

# 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



## 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*

Things that *Contract*

Things that Need to  
Be *Coordinated*

Things that  
*Extend*

Jobs that Require  
*Precision*

*Opposing Pairs*

Things that  
Must Be Carefully  
*Positioned*

Activities that  
Require Good  
*Balance*

Events that  
Occur Because  
of *Pressure*

Sports *Maneuvers*

## 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	

- The \_\_\_\_\_ armies prepared for battle.
- Turning on her ballet shoes with \_\_\_\_\_, the ballerina executed her moves perfectly.
- The pattern of the floor boards created a/an \_\_\_\_\_ that made the room feel wider.
- Since I was sick for three days, my teacher decided to \_\_\_\_\_ the due date for my report.
- The lack of \_\_\_\_\_ in the tire caused it to deflate.
- Due to our busy schedules, it was difficult to \_\_\_\_\_ all of our activities without looking at our calendars.
- How does a seal \_\_\_\_\_ the ball on the tip of its nose?
- A toddler \_\_\_\_\_ the blocks so that the tower doesn't fall.
- To wrinkle your nose, \_\_\_\_\_ the muscles in your face.
- The runner made a clever \_\_\_\_\_ that put her in the lead.
- The coach always \_\_\_\_\_ the players on the field before the game begins.
- Accordions expand and \_\_\_\_\_ to make music.



## 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.

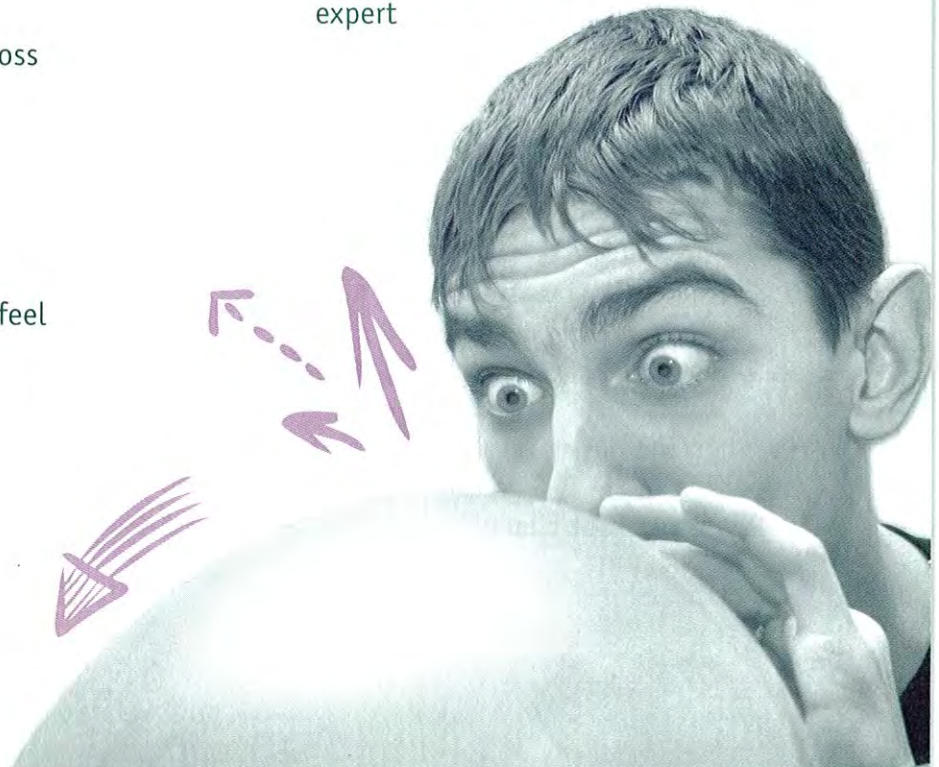
1. After all the \_\_\_\_\_ my mother put on me to win, I felt very nervous at the swim meet.
2. Since the obstacle course was very complicated, I had to \_\_\_\_\_ very carefully so I would not fall down.
3. The math problem on the last \_\_\_\_\_ of the series was the toughest one yet.
4. Tonja's \_\_\_\_\_ on school policies were unclear, so we did not vote for her for class president.
5. Before signing any \_\_\_\_\_, 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 \_\_\_\_\_.
7. Taking too many after-school classes can add a lot of \_\_\_\_\_ to a student's life.
8. When my mom took the part-time job, she had to sign a \_\_\_\_\_ with the company.
9. When the bus is very crowded, it is hard to \_\_\_\_\_ to the door.
10. My father kept changing his mind on whether I could host a party, and he never really explained his \_\_\_\_\_ 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 \_\_\_\_\_
2. A pharmacist must be *precise* when \_\_\_\_\_
3. Our gym teacher *positions* the cones in the obstacle course so that \_\_\_\_\_  
\_\_\_\_\_
4. The rubber band around a balloon will *contract* if \_\_\_\_\_
5. My parents will *extend* our cell phone subscription because \_\_\_\_\_  
\_\_\_\_\_
6. By putting *pressure* on the ball of clay, I \_\_\_\_\_
7. If I don't *balance* myself on a bike, I \_\_\_\_\_
8. Our group is asking for more healthful lunches, but the *opposing* side \_\_\_\_\_  
\_\_\_\_\_
9. In sports, a *plane* is the ideal surface for \_\_\_\_\_  
\_\_\_\_\_
10. On a crowded street, you might have to *maneuver* to \_\_\_\_\_  
\_\_\_\_\_

