporary
- C long-term
- D durable

If students choose answer A in item 9, review the meaning of *predominantly* as a relative amount, not overall size.

## Synonyms and Antonyms

In the following Word Bank, you will find synonyms and antonyms for some of the words in Lessons 1–3. (Remember: Some words have both synonyms and antonyms.) Study these words; then complete the exercises below.

significant    difference    initial    thrive    advanced    integrate  
separate    principally    destroy    triumph    subsequent    order

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

1. Orchids require very specific growing conditions in order to **flourish**, but a weed can thrive anywhere.
2. There is a definite **distinction** between teal blue and turquoise, but not everyone appreciates the difference.
3. Although a **considerable** sum of money had already been spent, a/an significant amount was still required to finish the project.
4. The members of our team were **predominantly** beginners, but our opponents were principally kids who had been playing volleyball for years.
5. We all hope that common sense will **prevail**, but in this situation it seems likely that greed and shortsightedness will triumph.

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

6. My initial response to the question was wrong, so I thought about it more before offering my **final** answer.
7. If you're planning a trip to Paris, you don't need a/an advanced course in French. You just need **fundamental** instruction in conversational French.
8. The two lanes **merge** as they approach the bridge and then separate again on the other side.
9. Our **previous** attempts to grow tomatoes hadn't been very successful. Then we planted them in a sunnier place and in subsequent years we have had great success.
10. To **preserve** wooden lawn furniture, you should always cover it or put it in a shed for the winter. Leaving it exposed to rain and snow will eventually destroy it.



## Word Study: Idioms

An **idiom** is a phrase that means something different from the literal meaning of its words. For example, **when it's raining cats and dogs**, there are no animals falling from the sky. **Raining cats and dogs** is an idiom for a heavy rainstorm.

The word *obvious* in Lesson 9 means “clear or easily seen,” as in “The solution to the problem is *obvious*.” All of the following are idioms that mean “obvious”:

as plain as day

staring you in the face

as plain as the nose on your face

right under your nose

### Practice

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

- |          |  |   |
|----------|--|---|
| <u>e</u> | 1. Ben's research paper is due on Monday, so he's been keeping his <b>nose to the grindstone</b> all week.                                 | a. can not understand; be completely baffled  |
| <u>f</u> | 2. People say that four-year-old Casey is the <b>spitting image</b> of her aunt Kate.  | b. everything; the entire package             |
| <u>a</u> | 3. Jed <b>can't make heads or tails</b> of the directions for putting together his new bike.   | c. reveal a secret or confidence              |
| <u>d</u> | 4. When Alexis complained to her parents about her brother Sergei, her mom replied, " <b>It takes two to tango.</b> "                      | d. be equally at fault for causing a conflict |
| <u>c</u> | 5. Elena's dad didn't want anyone to know his age, but someone must have <b>let the cat out of the bag</b> .                               | e. work extremely hard for long hours         |
| <u>b</u> | 6. Someday I'd like to visit Alaska and visit Nome, tour Denali Park, and cruise through the Inside Passage— <b>the whole nine yards</b> . | f. look very much like someone else           |
|          |  | g. have two bad days in a row                 |

### 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 idiom.

- |                   |                                  |
|-------------------|----------------------------------|
| 1. easy as pie    | 5. high on the hog               |
| 2. on the fence   | 6. until you're blue in the face |
| 3. off the hook   | 7. steal someone's thunder       |
| 4. the last straw | 8. the elephant in the room      |

## Vocabulary for Comprehension

Read the following passage, in which some of the words you have studied in Lessons 1–3 appear in boldface type. Then answer items 1–6.



### Roundworms Have a Nerve

The tiny roundworm has long been a widely used organism in medical and genetic research. This is **predominantly** because the roundworm and humans have thousands of genes with similar functions. Also, roundworms reproduce quickly, so they **flourish** in labs. In recent years, roundworms have helped scientists like Dr. Adela Ben-Yakar (above) study nerve regeneration in new ways. Researchers developed a **method** using lasers to cut the nerve **structure** in the roundworm. A worm was given an anesthetic so it would feel nothing. Then the precise laser made microscopic cuts that did no harm to the surrounding tissue. Within 24 hours, each nerve cell regrew.

Scientists found the cells had fully recovered and worked as they had before.

Nerve regeneration is not new. What was surprising in the **experiment** was the **considerable** speed at which nerve cells recovered. By using lasers in research, scientists hope to answer a **fundamental** question. They want to know why nerve damage is permanent in the human central nervous system. From the researchers' **viewpoint**, it is important to learn why a nerve cell that has been severed will sometimes regrow and other times will not. **Presumably**, when they find out why, they will help people who have been paralyzed from spinal cord injuries.

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

- A mainly true
- B once true
- C possibly not true
- D absolutely true

2. When you develop a **method** (line 10), you plan a

- A surgery
- B exit
- C work day
- D procedure

3. Another example of a **structure** (line 11) in the body is

- A sense of taste
- B hearing
- C skeleton
- D hair

4. Another word for **considerable** (line 20) is

- A great
- B thoughtful
- C factual
- D shortened

5. The **fundamental** (line 22) question is

- A if lasers can help researchers
- B how fast a nerve cell regrows
- C why nerve damage is permanent in people
- D if roundworms have cells

6. A researcher's **viewpoint** (line 25) is

- A personal
- B business
- C artistic
- D scientific

If students have difficulty with a word's part of speech, review the word's position in the sentence.

# Use Your **POWER**



LESSON

## 4

### Citizen Power!

*Students organize to request a sidewalk be constructed on a busy street.*

amendment    diminished    genuine  
 conflict       earnest       modify  
 constitution    focus       protest  
 controversial

LESSON

## 5

### Our Future is in Your Hands

*A student suggests a ban on polystyrene foam in her school.*

consumers    immune    manual  
 gain         lend        manuscript  
 generalization    manipulate    purchase  
 illustrate

LESSON

## 6

### When Marian Sang

*Marian Anderson's concert in Washington, D.C., changed America.*

commitment    pitfall    valid  
 confirm       register    violate  
 dynamic       slander    vocal  
 elect



# Citizen Power!

<online article>

## Springfield Online

**Posted April 11** — On her way to school one morning, Springfield middle school student Luisa Perez saw her friend nearly get hit by a car. "A car hit a bump and swerved off the road. It went onto the grass where Tia was walking," explains Perez. "Kids walk in that area on their way to school because there are no sidewalks on Crossway Boulevard."

That afternoon Perez went to her Leadership Club meeting and talked about the dangerous situation. Other students said they had witnessed similar dangers and agreed this was a genuine safety concern. Club members decided to make an earnest effort to solve the problem. The Leadership Club's adviser, teacher Kevin Junais, helped students think of ways they could solve the problem.

Students brainstormed a long list of ideas and then began to modify it, adding and deleting items. "I didn't want to see their enthusiasm diminished," says Junais, "but I knew that we had to figure out what was realistic. Their first idea—building the sidewalks themselves—wasn't realistic. That's a job for professionals."

Junais adds, "The students did the research, and I tried to help them focus on how to accomplish their goal. It was exciting when they finally got an appointment to present their idea to the State Transportation Authority."

"The First Amendment of the Constitution gives us the right to petition our government," says Perez, "and that is exactly what we did!"

The Bill of Rights in the United States Constitution outlines the basic rights of all citizens.

*Congress of THE United States*  
*began and held at the City of New York, on*  
*Wednesday the fourth of March, one thousand seven hundred and eighty nine*

*THE* Representatives of the United States of America, in Congress assembled, ...  
*RESOLVED* by the Senate and House of Representatives of the United States of America, in Congress assembled, That ...  
*ARTICLES* in addition to and amendment of the Constitution of the United States of America ...

Explain to students that an online article is an article written for the web that provides information about a particular subject.

At the Transportation Authority's next meeting, not a single person voted to protest the plan to build new sidewalks. Perez says, "I was afraid the idea might be controversial. The sidewalks cost \$50,000! Fortunately, there was no conflict because everyone agreed. We accomplished what we set out to do." Soon the boulevard will be safe. Mayor Singh announced construction of the sidewalks will be completed this week.

## VOCABULARY

genuine	amendment
earnest	constitution
modify	protest
diminished	controversial
focus	conflict

### 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 might be *controversial* about the idea of the sidewalks?
2. Why might people's enthusiasm for a cause lead them to *protest*?

## Word Meanings

For each highlighted word on pages 36–37, the meaning is given below. For practice with other meanings, see pages 41–43. For synonyms and antonyms, see page 66.



1. **genuine**  
(JEN-yoo-uhn) (adj.) Something that is *genuine* is real. *Genuine* pearls are real pearls. A *genuine* concern is a deep or serious worry.  
(adj.) People who are *genuine* are honest and sincere.
2. **earnest**  
(UR-nist) (adj.) *Earnest* actions, behaviors, and thoughts come from a serious state of mind.
3. **modify**  
(MO-duh-fye) (v.) When you *modify* something, you change it a little or limit it in some way. A teacher might *modify* the curriculum for different learning styles.
4. **diminished**  
(duh-MI-nisht) (v.) If something is *diminished*, it is lessened in some way. Your hunger might be *diminished* if you eat a healthy snack.
5. **focus**  
(FOH-kuhss) (v.) When you *focus* on something, you concentrate on it.  
(n.) A *focus* is the center of activity, interest, or attention. The *focus* of a museum exhibit might be pictures painted by local artists.
6. **amendment**  
(uh-MEND-muhnt) (n.) An *amendment* is an official change made to an important document or law.
7. **constitution**  
(kon-sti-TOO-shuhn) (n.) A *constitution* is a statement of the basic laws and principles of a nation. The fundamental laws of the United States appear in our *Constitution*.  
(n.) Your *constitution* is your general health. A healthy person has a strong *constitution*.
8. **protest**  
v. (pruh-TEST)  
n. (PROH-test) (v.) When you *protest*, you object to something or complain about it.  
(n.) A *protest* is a public action or statement that shows you are against something.
9. **controversial**  
(kon-truh-VUR-shuhl) (adj.) Something *controversial* causes disagreement or argument. The testing of products on animals is a *controversial* issue.
10. **conflict**  
n. (KON-flikt)  
v. (kuhn-FLIKT) (n.) A *conflict* is a struggle or disagreement. A battle or war is also a *conflict*.  
(v.) When things *conflict*, they are not in agreement. When two people's ideas or opinions *conflict*, there can be tension.

## 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.

**Strategies That Help You Focus on Your Homework**  
going to a quiet room

**Concepts That People Protest**  
unfair leaders

**Behaviors That Might Cause a Conflict with a Friend**  
being late all the time

**Ways That Pollution Can Be Diminished**  
stop littering

**Genuine Concerns of Parents**  
whether their children are getting enough sleep

**Issues That Are Controversial**  
animal rights

**Ways You Might Modify Your Room**  
move the bed to a different place

**Earnest Efforts That Show You Care About Your Parents**  
helping around the house

**Facts About the U.S. Constitution**  
It states the basic laws of our country

**An Amendment You Would Add to School Rules and Policies**  
School will be in session until 5p.m.

## Check for Understanding

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

amendment	controversial	genuine
conflict	diminished	modify
constitution	earnest	protest
	focus	



1. Bringing peace to unstable parts of the world has become a/an genuine concern for many teenagers.
2. When the storm diminished, we went outside to view the damage left behind.
3. We had to modify our vacation plans and return home before Sunday.
4. In 1919, Congress passed a/an amendment that guaranteed women the right to vote.
5. If you read a nation's constitution, you can learn about its basic laws.
6. The controversial newspaper editorial sparked a lot of disagreement.
7. When players skipped practice, Coach called a meeting to focus on improving attendance.
8. A/An conflict arose when two drivers tried to claim the same parking space.
9. The price of gas has risen rather than diminished over the years.
10. A/An earnest desire to become a doctor led Magda to take her science and math classes especially seriously.
11. A calm, open discussion will often settle a/an conflict with a friend.
12. Citizens who live near the highway will protest plans to expand it.

Students may switch *genuine* and *earnest* for items 1 and 10. Review the definitions of the words, and discuss what sorts of things can be described as *genuine* and what might be considered *earnest*.



## Expand Word Meanings

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

What does it take to be a responsible citizen? First, you have to be aware of the important issues that affect the country and your own community. Then you have to take action. The focus of your action might be collecting canned goods for a local food bank or organizing a peaceful protest when a road threatens a nature preserve. If you have a strong constitution, you might compete in a race to benefit a charity. The time it takes to get involved could conflict with your leisure activities. But you'll have fun, meet many genuine people, and help make a difference in the world.

Some of the words in this lesson are used here in a different way. For example, in this paragraph, *focus* is used as a noun that means "center of activity, interest, or attention." Can you figure out the meaning of the other highlighted words as they are used here? Refer to page 38 to confirm meanings.

### Apply Other Meanings

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

1. If you plan to stage a nonviolent protest, you might first want to read about the actions taken by Dr. Martin Luther King, Jr.
2. Mom says I have the constitution of a horse because I'm so strong and healthy.
3. A desire for the latest electronic device can often conflict with a person's plan to save money.
4. The focus of the school board meeting is the school calendar for next year.
5. Healthy food and mild exercise can strengthen a person with a weak constitution.
6. Her genuine manner indicated that she was telling me the truth.
7. Tonight, the focus of my homework is studying for tomorrow's math test.
8. When the town council members brought up the idea of replacing the park with a mall, concerned citizens held a protest.
9. My soccer practice early on Saturday morning is going to conflict with my father's yoga class.
10. The next-door neighbors are genuine friends who are always kind and helpful.

## 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 word best describes a *genuine* person?
  - sociable
  - determined
  - sincere
- Which document might include an *amendment*?
  - math test
  - contract
  - menu
- Which action would a town take if it voted to *modify* its speed limits?
  - keep all speed limits the same
  - lower or raise some speed limits
  - eliminate limits on how fast drivers may go
- Which describes the *focus* of most TV advertising?
  - selling a product
  - helping people in need
  - getting the public's advice
- What situation exists when a person's income is *diminished*?
  - He or she earns more.
  - He or she earns less.
  - He or she has more money to save.
- What would an *earnest* doctor do?
  - try to cure a patient
  - make a patient sick
  - ignore a patient's complaints
- What situation might start a *conflict* between two friends?
  - agreeing on a movie to watch
  - enjoying the same restaurant
  - trying out for the same role in the school play
- Which statement is true about a *controversial* topic?
  - everyone agrees
  - everyone disagrees
  - some people agree
- Which person needs a strong *constitution* to succeed?
  - chess champion
  - triathlete
  - sports announcer
- Which event is likely to cause people to *protest*?
  - destroying an historic building
  - turning a vacant lot into a garden
  - resurfacing a highway



## Check Again

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

1. The U.S. *Constitution* is an important document because \_\_\_\_\_ it gives \_\_\_\_\_  
the fundamental laws of our country.
2. If my confidence *diminished*, I might feel \_\_\_\_\_ timid or unsure of myself.
3. Information about *controversial* issues can be found \_\_\_\_\_ in newspapers,  
in magazines, and on Web sites.
4. If I were going to hold a peaceful *protest*, I would prepare by \_\_\_\_\_ making signs.
5. A *conflict* might occur between politicians if \_\_\_\_\_ they have different beliefs.
6. When an *amendment* is made to a document, the document \_\_\_\_\_ changes in some way.
7. A person who has a *genuine* interest in Benjamin Franklin might \_\_\_\_\_ read his autobiography.
8. When I listen to songs, I *focus* on \_\_\_\_\_ how the words make me feel.
9. You can *modify* a fitness workout by \_\_\_\_\_ changing the exercises you do.
10. A person with an *earnest* concern about people who don't have enough to eat might \_\_\_\_\_ donate  
food or volunteer at a charity.

## 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 *diminished* in the third position.  
My energy diminished after the long play rehearsal.
2. Write a sentence exactly thirteen words in length using the word *focus*.  
When I run, I focus on my breathing and not on the distance.
3. Write a question with the word *conflict* in the sixth position.  
How would you settle a conflict with a friend?

## Word-Solving Strategies: Context Clues

### Restatement/Synonym

An author may give a clue about the meaning of an unfamiliar word by restating the word in a different way or using a synonym. Read this sentence from "Citizen Power!"

Students brainstormed a long list of ideas and then began to modify it, adding and deleting items.

Notice that *adding and deleting items* restates the meaning of **modify**. To better understand the word, you can also look at an Internet dictionary to find synonyms, such as *adjust* or *rework*.

Words set off by a comma aren't always a context clue.

*The ideas may be controversial, but they are popular.*

In this example, the words following the comma do not restate the meaning of *controversial*, and *popular* is not a synonym for *controversial*. In fact, the words following the comma present a contradiction.

**BE CAREFUL!**

### Practice

**A.** Read the paragraph. Write a highlighted word and its restatement or synonym in the first two boxes. Then write the meaning of the word.

In February 1960, the dining area at Woolworth's in Greensboro, North Carolina, was segregated, keeping blacks and whites apart. Four black students changed that situation with a sit-in, or nonviolent protest, at the lunch counter. Others joined them on the days that followed. Similar protests were also conducted, or held, throughout the South. By July the counter was finally integrated, serving both blacks and whites.

WORD	RESTATEMENT/ SYNONYM	WORD MEANING
segregated	keeping blacks and whites apart	divided by race or group
sit-in	nonviolent protest	an act in which people sit to protest
integrated	-serving both blacks and whites	open to all races or groups

**B.** Write a sentence for each of the four words from the paragraph above. Use restatement clues.

1. My cat and dog are segregated because they would fight if we didn't keep them separated.
2. The students decided to use a sit-in to peacefully protest the decision to close the rec center.
3. The nice shop owners conducted, or did, business in a way that pleased their customers.
4. The school board integrated all grades, bringing together sixth, seventh, and eighth graders.

## 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 doctor said my check-up went well and that my *constitution* is strong.

In this sentence, *constitution* means:

- A energy
- B health
- C patience
- D medicine

2. An issue becomes *controversial* when it:

- A is reported in newspapers
- B appears on the Internet
- C is the subject of much talk
- D causes people to disagree

3. The opposite of *diminished* is:

- A brightened
- B lessened
- C increased
- D destroyed

4. When you *modify* something, you do NOT:

- A make it better
- B limit it in some way
- C change it a little
- D leave it as it is

5. When you *protest* something, you:

- A object to it
- B control it
- C support it
- D guard against it

6. Read this sentence.

The old piano was a *genuine* antique that had been in the family for years.

In this sentence, *genuine* means:

- A real
- B honest
- C sincere
- D imitation

7. When you *focus* on a poem, you:

- A discuss it briefly
- B ignore it
- C study it in depth
- D make it worse

8. A word closely associated with *conflict* is:

- A agreement
- B annoyance
- C argument
- D quietness

9. People who act in an *earnest* way are:

- A fake
- B honest
- C lighthearted
- D unwilling

10. An *amendment* to a law:

- A leaves it the same
- B challenges it
- C introduces it
- D changes it

If students choose B or C for item 5, review the different meanings of *guarding* and have students use each meaning in a sentence.



## Our Future Is in Your Hands

<speech>



Hello. My name is Anna, and I've come to speak to you about the use of polystyrene foam in our schools. Do you know that we use it despite its potential to harm our environment? Let me illustrate how it is not good for our planet. Every day, Memorial School District throws out thousands of polystyrene food trays and thousands of polystyrene drinking cups. Polystyrene foam is not recyclable. It may take hundreds of years to decompose and return to the earth. In the meantime, it clogs our landfills, beaches, and even our waterways.

Every day, bans on polystyrene gain support, and hundreds of cities and school districts around the world have already stopped its

use in cafeterias and restaurants. Today, I'm announcing the creation of a new group: Students Against Polystyrene. We believe that everyone needs to begin using reusable trays and recyclable cardboard cups and containers. Now, some people might try to manipulate my argument. They may say that it's too hard to make changes in the way we do things, but I disagree. As consumers, we have a responsibility to be thoughtful about what we purchase and use.

The idea of being environmentally friendly isn't new. We already recycle paper, plastic, bottles, and cans. We also try to conserve energy. So if the role of school is to help us become good citizens, what is the school's continued use of polystyrene teaching us? As school board members, you are not immune to criticism. I hope you will forgive this generalization, but I think that if we continue to use polystyrene, it sends the message that being environmentally responsible is not important.

There is no manual that tells us how to care for our environment. That means we have to figure it out ourselves. We ask that you lend your support to a ban on polystyrene. Our generation needs to write the manuscript for the future. When others review our work years from now, I hope they will say that we provided a blueprint that future generations can use to protect Earth.

## VOCABULARY

illustrate	immune
gain	generalization
manipulate	manual
consumers	lend
purchase	manuscript

Explain to students that a speech is usually a set of prepared remarks that an individual reads or speaks to a group.

## 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 does Anna *illustrate* her point? How else might she do it?
2. As *consumers*, in what other way can we be kind to the planet?



## Word Meanings

For each highlighted word on pages 46–47, the meaning is given below. For practice with other meanings, see pages 51–53. For synonyms and antonyms, see page 66.

1. **illustrate**  
(IL-uh-strayt)  
(v.) When you *illustrate* something, you explain it by giving examples.  
(v.) Artists *illustrate* texts and other items by creating pictures.
2. **gain**  
(gayn)  
(v.) If you *gain* something, you get it or win it. A popular person can *gain*, or win, friends easily.  
(n.) A *gain* is an increase, improvement, or benefit. A business has a *gain* when it makes money. A growing teenager can have a rapid *gain* in height.
3. **manipulate**  
(muh-NIP-yuh-layt)  
(v.) When people *manipulate* others, they do what they can to get their way.  
(v.) If you *manipulate* an object, you move it with your hands in a skillful way.
4. **consumers**  
(kuhn-SOO-murz)  
(n.) People who buy and use things are often called *consumers*.  
(n.) *Consumers* are living things that eat. People are *consumers* of a wide variety of foods.
5. **purchase**  
(PUR-chuhss)  
(v.) When you *purchase* something, you buy it.  
(n.) A *purchase* is something you buy.
6. **immune**  
(i-MYOON)  
(adj.) When you are *immune* from something, you aren't affected by it or are free from it. If you are *immune* to a disease, you are protected from it.
7. **generalization**  
(jen-ruh-luh-ZAY-shuhn)  
(n.) A *generalization* is a broad statement. When you make a *generalization*, you might state a truth about a group based on just a few members.
8. **manual**  
(MAN-yoo-wuhl)  
(n.) A *manual* is a booklet that gives instructions and information.  
(adj.) If something is described as *manual*, it is worked or done by hand. If you do *manual* work, you work with your hands.
9. **lend**  
(lend)  
(v.) When you *lend* something, you give it temporarily. When you *lend* money or objects, you expect to get them back. You also can *lend* support to others.
10. **manuscript**  
(MAN-yoo-skript)  
(n.) A *manuscript* is a written or typed text. It is an author's work before it is published in print.

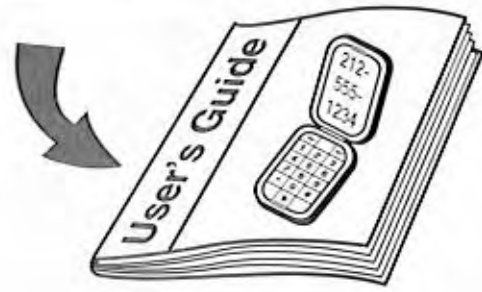




## Word Talk

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.

consumers  
gain (v.)  
generalization  
illustrate  
immune  
lend  
manipulate  
manual (n.)  
manuscript  
purchase (v.)



manual

## Check for Understanding

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

consumers      illustrate      manual  
gain      immune      manuscript  
generalization      lend      purchase  
manipulate

1. After winning five games in a row, the team began to \_\_\_\_\_ gain \_\_\_\_\_ the support of new fans.
2. I will \_\_\_\_\_ lend \_\_\_\_\_ assistance to the fund-raising project and help in any way I can.
3. Stories of people whose lives were saved by seat belts \_\_\_\_\_ illustrate \_\_\_\_\_ the importance of these safety devices.
4. The shots will make me \_\_\_\_\_ immune \_\_\_\_\_ to diseases that can be very serious.
5. The \_\_\_\_\_ manual \_\_\_\_\_ for the printer explains how to change the ink cartridge.
6. \_\_\_\_\_ Consumers \_\_\_\_\_ will often pay a lot to get high-quality electronic equipment.
7. We can save money if we \_\_\_\_\_ purchase \_\_\_\_\_ our computer paper in bulk.
8. I tried to \_\_\_\_\_ manipulate \_\_\_\_\_ Dad into taking me to the hockey game by promising to wash his car.
9. It's a/an \_\_\_\_\_ generalization \_\_\_\_\_ to say that all students enjoy playing sports.
10. The author rewrote the last chapter of her book and sent the \_\_\_\_\_ manuscript \_\_\_\_\_ to the publisher.
11. After my illness was over, I had to \_\_\_\_\_ gain \_\_\_\_\_ weight because I was too thin.
12. Mom learned how to send text messages by reading the \_\_\_\_\_ manual \_\_\_\_\_ that came with her new phone.