## 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.
2. Write a sentence exactly nine words in length using the word *extend*.
3. Write a question with the word *balance* in the fifth position.

## 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

WORD MEANING

**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. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## 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

# Buy the Best

<advertisement>

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.

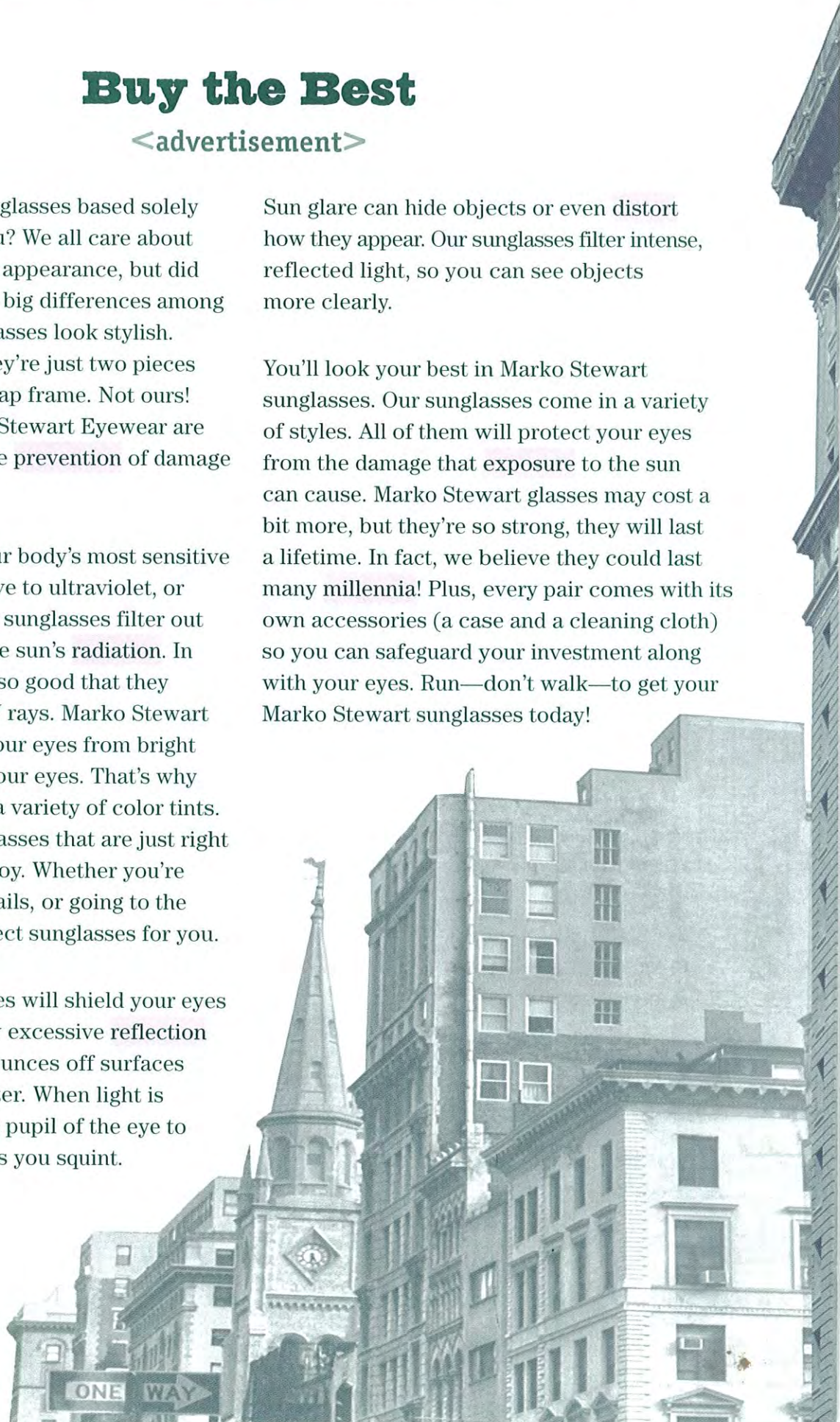
However, sometimes they're just two pieces of tinted plastic in a cheap frame. Not ours! Sunglasses from Marko Stewart Eyewear are your best weapon for the prevention of damage to your fragile vision.