Students may confuse *gain* and *lend* in Items 1, 2, or 11. Remind students that when they *gain* something, they get it or win it. When they *lend* something, they give it temporarily. Then have them use *gain* and *lend* in sentences of their own.

## Expand Word Meanings

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

Americans are eager consumers of delicious foods. However, when they shop for those foods, they sometimes forget that they also have a choice of the bags they use. Plastic grocery store bags pollute our planet. Reusable cloth bags may be the solution. The manual work of packing groceries is a lot easier when you don't have to manipulate the many items from a big purchase into a small plastic bag. Cloth bags have plenty of room. They're more attractive, too. Artists illustrate some of these bags with scenes of an unpolluted world. This reminds us that if we use less plastic, we all will see a gain from an improved environment.

Notice that some of the words in the lesson are used here in a different way. For example, in this paragraph *consumers* means "people who eat." Can you figure out the meaning of the other highlighted words as they are used here? Refer to page 48 to confirm meanings.

### Apply Other Meanings

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

1. The last census showed that our area had a/an gain in population, not a decrease.
2. Dad had to carefully manipulate the broken light bulb to get it out of the socket.
3. People who are daily consumers of vegetables get plenty of vitamins.
4. Many of the manual tasks that house builders once did, such as digging a foundation, are now performed by machines.
5. The last purchase I made at the clothing store cost more than I expected.
6. The author wants to hire an artist to illustrate her book with pen-and-ink drawings.
7. When we saw squirrels at the feeder, we realized that sparrows weren't the only consumers of birdseed.
8. I used clippers to do the manual work of trimming the bushes.
9. I love drawing, and I would like to illustrate children's books someday.
10. Mom's company made more money this year than last, and she hopes to see a/an gain next year, as well.

## 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 part of a book is an artist most likely to *illustrate*?
  - table of contents
  - cover
  - glossary
- Which word describes a person who tries to *manipulate* you?
  - clever
  - clueless
  - sincere
- Which item comes with a *manual*?
  - lightbulb
  - rug
  - microwave oven
- How does a cook *gain* experience in his or her profession?
  - work at many restaurants
  - buy a famous cookbook
  - choose a different career
- Where could you find a *manuscript*?
  - at a bookstore
  - on an author's desk
  - on a TV
- As *consumers*, which animals are at the top of the food chain?
  - zebras
  - field mice
  - lions
- What might help you be *immune* from the flu during the winter?
  - cough drops
  - a flu shot
  - wearing warm clothes
- Which statement is a *generalization*?
  - All landfills are bad.
  - Some landfills are full.
  - Landfills can smell bad.
- Which person would most likely *lend* his or her time to an art museum?
  - sculptor
  - volunteer
  - office worker
- From whom do you *purchase* tickets at the movie theater?
  - the audience
  - the projector
  - the cashier



## 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 make a *generalization*, I \_\_\_\_\_ make a broad statement and don't give many examples.
2. Smart *consumers* make sure that \_\_\_\_\_ they get the best price for an item.
3. When I know someone is trying to *manipulate* me, I feel \_\_\_\_\_ uncomfortable and suspicious.
4. The difference between a book and a *manuscript* is \_\_\_\_\_ a book has been published, and a manuscript is a text that isn't in print yet.
5. I *gain* the respect of my friends by \_\_\_\_\_ being honest, sincere, and hardworking.
6. If I'm trying to make a point, I *illustrate* my ideas by \_\_\_\_\_ giving examples.
7. Many products come with a *manual* that helps users \_\_\_\_\_ learn about the item and figure out how to use it.
8. A good way to help the environment when you make a *purchase* might be \_\_\_\_\_ to buy products with very little packaging.
9. People who want to be *immune* to criticism often \_\_\_\_\_ avoid doing things that others dislike.
10. I can *lend* my support to friends by \_\_\_\_\_ giving them help when they need it.

## 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 *immune* in the fourth position.  
I am not immune to your begging, but I try not to give in every time.
2. Write a sentence exactly twelve words in length using the word *lend*.  
We lend support to the team by going to all the games.
3. Write a question with the word *manuscript* in the fifth position.  
Did you type your manuscript on the computer?

## Word-Solving Strategies: Root Words

### Root word man: "hand"

Many English words are based on roots that are of Latin or Greek origin. A root gives a word its basic meaning. You can use the meaning of a root, along with prefixes and suffixes, to help you figure out the meaning of a word. One example of a Latin root is *man*, which comes from the Latin word *manus* and means "hand."

Let's examine the word *manual* from this lesson. You know that the meaning of the Latin root *man* is "hand." The suffix *-al* can mean "relating to or characterized by." If you combine the meanings of the root and the suffix, you can determine that *manual* means "something related to or characterized by the hand." You can then use context clues to help you figure out how the word *manual* is used in a text. For example, *manual* work is work done with the hands. A *manual* transmission

on a car is a transmission that a driver shifts into gear by hand.

#### Examples

Think about how the root *man* gives each of these lesson words its basic meaning. It might help you to know that the verb suffix *-ate* can mean "act on" and that *script* is a Latin root that means "written."

**manipulate** → act on with the hands

Meaning: "move with the hands in a skillful way"

**manuscript** → handwritten

Meaning: "a handwritten or typed text"

Some roots have similar spellings but different meanings. For example, the Greek root *mania* begins with *man* but means "madness," as in *maniac*. If you are unsure of a word's meaning, it is best to check the definition in a dictionary or use context clues to help you figure it out.

### BE CAREFUL!

#### Practice

Use what you've learned about the Latin root *man* to write a possible meaning for each word. Check the meanings in a dictionary.

1. (n.) manacle \_\_\_\_\_  
handcuff; shackle

2. (n.) manner \_\_\_\_\_  
method of handling

3. (n.) manicure \_\_\_\_\_  
hand, fingernail treatment

4. (v.) manufacture \_\_\_\_\_  
make by hand or machine

5. (v.) manage \_\_\_\_\_  
handle or deal with

6. (v.) manhandle \_\_\_\_\_  
move roughly with hands

7. (v.) manure \_\_\_\_\_  
work the earth by hand

8. (n.) manipulation \_\_\_\_\_  
handling of objects

## 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 magician can *manipulate* a deck of cards to reveal the Joker.

*Manipulate* means:

- A watching closely
- B hiding
- C handling with skill
- D moving haphazardly

2. A word closely associated with *illustrate* is:

- A explain
- B question
- C protest
- D discover

3. *Manual* work is done:

- A by men
- B by hand
- C in an office
- D using an instruction book

4. The opposite of *gain* is:

- A win
- B increase
- C lose
- D grow

5. You would most likely *lend* support to:

- A people you don't know
- B friends who are happy and well
- C people who would repay you
- D a cause you believe in

6. Read this sentence.

Warm sleeping bags kept us *immune* from the chilly night air.

*Immune* means:

- A unwise
- B unprotected
- C unhealthy
- D safe from

7. In which group could a person *purchase* all the items?

- A singing, concert ticket, guitar
- B knife, peanut butter, bread
- C phone, conversation, computer
- D friends, lunch, happiness

8. A statement is a *generalization* if it:

- A expresses an idea about a group
- B makes a prediction about events
- C includes many examples
- D leads to further study

9. A *manuscript* is NOT a:

- A typed article
- B handwritten story
- C unfinished text
- D printed book

10. *Consumers* are people who:

- A sell goods to others
- B produce goods to be sold
- C buy and use goods
- D use homemade products

If students choose D for Item 3, review the noun and adjective forms of *manual*.



# When Marian Sang

<newspaper editorial>

## EDITORIAL

### History Was Made on April 9, 1939.

Write down this date: April 9, 1939. We believe this day will be remembered as the moment America came to its senses. People will say that on Easter Sunday of this year, we made a commitment to end racism in America.

Yesterday in Washington, D.C., 75,000 Americans gathered outdoors for an historic event. As far as the eye could see, people of every background stood shoulder to shoulder to hear a woman sing. This was not an ordinary singer and this was not an ordinary event.

This was Marian Anderson, a woman blessed with one of the most dynamic voices of our time. The story of how she came to be singing outside in the chilly spring air is unforgettable.

Anderson was born with great vocal gifts. As a child, all she ever wanted to do was sing. As an adult, Anderson began to perform in Europe, where people eagerly attended her concerts. Her popularity there helped to confirm her reputation as a great artist. When she returned home, Anderson was hopeful that America was ready to come together to listen to an African American sing. Eager



Marian Anderson performs at Washington D.C.'s Lincoln Memorial in an Easter Sunday performance in 1939.



Explain to students that a newspaper editorial expresses the opinions of the newspaper editor on a current topic or issue.

## VOCABULARY

commitment	slander
dynamic	register
vocal	valid
confirm	elect
violate	pitfall

concert organizers tried to rent Washington, D.C.'s most beautiful concert hall. However, its owners refused to allow an African American to perform there. When Eleanor Roosevelt heard this, she became angry. No one should violate Anderson's right to sing and no one should slander her talents, Roosevelt declared. The First Lady would bring Anderson to one of America's most treasured spaces—the Lincoln Memorial—instead.



First Lady Eleanor Roosevelt presents Marian Anderson with an award for outstanding achievement.

Yesterday, when Anderson began to sing, her voice soared. It was hard not to register the importance of this historic occasion. There is no valid reason to think our country cannot change. We all, as Americans, must work together to elect those who will help end racism in our country. Despite any discouraging pitfall we might face in this effort, this is our duty. We owe Marian Anderson that much.



### TALK ABOUT IT

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

1. Does this *register* with you as an important event? Why or why not?
2. In what ways did Marian Anderson share her *vocal* gifts with others?

## Word Meanings

For each highlighted word on pages 56–57, the meaning is given below. For practice with other meanings, see pages 61–63. For synonyms and antonyms, see page 66.

1. **commitment**  
(kuh-MIT-mint) (n.) A *commitment* is an agreement or promise. You might make a *commitment* to help a friend.
2. **dynamic**  
(dye-NA-mik) (adj.) Something that is *dynamic* has a lot of force and energy.  
(n.) A *dynamic* is a strong and energetic force that often causes change.
3. **vocal**  
(VOH-kuhl) (adj.) Something that is *vocal* has to do with using the human voice to speak, sing, or produce sounds. Similarly, a *vocal* person is an outspoken person.  
(n.) In music, the *vocal* is the part that is sung.
4. **confirm**  
(kuhn-FURM) (v.) When you *confirm* a feeling or belief, it gets stronger. Similarly, you can also *confirm* something, like a plan, to make sure it is true or definite.
5. **violate**  
(VYE-uh-layt) (v.) When you *violate* a person's rights, you show no respect for those rights. When you *violate* a law, you disobey it.
6. **slander**  
(SLAN-dur) (v.) When you *slander* people, you talk against them and harm them.  
(n.) *Slander* is a false statement that harms someone's reputation.
7. **register**  
(RE-ji-stur) (v.) When you *register* an idea or thought, you recognize it or understand it. *Register* is also what you do when you sign up for something.  
(n.) A *register* is a record of important information. It is also a book in which important information is kept.
8. **valid**  
(VA-lid) (adj.) Something that is *valid* is true, acceptable, or legal. If you are sick, you have a *valid* reason for missing school. You need a *valid* license to drive a car.
9. **elect**  
(ee-LEKT) (v.) To *elect* means to choose by voting. Citizens of the United States can vote in order to *elect* the President.  
(v.) When you *elect* to do something, you choose to do it. You can *elect* to play sports this year.
10. **pitfall**  
(PIT-fawl) (n.) A *pitfall* is a danger or difficulty that you don't expect. One *pitfall* of owning a boat is the money it costs to take care of it.



## 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.

### Qualities That Make Speakers *Dynamic*

passion for their subject matter

### Jobs That Require *Vocal* Gifts

professional speaker

### Plans You Will *Confirm* This Week

time of team's practice

### *Pitfalls* of Joining Too Many Activities

see friends less

### *Commitments* You've Made to Neighbors or Friends

pick up mail while neighbor is away

### *Valid* Reasons for Being Late for Class

had appointment with doctor

### Settings Where You Might See Someone *Slander* Another

TV news or talk shows

### Rights That Countries Should *Not Violate*

right to free speech

### Traits You'd Like to See in People *We Elect*

honesty

### Warnings That Should *Register* with All Drivers

it's dangerous to text and drive.

## Check For Understanding

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

commitment	elect	valid
confirm	pitfall	violate
dynamic	register	vocal
	slander	

1. Huge theater crowds tend to confirm the popularity of a movie.
2. If people visited an overloaded landfill, the importance of recycling would register with them.
3. The goalie believed the other players were trying to slander him when they said he was not a team player.
4. Citizens in this country vote to elect a president every four years.
5. The actor is a/an dynamic performer who is energetic and full of life.
6. One pitfall of riding my bike to school is that it is sometimes hard to find a space for it in the crowded bike rack.
7. The vocal range of the opera singer amazed listeners in the audience.
8. Mom made a/an commitment to the museum when she signed up as a weekly volunteer.
9. Drivers may get a ticket if they violate the law by not wearing a seatbelt.
10. Although the politician admitted he said harsh words about his opponent, he said he did not mean to slander her.
11. I had a/an valid reason for being late, and my teacher accepted it.
12. The message of the story will register if you carefully reread it.



Students may confuse *dynamic* and *vocal* in Items 5 and 7. Point out context clues in each sentence and have students identify the correct word. Do the same if other answers vary.

## Expand Word Meanings

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

Granddad often talks about the time he heard Dr. Martin Luther King speak. "We marched in Washington in 1963," he says. "We were nonviolent—even though we were tired of being pushed around! There wasn't a register, or sign-up book, so anyone could elect to march. Many people called us troublemakers, but we ignored the slander and marched for the rights of all people. We sang freedom songs together, and each vocal gave us greater energy. The dynamic of change was strong and became even stronger when Dr. King gave his 'I Have a Dream' speech."

Some of the words from this lesson are used here in a different way. For example, in this paragraph *register* is a noun that means "a record of important information." Can you figure out the meaning of the other highlighted words as they are used here? Refer to page 58 to confirm meanings.

### Apply Other Meanings

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

1. Even though Sandria didn't like Isabel's negative remarks about her, she decided not to engage in slander toward the other girl because she wanted the feud to end.
2. I like the instrumental version of the tune, but I prefer hearing it with a/an vocal.
3. This year I might elect to attend basketball camp rather than go to a camp in the mountains.
4. The man signed his name in the hotel register before he went to his room.
5. The dynamic in the classroom changes whenever we start to debate an issue.
6. The actor said that writers were spreading slander about him by writing untrue things about his life.
7. My grandparents' Victorian home is listed in the register of historic houses that the city keeps at the courthouse.
8. The musical play has one unforgettable vocal that always inspires people in the audience.
9. I live close to school, so I can elect to walk to class.
10. When I get together with my friends, there's a strong dynamic of team spirit that seems to fill everyone with energy.

## 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 performer has *vocal* talents?

- a. singer
- b. acrobat
- c. ballerina

2. What is one *pitfall* of staying up late to study?

- a. good grades
- b. extra study time
- c. being tired in class

3. Which quality best describes a *dynamic* speaker?

- a. weak
- b. forceful
- c. attractive

4. Which information would you find in a *register* of voters?

- a. list of people running for office
- b. names of all the mayors
- c. voters' names and addresses

5. Which excuse is a *valid* reason for missing sports practice?

- a. injured leg
- b. lack of interest
- c. oversleeping

6. Which action would *violate* a law?

- a. driving the speed limit
- b. driving through a red light
- c. parking in a parking lot



7. Which person makes the longest *commitment* to a job?

- a. a seventh-grade teacher
- b. a summer lifeguard
- c. a part-time babysitter

8. What would be the best way to *confirm* a dentist appointment?

- a. ask a friend to recommend a dentist
- b. call the dentist's office
- c. check the dentist's Web site

9. What best describes how a sports fan would *elect* to spend a weekend?

- a. not watching the ball game on TV
- b. babysitting a younger sibling
- c. playing baseball and soccer

10. How could *slander* about a nominee affect him in an election?

- a. It could show he cares about people.
- b. It could hurt his reputation.
- c. It could explain his volunteer work.



## Check Again

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

1. The political *dynamic* in a classroom is often strongest when students discuss a controversial subject.
2. I can *confirm* an historical fact by using an encyclopedia or finding information on the Internet.
3. If I dislike a *vocal* on a CD, I don't like the singing.
4. One way to *violate* a person's privacy is to secretly try to gather information about him or her.
5. If I had a choice of any after-school activity, I would *elect* to join the yearbook staff.
6. *Slander* is harmful because it can damage a person's reputation.
7. A library card may not be *valid* if it has expired or a person has moved.
8. A *pitfall* of owning a computer is spending too much time on it.
9. The value of exercise and healthy eating may not *register* until a person gains weight or gets sick.
10. It is important to honor your *commitment* because other people are relying on you.

## 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 *valid* in the fifth position.  
I will need a valid learner's permit when I start to drive.
2. Write a sentence exactly ten words in length using the word *commitment*.  
I made a commitment to mow the grass this weekend.
3. Write a question with the word *pitfall* in the fifth position.  
What is the biggest pitfall of playing electronic games?

## Word-Solving Strategies: Context Clues

### Examples

Authors often provide readers with examples that can help them figure out the meaning of unfamiliar words. Read this sentence from "When Marian Sang."

Anderson was born with great vocal gifts. As a child, all she ever wanted to do was sing.

In the second sentence, the example *all she ever wanted to do was sing* can help you figure out that *vocal* has to do with using the voice to speak or sing.

Not all sentences have examples that are context clues.

*Marian's magnificent voice drew crowds, both at home and in Europe.*

In this sentence, the example *both at home and in Europe* does not give a clue for *magnificent*, which means "grand and wonderful."

### BE CAREFUL!

### Practice

**A.** In the first two boxes, write a highlighted word and the example that provides a context clue for it. Then write the meaning of the word.

In the world of music, there are few outstanding contralto voices. Marian Anderson's deep, rich voice was one example. Anderson usually shared her vocal gift at recitals, such as her solo performance at the Lincoln Memorial in 1939. She made an operatic performance in 1955, however, singing a role with the Metropolitan Opera in New York. The performance was significant. No other African American had sung with the Metropolitan Opera before Anderson.

#### WORD

contralto

recitals

operatic

#### EXAMPLE

deep, rich voice

such as her solo performance

role with the Metropolitan Opera

#### MEANING

low singing voice

performances by one or more persons

having to do with opera

**B.** Write a sentence for two of the highlighted words from the paragraph above. Use examples as context clues.

- This weekend my parents have to attend three recitals, including my brother's dance act, my sister's piano solo, and my cousin's guitar performance.
- The day I got my braces off and the day I graduated from middle school were two of the most significant days in my life.



## Practice for Tests

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

1. Read this sentence.  
I didn't *register* how hard skiing was until I fell for the third time.  
In this sentence, *register* means:  
 A ignore  
 B write down  
 C estimate  
 D recognize
2. The opposite of *dynamic* is:  
 A forceful  
 B energetic  
 C lifeless  
 D normal
3. When you *confirm* an appointment, you:  
 A make sure it will happen  
 B show up on time  
 C cancel and reschedule  
 D put it out of your mind
4. Something can be described as *vocal* if it is:  
 A imagined  
 B spoken or sung  
 C very loud  
 D alarming
5. A word closely associated with *pitfall* is:  
 A benefit  
 B nuisance  
 C difficulty  
 D chance
6. Read this sentence.  
Drivers *violate* a law when they park too close to a fire hydrant.  
In this sentence, *violate* means:  
 A test  
 B disobey  
 C avoid  
 D control
7. You make a *commitment* when you:  
 A agree to do something  
 B show no interest  
 C forget a promise  
 D talk to a friend
8. When you use *slander*, you do NOT:  
 A tell lies  
 B compliment a person  
 C talk against someone  
 D hurt someone's reputation
9. In which group do we *elect* all the people?  
 A teacher, principal, librarian  
 B cashier, banker, treasurer  
 C mayor, taxi driver, police officer  
 D senator, governor, president
10. Something is *valid* if it is:  
 A low-cost  
 B out of date  
 C true  
 D useless

If students choose B for item 1, they are using multiple meanings of *register*.

## Synonyms and Antonyms

In the following Word Bank, you will find synonyms and antonyms for some of the words in Lessons 4–6. (Remember: Some words have both synonyms and antonyms.) Study these words; then complete the exercises below.

deny      energetic      dull      increased      sincere      artificial  
borrow      alter      buy      false      object      real

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

1. Our English teacher is a very **dynamic** person, and her teaching is always \_\_\_\_\_ and creative.
2. Charlie made an **earnest** attempt to patch things up with his friend, but in spite of his \_\_\_\_\_ efforts, there were still bad feelings.
3. If you **modify** the display settings on your computer, you can \_\_\_\_\_ the quality of images and video that appear on the screen.
4. The museum director was shocked to discover that a painting given to the museum, which the donor claimed was a **genuine** Vermeer, was not \_\_\_\_\_.
5. For five dollars you can \_\_\_\_\_ one raffle ticket, but for twenty dollars you can **purchase** five chances to win!

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

6. Compared with the first speaker, who was very **dynamic**, the second speaker seemed \_\_\_\_\_.
7. The governor was asked to confirm or \_\_\_\_\_ that rumors about her misconduct were true.
8. People still believed the suspicions were **valid**, even after it was proved that they were \_\_\_\_\_.
9. Uncle Pete offered to **lend** us the money for a new car, but Dad didn't want to \_\_\_\_\_ from his brother.
10. As I get older, my fondness for watching cartoons has **diminished**, but my interest in creating comics of my own has \_\_\_\_\_.

## Word Study: Idioms

A colorful and informal phrase that means something different from the literal meaning of its words is called an **idiom**. For example, if you “sing at the top of your lungs,” you don’t just use the top of your lungs to sing. The phrase is an idiom that means to sing loudly.

Some of the words in Lessons 4–6 can be expressed as idioms. If you say, “I’m going to change my tune” or “I’ve had a change of heart,” you really mean that you have made a decision to *modify* (Lesson 4) your actions.

### 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.

- |          |   |   |
|----------|---|---|
| <u>y</u> | 1. I looked at the imitation leather bags in the store, but I didn’t buy one because I want the <b>real McCoy</b> . | a. say anything to get people to do what you want                 |
| <u>l</u> | 2. People are <b>playing with fire</b> when they text or talk on a cell phone while driving.                        | b. doesn’t stick to the topic                                     |
| <u>n</u> | 3. Jason will <b>promise the moon</b> in order to get students to vote for him in the school election.              | c. dynamic and often outrageous                                   |
| <u>a</u> | 4. My grandfather is a <b>larger than life</b> character who grabs everyone’s attention wherever he goes.           | d. someone or something that is popular at first but doesn’t last |
| <u>m</u> | 5. Dad says that if I buy the used bike without seeing it first, I will be getting a <b>pig in a poke</b> .         | e. something you purchase without knowing its real value          |
| <u>e</u> | 6. The singer was a <b>flash in the pan</b> who had one big hit and was never heard from again.                     | f. putting oneself in danger or taking a huge risk                |
|          |   | g. something that is genuine                                      |

### Apply

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

- |                          |                      |
|--------------------------|----------------------|
| 1. beat around the bush  | 5. horse sense       |
| 2. kick up your heels    | 6. lend an ear       |
| 3. hit the roof          | 7. zero in on        |
| 4. green behind the ears | 8. blow hot and cold |

## Vocabulary for Comprehension

Read the following passage, in which some of the words you have studied in Lessons 4–6 appear in boldface type. Then answer questions 1–6.



### The Voice of Eleanor Roosevelt

As a girl, Eleanor Roosevelt was plain and awkward, yet she became one of the most famous women of her time. She found her voice by helping others, and for many people she continues to **illustrate** what a First Lady should be.

**Commitment**, or dedication, to social work was part of Eleanor's character. Eleanor's uncle Theodore Roosevelt taught her that it was her duty to help those who were less fortunate. When World War I broke out, she showed a **genuine** interest in helping wounded soldiers. After the war New Yorkers decided to **elect** her husband, Franklin D. Roosevelt, to the office of governor, and then he became President of the United States. Franklin had been stricken with

polio during his political career, but he remained a **dynamic** leader partly because of Eleanor's help.

As First Lady, Eleanor was open-minded and sometimes **controversial**. She supported the rights of women and people of all races. She was known to take a stand and **protest** unfair labor and civil rights practices. She also tended to **gain** attention by writing a newspaper column called "My Day."

After Franklin's death, Eleanor continued to **focus** on human rights issues. She would **lend** her support to the United Nations and continue to work for the good of all people until her death in 1962.

1. In sentence 2, *illustrate* means

- A draw a picture
- B light up
- C challenge
- D set an example

2. We *elect* (line 13) someone when

- A we pick him by lottery
- B a few select him
- C voters choose him
- D we make a decision

3. Another word for *dynamic* (line 18) is

- A dull
- B forceful
- C loud
- D busy

4. Something that is NOT *controversial* (line 21) is

- A agreed upon
- B debated
- C questioned
- D talked about

5. A person can *protest* (line 23) by

- A remaining quiet
- B accepting conditions
- C watching others
- D speaking out

6. When you *focus* (line 28) on something, you

- A ignore it
- B notice it
- C give it attention
- D worry about it

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

# Your AMAZING Body

LESSON

7

## Performing an Ollie

*You can use your body to do amazing things.*

balance	maneuver	positions
contract	opposing	precision
coordinate	plane	pressure
extend		

LESSON

8

## Buy the Best

*Good sunglasses can help protect your eyes.*

constrict	millennia	radiation
distort	organs	reflection
exposure	prevention	shield
external		

LESSON

9

## Just Like an Olympian

*Proper training and exercise can help you excel in sports.*

collapse	mechanism	technique
consist	obvious	thrust
evaluate	react	tissue
function		

## Performing an Ollie

<how-to>

Perform any skilled move in a sport and you'll need to coordinate your muscles, joints, and bones—your musculoskeletal system. When you perform an ollie, like the skateboarder in the picture, the muscles, bones, and joints in your body are working with precision, or exactness, to complete a difficult move.

Look at the skateboarder. To nail the trick, he first pushes off to get a rolling start. Then he positions his body over the center of the skateboard so that his rear foot is on the tail (the back portion) of the board and his front foot is in the center. Then he bends his knees. When knees bend, the opposing leg muscles

work together in a coordinated way: some muscles contract while others extend. All of this happens without the skateboarder even thinking about it.

When the skateboarder pushes his rear foot down on the board's tail, pressure rises under his other foot. The harder he pushes, the more pressure he feels. As the back of the skateboard hits the ground, the skater's foot slides up the board and he leans over. His front knee bends until it's near his chest while his back knee straightens. To shift his weight, the skateboarder moves his hips, which are ball-and-socket joints. This shift helps him balance



Explain to students that a how-to article gives *advice* or instructions that describe how to perform a task.

## VOCABULARY

coordinate	extend
precision	pressure
positions	balance
opposing	plane
contract	maneuver

his full weight on the large bones of his back leg. Here's where the tricky part comes in. The skateboarder leaps into the air using the opposing muscle groups of his legs and torso. The board follows, and looks as if it is sticking to his feet.

Now the hard part—landing! The skateboarder bends both knees and comes down on the horizontal plane of the board so that his weight is balanced in the center of the board. He can thank his musculoskeletal system for allowing him to make this incredible maneuver.

### TALK ABOUT IT

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

1. Why is it important to *coordinate* different parts of your body when you perform an ollie?
2. What do you think are the best ways to prepare for a new *maneuver* like this?

Performing an ollie correctly requires precision and balance.



## Word Meanings

For each highlighted word on pages 76–77, the meaning is given below. For practice with other meanings, see pages 81–83. For synonyms and antonyms, see page 100.

1. **coordinate**  
v. (ko-WOR-di-nayt)  
n. (ko-WOR-di-nit)  
(v.) When you *coordinate* something, you make sure that all the parts work together smoothly.  
(n.) The *coordinate* of a point on a map or grid is one of a pair of numbers or letters that you need to find that point.
2. **precision**  
(pri-SI-zhin)  
(n.) When something works exactly as it is supposed to, it works with *precision*.
3. **positions**  
(pu-ZI-shinz)  
(v.) When a person *positions* an object somewhere, he or she carefully puts it in the right place.  
(n.) Your *positions* on subjects are how you feel about them.
4. **opposing**  
(uh-POH-zeeng)  
(adj.) When groups of people have *opposing* views, they disagree about something or are in competition with one another. An opposing action or feeling is opposite to another action or feeling.
5. **contract**  
v. (kon-TRAKT)  
n. (KON-trakt)  
(v.) When you pull something inward to make it smaller, you *contract* it.  
(n.) A *contract* is an agreement that can be enforced by law.
6. **extend**  
(eks-TEND)  
(v.) When you stretch something out to make it longer, you *extend* it.
7. **pressure**  
(PRE-sheer)  
(n.) *Pressure* is the force that is produced when you press hard on something.  
(n.) When you experience *pressure*, you feel that people expect a lot from you, or that you must get a lot accomplished quickly.
8. **balance**  
(BA-lens)  
(v.) When you *balance* an object on something, the object remains steady and does not fall to one side or the other.
9. **plane**  
(playn)  
(n.) A *plane* is a flat surface.
10. **maneuver**  
(muh-NOO-ver)  
(n.) A *maneuver* is a difficult or clever action that is done to change a situation to your advantage.  
(v.) If you *maneuver* something into or out of an awkward location, you move it there skillfully.





## 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.

Items with a *Plane*  
tabletops

Things that *Contract*  
muscles

Things that Need to  
Be *Coordinated*  
league schedules

Things that  
*Extend*  
umbrella handles

Jobs that Require  
*Precision*  
engineer

*Opposing Pairs*  
candidates for political  
office

Things that  
Must Be Carefully  
*Positioned*  
a precious vase

Activities that  
Require Good  
*Balance*  
bicycle riding

Events that  
Occur Because  
of *Pressure*  
whistling tea kettle

Sports *Maneuvers*  
diving

## Check for Understanding

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

balance	extend	positions
contract	maneuver	precision
coordinate	opposing	pressure
	plane	

1. The opposing armies prepared for battle.
2. Turning on her ballet shoes with precision, the ballerina executed her moves perfectly.
3. The pattern of the floor boards created a/an plane that made the room feel wider.
4. Since I was sick for three days, my teacher decided to extend the due date for my report.
5. The lack of pressure in the tire caused it to deflate.
6. Due to our busy schedules, it was difficult to coordinate all of our activities without looking at our calendars.
7. How does a seal balance the ball on the tip of its nose?
8. A toddler positions the blocks so that the tower doesn't fall.
9. To wrinkle your nose, contract the muscles in your face.
10. The runner made a clever maneuver that put her in the lead.
11. The coach always positions the players on the field before the game begins.
12. Accordions expand and contract to make music.

Some students may choose *maneuver* as an answer for Item 7. Invite volunteers to tell about a time they had to *maneuver* something. Do the same elsewhere when answers vary.



## Expand Word Meanings

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

I was very nervous about this week's math test. Since my grades on the last two tests were not so great, I felt a lot of pressure to do well. I was confused about a coordinate and how to maneuver the number onto a grid. However, I got extra help after school, so when it came time to take the test I felt a lot more confident. Also, our teacher, Mr. Preston, made a contract with the class. It said that if we all got at least 80% correct, he would give us a pizza party on Friday. One of his positions on academic success is that it helps to give rewards.

Notice that the lesson's words are used in a different way here. For example, look at *contract*. Here it means an agreement between the teacher and the students. Look at the other highlighted words. Can you figure out the meanings of the words as they are used here? Refer to page 72 to confirm meanings.

### Apply Other Meanings

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

1. After all the pressure my mother put on me to win, I felt very nervous at the swim meet.
2. Since the obstacle course was very complicated, I had to maneuver very carefully so I would not fall down.
3. The math problem on the last coordinate of the series was the toughest one yet.
4. Tonja's positions on school policies were unclear, so we did not vote for her for class president.
5. Before signing any contract, make sure you read the fine print or show it to a lawyer.
6. It's not easy finding the airport on a map without at least one coordinate.
7. Taking too many after-school classes can add a lot of pressure to a student's life.
8. When my mom took the part-time job, she had to sign a contract with the company.
9. When the bus is very crowded, it is hard to maneuver to the door.
10. My father kept changing his mind on whether I could host a party, and he never really explained his positions on the matter.

## 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 profession requires the most *precision*?
  - security guard
  - surgeon
  - painter
- Which situation would you need to *coordinate*?
  - going grocery shopping
  - passing the stick in a relay race
  - combing your hair
- Whose *positions* does the seventh grade class president represent?
  - students
  - parents
  - teachers
- Which worker would most likely insist on a *contract*?
  - babysitter
  - house painter
  - hair cutter
- Which structure would *extend* across a river?
  - a skyscraper
  - a bridge
  - a beach
- Which situation would make you feel the most *pressure*?
  - blowing up a balloon
  - slipping in the street
  - taking a test
- What might throw you off *balance* on a bike ride?
  - the sound of birds chirping
  - the beautiful setting
  - a squirrel running in front of you
- Which group would be most *opposed* to closing a public pool?
  - swimmers
  - office workers
  - voters
- Which could be described as a horizontal *plane*?
  - a wide staircase
  - a flat driveway
  - a fast escalator
- Which might prove to be a difficult *maneuver*?
  - doing homework
  - reading a long novel
  - checkmating a chess expert



## 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 know one *coordinate* on a grid, I \_\_\_\_\_ can usually figure out the other one.
2. A pharmacist must be *precise* when \_\_\_\_\_ counting the number of pills that go in a prescription bottle.
3. Our gym teacher *positions* the cones in the obstacle course so that \_\_\_\_\_ we know which direction to go after we finish each stage.
4. The rubber band around a balloon will *contract* if \_\_\_\_\_ you pop the balloon.
5. My parents will *extend* our cell phone subscription because \_\_\_\_\_ they think we are getting a good deal through our current phone company.
6. By putting *pressure* on the ball of clay, I \_\_\_\_\_ flattened it into a disk.
7. If I don't *balance* myself on a bike, I \_\_\_\_\_ will not be able to lift my feet off the ground.
8. Our group is asking for more healthful lunches, but the *opposing side* \_\_\_\_\_ says that the cafeteria will make more money selling sweets and sugary drinks.
9. In sports, a *plane* is the ideal surface for \_\_\_\_\_ kicking a ball a great distance.
10. On a crowded street, you might have to *maneuver* to \_\_\_\_\_ pass people who are having trouble getting out of the way.

## 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 *coordinate* in the third position.  
We must coordinate our schedules so we can meet at the movie theater at the same time.
2. Write a sentence exactly nine words in length using the word *extend*.  
Extend your hand if you'd like a cheese sample.
3. Write a question with the word *balance* in the fifth position.  
Can you hold your balance long while standing on one leg?

## Word-Solving Strategies: Context Clues

### Synonyms

Sometimes an author helps you by defining unfamiliar words with a synonym. Reread this sentence from “Performing an Ollie.”

When you perform an ollie, like the skateboarder in the picture, the muscles, bones, and joints in your body are working with precision, or exactness, to complete a difficult move.

Note that after the word **precision** the synonym *exactness* is set off by commas. Similarly, the word *or* sometimes signals that a synonym may follow.

The word *or* does not always signal that a synonym will follow. Sometimes *or* is used to connect items in a series. Read this sentence:

*What makes skateboarders improve most—big skateboards, good coaches, or new parks?*

Notice that a comma separates *big skateboards* from *good coaches*. A comma and the word *or* separates *good coaches* from *new parks*.

### BE CAREFUL!

#### Practice

**A.** Write the highlighted vocabulary word and its synonym in the first two boxes. In the third box, write another meaning for the word.

How difficult is it to invent a new skateboard maneuver? Not very difficult if you are an innovative, or creative, 15-year-old who happens to live near an imperfect skateboard park. That's how the ollie was invented. In 1978, Alan Gelfand spent many hours at a skateboard park in Hollywood, Florida. He noticed the skateboard park's imperfections, and used these defects to invent the ollie. Can you imagine his friends' incredulity as they watched with amazement while Alan performed his new maneuver?

WORD	SYNONYM	OTHER MEANING
innovative	creative	using new ideas
imperfections	defects	containing problems
incredulity	amazement	state of not believing

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

1. My innovative teacher's new approach to the subject matter made the topic particularly exciting.
2. The imperfections, or flaws, in the jewel made it less valuable.
3. My mother pointed out the damage and other imperfections on the car, so the buyer would know.
4. My incredulity, or disbelief, must have shown on my face, because Yann repeated his story.

## Practice for Tests

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

1. Read this sentence.

I am thankful that the dentist used his instruments with *precision* to fill my cavity.

*Precision* means:

- A accuracy
- B speed
- C painlessness
- D preciousness

2. A bicycle tire will *contract* when:

- A it's brand new
- B you pump air into it
- C you park it in the garage
- D it leaks air

3. The opposite of *extend* is:

- A balance
- B pressure
- C withdraw
- D pretend

4. In which group can all the items be described as having a horizontal *plane*?

- A football field, table, skateboard
- B skateboard, soccer ball, skis
- C ocean, waterfall, wave
- D airplane, sunset, skyscraper

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

- A handy
- B pleasant
- C skillful
- D patient

6. Read this sentence.

The *pressure* of the heavy wind against my chest made it hard to walk.

*Pressure* means:

- A size
- B pain
- C push
- D force

7. Two activities are said to *coordinate* if:

- A there are mix-ups everywhere
- B everything is running smoothly
- C no one is careful
- D they're on a map

8. When you *balance* an object, it does NOT:

- A fall over
- B remain steady
- C have control
- D stay in place

9. You would most likely state your *positions* about a topic in:

- A a game
- B a greeting
- C a debate
- D a dream

10. A person with an *opposing* view would:

- A agree with you
- B argue against you
- C not care what you think
- D say you were lying

If students choose answer D on item 7, (ask) the noun and verb forms of *coordinate*.



## Buy the Best <advertisement>

Explain to students that an advertisement is text and images that are intended to persuade people to do something or buy something.

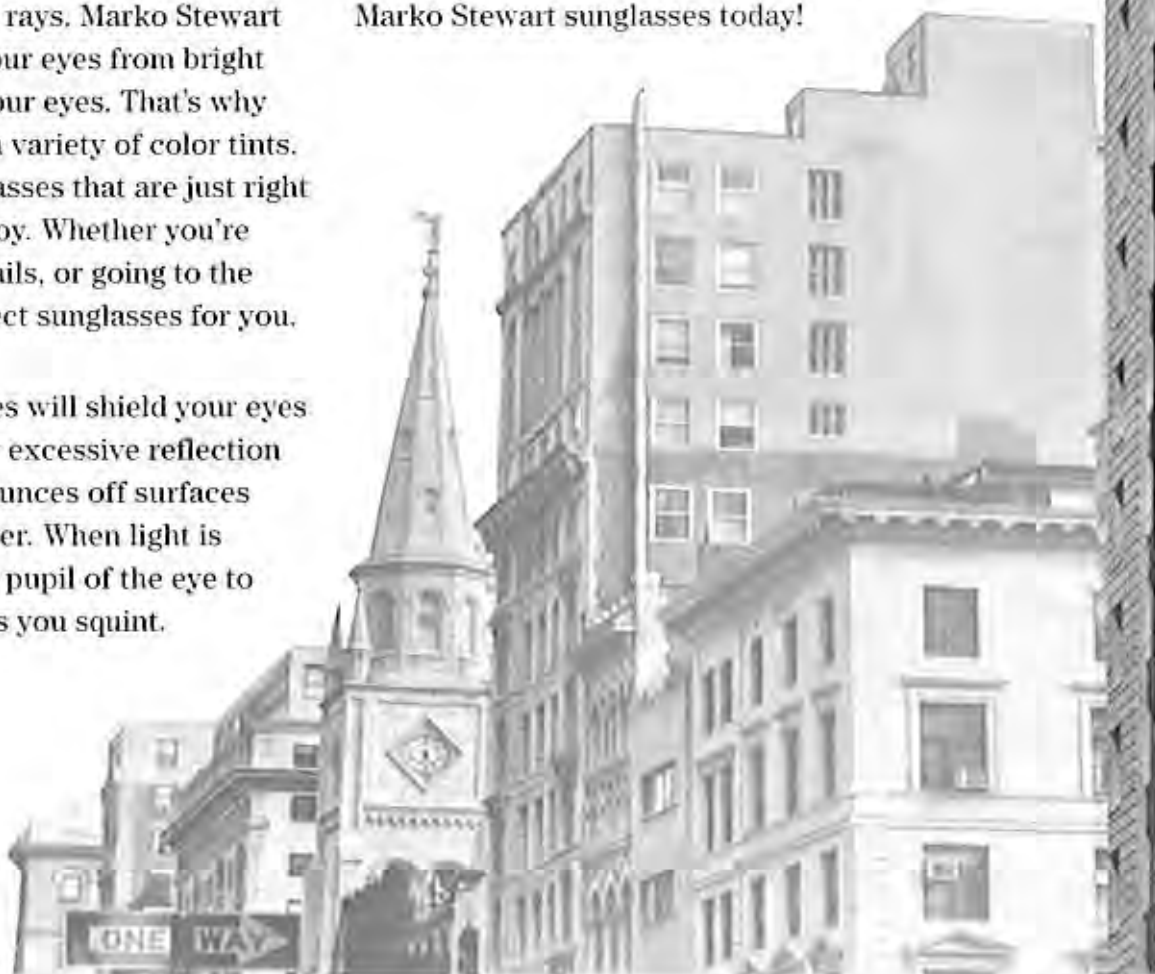
Do you choose your sunglasses based solely on how they look on you? We all care about external things, like our appearance, but did you know that there are big differences among sunglasses? Many sunglasses look stylish. However, sometimes they're just two pieces of tinted plastic in a cheap frame. Not ours! Sunglasses from Marko Stewart Eyewear are your best weapon for the prevention of damage to your fragile vision.

Your eyes are one of your body's most sensitive organs. They are sensitive to ultraviolet, or UV, rays. Marko Stewart sunglasses filter out the harmful effects of the sun's radiation. In fact, our sunglasses are so good that they completely eliminate UV rays. Marko Stewart sunglasses also shield your eyes from bright sunlight that may hurt your eyes. That's why our sunglasses come in a variety of color tints. We let you choose sunglasses that are just right for the activities you enjoy. Whether you're playing soccer, hiking trails, or going to the beach, we have the perfect sunglasses for you.

Marko Stewart sunglasses will shield your eyes from the glare caused by excessive reflection of sunlight. This light bounces off surfaces like snow, sand, and water. When light is very bright, it causes the pupil of the eye to constrict, and that makes you squint.

Sun glare can hide objects or even distort how they appear. Our sunglasses filter intense, reflected light, so you can see objects more clearly.

You'll look your best in Marko Stewart sunglasses. Our sunglasses come in a variety of styles. All of them will protect your eyes from the damage that exposure to the sun can cause. Marko Stewart glasses may cost a bit more, but they're so strong, they will last a lifetime. In fact, we believe they could last many millennia! Plus, every pair comes with its own accessories (a case and a cleaning cloth) so you can safeguard your investment along with your eyes. Run—don't walk—to get your Marko Stewart sunglasses today!







## VOCABULARY

external  
prevention  
organs  
radiation  
shield

reflection  
constrict  
distort  
exposure  
millennia

### TALK ABOUT IT

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

1. Can people spend too much time focused on their *external* qualities? Explain.
2. Would it matter to you that sunglasses might last many *millennia*? Why or why not?

## Word Meanings

For each highlighted word on pages 80–81, the meaning is given below. For practice with other meanings, turn to pages 85–87. For synonyms and antonyms, see page 100.

1. **external**  
(ek-STUR-nuhl) (adj.) An *external* surface is the outside part or what can be seen on the surface. Anything on the outside is *external*.
2. **prevention**  
(pri-VEN-shuhn) (n.) *Prevention* keeps something from happening. Keeping a fire extinguisher in the kitchen aids fire *prevention*.
3. **organs**  
(OR-ginz) (n.) *Organs* are structures made of cells and tissues in a living thing that perform specific purposes, such as lungs and kidneys in people or leaves and flowers in plants.  
(n.) Keyboard instruments that produce music by releasing air through pipes are *organs*.
4. **radiation**  
(ray-dee-AY-shuhn) (n.) *Radiation* is waves of light or heat energy, such as that given off by the sun's rays.
5. **shield**  
(sheeld) (v.) When you *shield* something, you protect it, sometimes with an object or cover.  
(n.) A *shield* is anything that protects, like a barrier or cover.
6. **reflection**  
(ri-FLEK-shuhn) (n.) Light that bounces off an object produces a *reflection*. You might see your *reflection* in a mirror or on the surface of a pond.  
(n.) When you think carefully and deeply about something, you are giving it careful *reflection*.
7. **constrict**  
(kon-STRIKT) (v.) When you pull in, squeeze, or tighten something, you *constrict* it. A belt can *constrict* your waist.
8. **distort**  
(diss-TORT) (v.) When you twist something out of shape or change the meaning of what someone said, you *distort* it.
9. **exposure**  
(ek-SPOH-zhur) (n.) When you have *exposure* to the wind, rain, or sun, you are not protected from it.  
(n.) *Exposure* occurs when a secret or something that was hidden is revealed.
10. **millennia**  
(muh-LE-nee-uh) (n.) A period of one thousand years is a millennium, and more than one period of a thousand years are *millennia*.



## 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.

constrict  
distort  
exposure  
external  
millennia  
organs  
prevention  
radiation  
reflection  
shield (v.)



shield

## Check for Understanding

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

constrict	external	radiation
distort	millennia	reflection
exposure	organs	shield
	prevention	

1. At a carnival, a funhouse mirror can \_\_\_\_\_ *distort* \_\_\_\_\_ your image to make you look shorter or taller than you really are.
2. A bend in a hose will \_\_\_\_\_ *constrict* \_\_\_\_\_ the flow of water through it.
3. I peeled off the onion's \_\_\_\_\_ *external* \_\_\_\_\_ layer before chopping the rest for soup.
4. Sunglasses will \_\_\_\_\_ *shield* \_\_\_\_\_ a driver's eyes from the sun.
5. Even though they're inside the body, \_\_\_\_\_ *organs* \_\_\_\_\_ can be injured in a car crash.
6. Over \_\_\_\_\_ *millennia* \_\_\_\_\_, the Rocky Mountains have slowly shifted.
7. People who work with dangerous chemicals often wear clothes that protect them from \_\_\_\_\_ *exposure* \_\_\_\_\_.
8. The temperature inside the submarine was higher than the \_\_\_\_\_ *external* \_\_\_\_\_ temperature.
9. The \_\_\_\_\_ *reflection* \_\_\_\_\_ of the sun on the water was blinding to the swimmers.
10. For the \_\_\_\_\_ *prevention* \_\_\_\_\_ of disease, hospital workers clean their equipment after it is used on each patient.
11. Parents often try to \_\_\_\_\_ *shield* \_\_\_\_\_ their children from life's hardships.
12. A narrow gorge can \_\_\_\_\_ *constrict* \_\_\_\_\_ the flow of a river so that a lake forms.



Some students may switch the words *constrict* and *distort* for Items 1 and 12. Have volunteers describe the difference between distorting and constricting something.

## Expand Word Meanings

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

Charlie was very strong, but he never told anyone. When he learned that a circus was in town, he thought about sharing his secret talent. Unfortunately, he suffered from stage fright. After a great deal of reflection, however, he decided to risk the exposure. "I can lift two organs at once!" he told the circus manager. Then he explained that he had stage fright. "My muscles are big, but I'm not sure my mind is as strong as my body." The circus manager had an idea. He set up a shield so that Charlie would not see the crowd. They could see him, and that's how Charlie was able to show his talent and not be nervous.

The meaning of *reflection* here may seem different from a *reflection* you see in a mirror, but think of it this way: thinking carefully is looking back at your own thoughts. Can you figure out the other meanings of the words as they are used here? Refer to page 82 to confirm meanings.

### Apply Other Meanings

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

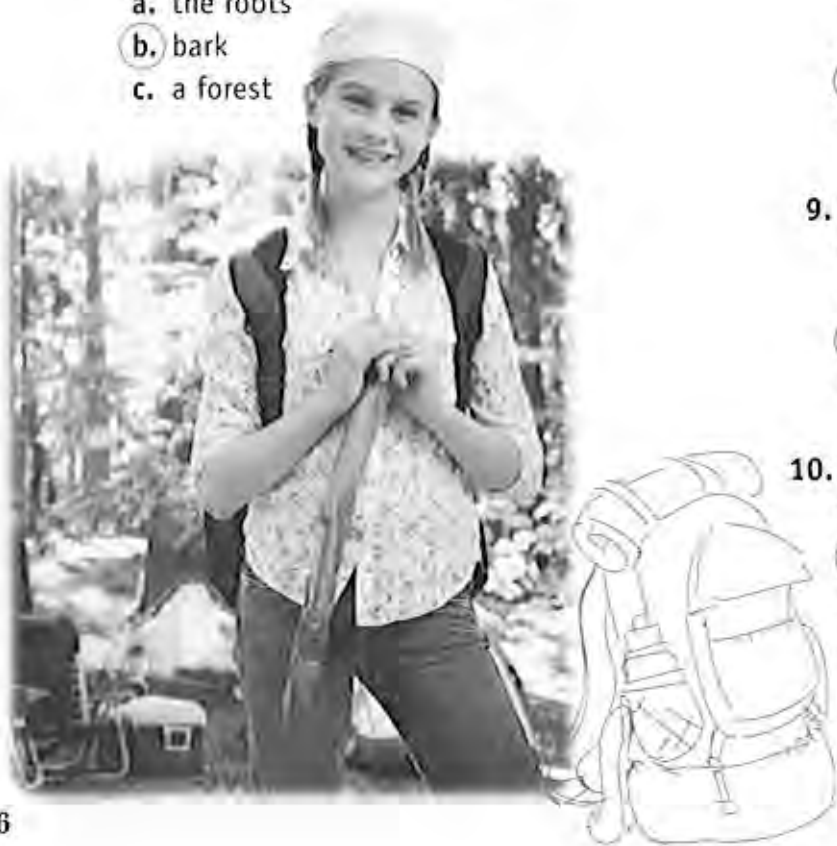
1. The church had organs that played music you could hear blocks away.
2. A screen often serves as a/an shield to keep pieces of burning wood from popping out of a fireplace.
3. The politician knew that by talking to a TV reporter, he risked exposure of the financial problems in his past.
4. After careful reflection, the students decided which was the most worthy charity to which they would donate money from their fundraiser.
5. Tearing out the wall in the old house led to the exposure of a previous owner's old letters and diaries.
6. Some street musicians carry small hand organs to entertain crowds.
7. A baseball cap serves as a/an shield against strong sunlight.
8. A few hours of reflection helped Nika decide that she would rather play her violin in the band than try out for the track team in the fall.
9. The rabbits remained in their hole, fearing that exposure of their hiding place would cause the dogs in the yard to harm them.
10. The closed door acted as a/an shield against the chilly winter winds.

## 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 would get the most *exposure* to the sun?
  - a camper in the woods
  - a tree on a mountaintop
  - a student in the library
- Which *organs* help with our senses?
  - kidneys and lungs
  - liver and heart
  - skin and eyes
- In which of these surfaces would you see your *reflection*?
  - a car window
  - a grassy lawn
  - a red barn
- What would you likely find on the *external* surface of a tree trunk?
  - the roots
  - bark
  - a forest
- Which of these would help with forest fire *prevention*?
  - a campfire
  - trees
  - rain
- Which of these objects would best *shield* you from snow?
  - a shovel
  - hot chocolate
  - a coat
- Which object is most likely to give off *radiation*?
  - an x-ray
  - sunscreen
  - a water bottle
- Which person would probably *distort* what you say?
  - a friend
  - an enemy
  - an acquaintance
- Which piece of clothing would be likely to *constrict* you?
  - a large jacket
  - a tight tie
  - a loose T-shirt
- Which of these events did NOT occur during the last two *millennia*?
  - dinosaurs walked the earth
  - the United States was formed
  - you were born



## Check Again

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

1. The *organs* of the human body include the heart, lungs, and stomach.
2. When you *constrict* the air flowing out of a balloon, it makes a squeaking noise.
3. Three *millennia* from now, people will probably live on other planets.
4. It's not a good idea to *distort* the truth because people will stop believing what you say.
5. The *prevention* of bad study habits means turning off distractions like music and television while doing homework.
6. If you got too much *exposure* to the sun at the beach, you might get a bad sunburn.
7. In medieval times knights carried a *shield* into battle because it protected them from their enemies' swords and other weapons.
8. An example of *external* damage to a car might be a dent or a scratch.
9. To protect a body from *radiation* during an x-ray, the dentist puts a lead apron on the patient.
10. On a sunny day you might see a *reflection* formed on a shiny surface or in a still puddle.

## 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 *constrict* in the third position.  
*Many snakes constrict their prey, because by squeezing it, they kill it.*
2. Write a sentence exactly eleven words in length using the word *reflection*.  
*After deep reflection, we decided not to change the school play.*
3. Write a question with the word *shield* in the fourth position.  
*Will that small umbrella shield us from the rain?*

## Word-Solving Strategies: Prefixes

### Prefix *ex-*: “outside,” “not”

You have learned that prefixes and suffixes can help you figure out the meaning of words. The prefix *ex-* in the lesson words *exposure* and *external* means “outside.” But these words do not have base words you can recognize. *Ternal* and *posure* are not words. So you should use a dictionary to help you understand the words’ meanings.

The Latin root of *exposure*, *ponere*, means “to put or place.” When *ex-* is added, it means “to place outside.” The Latin root of *external*, *externus*, means “on the outside” and gives us the words *external* and *exterior*.

The prefix *ex-* can also mean *not* when it is added to give a word a negative meaning: an *ex-president* is someone who is no longer president. This use often requires a hyphen.

#### Examples

Look at the following example words. Each uses the prefix *ex-*. You may not know all the Latin root words, so consult a dictionary if you cannot figure out a word’s meaning.

*plorare* (to cry out) → explore

*planus* (level, clear) → explain

*extremus* (on the outside) → extreme

*pellere* (to drive) → expel

*plaudere* (to clap) →  
explode

*premere* (to press) →  
express

The prefix *extra-* has a similar meaning to *ex-*. However, in Latin it also serves as a prefix meaning “outside, outward, or beyond.” Modern words like *extraterrestrial*, *extraordinary*, *extrasensory*, and *extracurricular* all mean “beyond” something. Do not confuse *ex-* in *extract* or *extradite*; it means “out,” not “beyond.”

### BE CAREFUL!

#### Practice

Write a sentence using each of these words with the *ex-* prefix.

1. **excuse** She always had a good excuse  
whenever she was late for practice.

2. **exaggerate** Jon knew how to exaggerate  
the details to tell a funny story.

3. **excavate** They had to excavate the land  
to make a foundation for the home.

4. **exclaim** I had to exclaim when I heard that  
I had won the contest.

5. **expire** The date on the milk carton  
indicates that it's about to expire.

6. **extinguish** Always extinguish any  
candles before you leave a room.

7. **exit** Look for the nearest exit so you'll  
know how to get out of the building.

8. **exist** The club wouldn't exist without the  
efforts of a few active students.

If students aren't sure of the meaning of a word, have them look it up in the dictionary.



## Practice for Tests

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

1. Read this sentence.

New buildings have features for the *prevention* of earthquake damage.

*Prevention* means:

- A avoidance
- B increase
- C construction
- D repair

2. Which item might *constrict* a body?

- A a board
- B a bed
- C a ball
- D a rope

3. The opposite of *exposure* is:

- A opening
- B truth
- C covering
- D warning

4. What is an example of a *millennia*?

- A 2,000 years
- B 200 years
- C 1,000 years
- D 2,000 days

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

- A smooth
- B wrap
- C twist
- D finish

6. Read this sentence.

The *organs* of most mammals are very similar.

*Organs* means:

- A noises or cries
- B blood and sweat
- C diet
- D body parts

7. Surfaces that give a good *reflection* are:

- A hot
- B smooth
- C wrinkled
- D fuzzy

8. When you *shield* people, you:

- A protect them
- B touch them
- C attack them
- D argue for them

9. *Radiation* is NOT associated with:

- A energy
- B waves
- C gasoline
- D heat

10. An *external* house problem would be:

- A a leak in the bathroom
- B a hole in the roof
- C peeling paint in the bedroom
- D a fire in the kitchen

If students select B for item 9, have them review both meanings of the word *radiation*.



## Just Like an Olympian

<training log>

Becoming a great speed skater takes hard work. That's why I've modeled my training after that of one of our Olympic speed skaters. The routine I've developed is a very rigorous one. I'm sharing it with you so that you can evaluate whether it's right for you, too.

No matter what time of year it is, I get to the rink before dawn. I confess that sometimes it's not easy to function that early in the day. However, I know that if I want to improve my technique, I've got to train every minute I can. No excuses! My morning routine starts with a warm-up in which I skate many laps around the rink. Some days my body is slow to react, and it takes a while to get some momentum going.

After a couple of laps, though, it's easy to push hard against the ice, one skate at a time, to thrust myself forward and pick up speed. Once I find my rhythm, I feel as if I can skate all day. In reality, after an hour of fast skating, my legs are about to collapse. Every bit of tissue in my body feels as though it's on fire.

After my skating workout, I go to the gym. First, I lift weights. Then I set the treadmill mechanism and jog three miles. Next, I run up a flight of stairs. First, I hit every step, then every second step, and finally every third one. One Olympian says he does this fourteen times in a row. I do it only three times, but that is enough. After a quick shower, I go to school.

Explain to students that a training log is a record or description of the training a person does each day.

## VOCABULARY

evaluate	collapse
function	tissue
technique	mechanism
react	consist
thrust	obvious

When I get home, my evenings consist of dinner with my mom and brother. I do my homework and then I meditate. I once heard an Olympic skater talk about meditation in an interview. He told the writer something I have never forgotten. "Before you go to sleep each night, ask yourself, 'Did you do everything you could today to be your very best?'" I hope it is obvious to you that, at the end of every day, I can honestly say, "Yes, I did!"

### TALK ABOUT IT

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

1. Do you think it is *obvious* that the author has done his best each day? Why or why not?
2. How would you *evaluate* the author's training routine?



## Word Meanings

For each highlighted word on pages 90–91, the meaning is given below. For practice with other meanings, see pages 95–97. For synonyms and antonyms, see page 100.

1. evaluate (i-VAL-yoo-ayt) (v.) When you *evaluate* something, you judge it to determine its worth, condition, or significance.
2. function (FUHNG-shuhn) (v.) When something can *function* properly, it is performing or operating normally.  
(n.) The *function* of something is its purpose.
3. technique (tek-NEEK) (n.) A particular way of doing something is a *technique* or a method.
4. react (ree-AKT) (v.) When you respond to something, either with feelings, actions, or words, you *react* to it.
5. thrust (thruhst) (v.) When you *thrust* something, you push or drive it forward with force.  
(n.) The main point of an argument or criticism is its *thrust*.
6. collapse (kuh-LAPS) (v.) If something happens to *collapse*, it falls apart, loses its value, or stops working.  
(n.) Something suffering a *collapse* loses energy, health, position, or structure.
7. tissue (TI-shoo) (n.) Related cells that are alike and work together form *tissue*, one of the materials that give structure to an animal or plant.  
(n.) A *tissue* is also a thin mesh of fabric or paper that can be absorbent.
8. mechanism (MEK-uh-ni-zuhm) (n.) A *mechanism* is a machine or all the parts of a device that work together. A *mechanism* can also be a process, system, or technique.
9. consist (kuhn-SIST) (v.) When you discover what items *consist* of, you learn what they are made of, composed of, or formed from.
10. obvious (OB-vee-uhss) (adj.) Something that is *obvious* can be easily noticed or understood.



## 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 That Are  
*Obvious***  
an ink spot on a  
white shirt

**Things That *Collapse*  
Easily**  
a sand castle

**Sports *Techniques***  
dribbling a basketball

**Ways People *React*  
to Good News**  
cheering

**Body Parts That Are  
Made of *Tissue***  
lungs

**Things That *Consist*  
of Concrete**  
sidewalks

**Objects That Have  
*Mechanisms***  
bicycles

**What a Person  
Needs to *Function***  
food

**Things That Are  
*Thrust***  
a bowling ball

**Ways to *Evaluate*  
Knowledge**  
take a test

## Check for Understanding

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

collapse	function	technique
consist	mechanism	thrust
evaluate	obvious	tissue
	react	

1. The moose created a/an obvious problem as it stood on the highway.
2. The runner tore muscle tissue when she sprinted without warming up.
3. The children thrust their shovels into the ground to dig up the soil.
4. That screwdriver will also function as a scraper to remove loose paint.
5. The judges looked at every painting in the room so they could evaluate all of the artist's work.
6. A dog will react by coming when someone calls his name.
7. A bridge can collapse in an earthquake if its supports are not strong enough.
8. In shop class, Ms. Terrez taught a special technique for sanding and staining the wood for the tables we built.
9. My dad's chili will consist of beans, tomatoes, and corn.
10. A rusty mechanism caused the lock on our apartment door to jam.
11. After I bumped the table, the tower of cards we made began to collapse.
12. Theresa thrust her hand into the bush to get the baseball that had been thrown into it.



Students may confuse *technique* and *mechanism* in Items 8 and 10. Remind students that a *mechanism* is a machine or parts of a device, while a *technique* is a way of doing something.

## Expand Word Meanings

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

My science class was studying physics. The thrust of our assignment was to create a practical machine that would solve a common problem. After much discussion we decided to build a device whose only function was to hand you a tissue. Often when you have to sneeze, you reach for a tissue but find it's stuck in the box. We made a mechanical arm that reached in and pulled the tissue out. Unfortunately, when we tested our invention, the arm reached toward the box too quickly and punched right through it. This led to a total collapse of the box. Back to the drawing board we went!

**!** The word *tissue*, originally from the weaving industry, once referred to a thin piece of cloth. It was later used to describe thin, living layers of cells as well as cloths used as handkerchiefs. The meanings of the other nouns here—*function*, *thrust*, and *collapse*—are related to their verb forms.

### Apply Other Meanings

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

1. I began to revise my English paper, keeping the tissue of my teacher's comments in mind as I reworked the paragraphs.
2. The function of the cat door was to enable Kitty to come in and out of the house whenever she wanted.
3. During allergy season, Darla makes sure she takes a thrust with her wherever she goes.
4. A misunderstanding led to the collapse of a five-year friendship.
5. The bride's veil was as thin as a tissue, so you could see right through it.
6. Adrienne suffered a physical collapse and fainted in class.
7. My new phone has a lot of features, but I really need only one function—to make phone calls.
8. Although I didn't understand everything the speaker was saying, I agreed with the thrust of his speech.
9. The box in the kitchen had only one tissue left because everyone had a cold.
10. The major thrust of the author's argument was that you get out of life what you put into it.

## 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.

- To learn a *technique*, which of these would it be helpful to have?
  - friendship
  - directions
  - opinions
- What would you call an *obvious* flaw?
  - unreliable
  - unthinkable
  - unmistakable
- Which aspect of a game would a basketball coach likely *evaluate*?
  - strategy
  - timeout
  - cheers
- What might a theme park *consist* of?
  - restaurants and schools
  - rides and games
  - hot dogs and benches
- Which of these would come after a *collapse*?
  - winning awards
  - tearing down
  - rebuilding
- Which of these does NOT contain *tissue*?
  - dogs
  - apple trees
  - rocks
- A *mechanism* has to have which of the following?
  - moving parts
  - electric connections
  - growing supports
- Which event would NOT cause a person to *react* with joy?
  - a surprise
  - a broken toe
  - a high test grade
- Which *function* do video cameras have?
  - they come in different colors
  - they can record events
  - they can connect people
- Which of these items would you *thrust* during a sports competition?
  - a sword in fencing
  - a glove in baseball
  - a field goal in football





## Check Again

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

1. School supplies can *consist of* \_\_\_\_\_ papers, pencils, and notebooks.
2. When you first learn a *technique*, you \_\_\_\_\_ practice it until you get better at it.
3. If you don't want something to be *obvious*, you should \_\_\_\_\_ try to disguise it.
4. When you *react* to something that upsets you, you \_\_\_\_\_ could get angry.
5. If I accidentally sat down on a chair that started to *collapse*, I \_\_\_\_\_ would probably be very embarrassed.
6. The strong muscle *tissue* in your arms enables you to \_\_\_\_\_ lift heavy objects.
7. The kitchen *mechanism* I rely on most is \_\_\_\_\_ our toaster, because I make toast every morning.
8. When you *evaluate* a new game, you \_\_\_\_\_ think about how much fun it was to play.
9. If you were to *thrust* your face into a barrel of apples floating in water, you \_\_\_\_\_ would get very wet.
10. If you wanted to get an old, rusty bicycle to *function* properly, you could \_\_\_\_\_ take it apart and clean it.

## 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 *technique* in the fifth position.  
We practiced a new technique for hitting baseballs.
2. Write a sentence exactly eleven words in length using the word *tissue*.  
Jorge tried to use a tissue to clean up the milk.
3. Write a question with the word *react* in the fourth position.  
How did you react to the news on television?

## Word-Solving Strategies: Context Clues

### Embedded Definitions

Sometimes the definition of an unknown word can be part of the sentence. Read this example from “Just Like an Olympian.”

After a couple of laps, though, it’s easy to push hard against the ice, one skate at a time, to thrust myself forward and pick up speed.

The author provides a hidden, or embedded, definition of **thrust** when he explains that the skater has to push hard against the ice to move forward and pick up speed.

When a meaning is embedded, it is placed in the text. However, sometimes what’s in the sentence is just additional information, not an embedded meaning. Read this example:

*The shed began to collapse and shake as it fell apart.*

A reader might think *collapse* means “shake” instead of “fall apart,” which is the embedded meaning.

### BE CAREFUL!

### Practice

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

Learning to play golf is easier than it seems. Many young players start as a caddy by carrying someone’s bag. They learn that a good swing is paramount because all other aspects of the game are far less important to your score. A smooth stroke combined with a steady temperament ensures that your mood will never get the better of you. Practicing may get repetitive, but you get better doing things over and over again. A gracious manner will also show everyone you are a mellow, well-mannered player.

WORD	DEFINITION	WORD MEANING
caddy	carrying bag	someone who carries a golfer’s bag
temperament	mood	one’s state of mind or attitude
repetitive	doing over and over	something done again and again

**B.** Write a sentence for each of the highlighted words from the paragraph above. Include an embedded definition for each word.

1.            The caddy walked across the golf course with the golfer’s bag over his shoulder.
2.            His easygoing temperament is the only side of his personality I have not seen.
3.            The reason I sound repetitive is that I have to ask you the same thing every time.
4.            That was so gracious and kind of you to carry the food to the kitchen table.

## Practice for Tests

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

1. Read this sentence.

Her tool kit will *consist* of a hammer, wrenches, and a drill.

*Consist* means:

- A be made up of
- B be lacking in
- C be improved by
- D be worse with

2. An argument will often *collapse* when:

- A it proves to be right
- B it stops all other arguments
- C no one listens to it
- D it doesn't make any sense

3. The opposite of *function* is:

- A work well
- B purpose
- C fail
- D fool

4. Which of these activities does NOT require *technique*?

- A sleeping
- B writing
- C dancing
- D piano playing

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

- A honor
- B run
- C shove
- D fear

6. Read this sentence.

A *mechanism* opened and closed the door when people approached.

*Mechanism* means:

- A a person by the entrance
- B a gust of wind
- C a metal part
- D a piece of machinery

7. Cells make up *tissue* if:

- A they are alive
- B they work together
- C they are in the same body
- D they are very thin

8. When you *react*, you:

- A respond
- B jump up and down
- C display emotion
- D sit still

9. In which profession does someone NOT *evaluate* people?

- A judge
- B teacher
- C electrician
- D doctor

10. A dress with an *obvious* flaw might:

- A look perfect
- B have a tear
- C be more expensive
- D not be noticeable

If you are unsure of the correct answer, think back to the different meanings of *tissue*.

## Synonyms and Antonyms

In the following Word Bank, you will find synonyms and antonyms for some of the words in Lessons 7–9. (Remember: Some words have both synonyms and antonyms.) Study these words; then complete the exercises below.

expand      compress      reduce      assess      internal      clash  
perform      contort      clear      accuracy      situates      obscure

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

1. Sometimes things that you think are **obvious** are not clear to anyone but you.
2. The pianist played with great **precision**, but accuracy alone is not enough to make someone a great musician.
3. Multiple choice tests can **evaluate** someone's knowledge of the facts, but an essay test is a better way to assess a student's deeper understanding of a subject.
4. In summer, he **positions** the chair by the window so he can look out at the garden. In winter, he situates himself by the fireplace because it's warmer and cozier.
5. This bike will **function** well on city streets, but don't expect it to perform on rough terrain.

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

6. The library hoped to **extend** the hours it stayed open, but budget constraints forced the director to reduce the number of hours instead.
7. Gemma's mom thinks everything in a room should **coordinate**, but Gemma prefers colors and shapes that clash.
8. A bungee cord will expand to wrap around the package on your bike rack and then **contract** to hold it in place.
9. The **external** walls of the garden shed were covered with ivy; rakes and other garden tools hung on the internal walls.
10. The meaning of the poem seemed **obvious** to me, but everyone else seemed to think it was obscure.

## Word Study: Proverbs

A proverb is a short, well-known saying that expresses a common truth or rule. For example, you might explain why you don't want to waste money on expensive shoes with the proverb "Money doesn't grow on trees." You might say, "Money is the root of all evil" if you think greed is the cause of many problems.

Some of the words in Lessons 7–9 can be used to help explain the meaning of proverbs. For example, the proverb "Don't judge a book by its cover" means don't judge something by its *external* (Lesson 8) appearance alone.

### 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.

- |           |  |  |
|-----------|--|--|
| <u>tr</u> | 1. People who often interrupt others should remember to be <b>swift to hear and slow to speak</b> .                          | a. People who have very different characteristics are often drawn to each other. |
| <u>d</u>  | 2. When I got really upset about missing a TV show, my friend said, " <b>Don't make a mountain out of a molehill</b> ."      | b. Listen carefully before you say something.                                    |
| <u>g</u>  | 3. Before Mia agreed to do the huge project, I reminded her, " <b>Look before you leap</b> ."                                | c. Take time to do things right so you won't have to redo them.                  |
| <u>c</u>  | 4. Whenever you work on a project, remember to <b>measure twice, cut once</b> for best results.                              | d. Don't make a situation worse than it really is.                               |
| <u>f</u>  | 5. It's a good idea to wash your hands before a meal because <b>an ounce of prevention is worth a pound of cure</b> .        | e. Before you take action, think carefully about what might happen.              |
| <u>z</u>  | 6. When people wonder why my quiet father and our noisy neighbor are best friends, I explain that <b>opposites attract</b> . | f. It's easier to stop a problem from happening than to fix it later.            |
|           |  | g. Doing a task too fast is wasteful.  |

### 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. Great minds think alike.              | 5. Truth is stranger than fiction.       |
| 2. Home is where the heart is.           | 6. Necessity is the mother of invention. |
| 3. Little strokes fell great oaks.       | 7. The pen is mightier than the sword.   |
| 4. Go from the frying pan into the fire. | 8. It's always darkest before the dawn.  |

## Vocabulary for Comprehension

Read the following passage, in which some of the words you have studied in Lessons 7–9 appear in boldface type. Then answer items 1–6.



### How SCUBA Works

- SCUBA stands for Self-Contained Underwater Breathing Apparatus. It was invented by the U.S. military in 1939. Scuba equipment is worn by the diver and can **consist** of one or two tanks of compressed gases. The diver **positions** the equipment carefully on his or her back so it doesn't fall off or get tangled in seaweed. The scuba **mechanism** makes it possible to dive hundreds of feet below the water's surface.
- Scuba equipment works as an **external** respiration system. It holds the gases for the diver to breathe in and out.
- It is important that the diver be aware of the depth of the water. Injuries and illness can result from the **pressure** that increases as a diver moves into deeper water. The diver must **maneuver** slowly and be careful not to exceed the recommended rate when returning to the surface. The diver takes rests along the way to adjust for changes in pressure. These pauses aid in the **prevention** of a **collapse** of the diver's lungs or a case of the bends. This is a condition that results from too much nitrogen in the lungs and other body **tissue**. It can cause **injury** or death. That's why people interested in learning how to scuba dive usually take classes to learn proper the **technique** for safe diving.

Test-Taking Tip: Remind students to watch for signal words such as "not" in item 5.

- In sentence 3, **consist** means
  - A made up of
  - B texture
  - C carry
  - D heavy
- An example of a **mechanism** (line 8) is
  - A a car mechanic
  - B a railroad track
  - C the gears of a bicycle
  - D a boat
- When you feel **pressure** (line 15), you
  - A are weak or ill
  - B feel the force of an object
  - C cannot stand or move
  - D are in the dark
- Another word for **maneuver** (line 17) is
  - A hurry
  - B move
  - C trick
  - D breathe
- Something that does NOT **collapse** (line 21) would
  - A crumble
  - B fall apart
  - C be strong
  - D be weak
- A person who knows the proper **technique** (line 27) can
  - A ask the right questions
  - B perform tasks correctly
  - C learn more quickly
  - D serve as a role model