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.

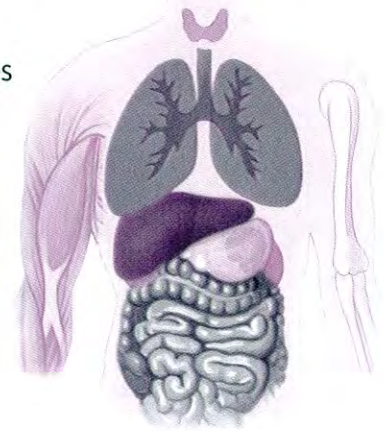
**MARKO  
STEWART  
EYEWEAR**

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	

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





## 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.

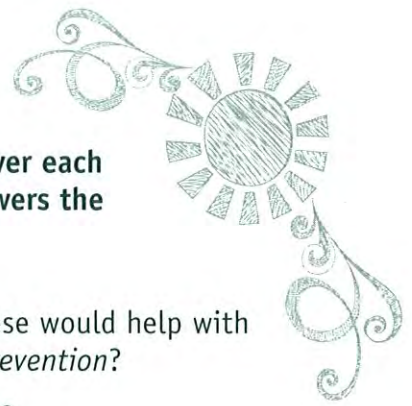
### Apply Other Meanings

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

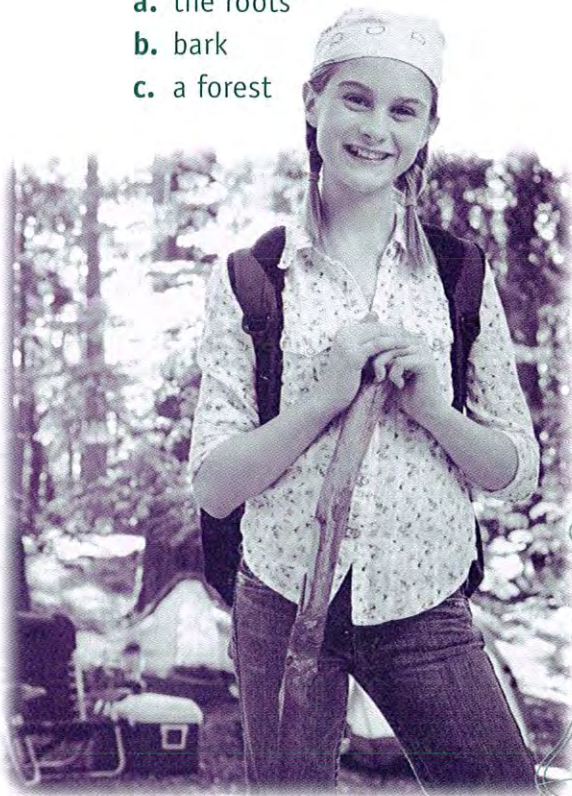
1. The church had \_\_\_\_\_ that played music you could hear blocks away.
2. A screen often serves as a/an \_\_\_\_\_ to keep pieces of burning wood from popping out of a fireplace.
3. The politician knew that by talking to a TV reporter, he risked \_\_\_\_\_ of the financial problems in his past.
4. After careful \_\_\_\_\_, 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 \_\_\_\_\_ of a previous owner's old letters and diaries.
6. Some street musicians carry small hand \_\_\_\_\_ to entertain crowds.
7. A baseball cap serves as a/an \_\_\_\_\_ against strong sunlight.
8. A few hours of \_\_\_\_\_ 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 \_\_\_\_\_ of their hiding place would cause the dogs in the yard to harm them.
10. The closed door acted as a/an \_\_\_\_\_ 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 \_\_\_\_\_
2. When you *constrict* the air flowing out of a balloon, it \_\_\_\_\_
3. Three *millennia* from now, people will probably \_\_\_\_\_  
\_\_\_\_\_
4. It's not a good idea to *distort* the truth because \_\_\_\_\_  
\_\_\_\_\_
5. The *prevention* of bad study habits means \_\_\_\_\_  
\_\_\_\_\_
6. If you got too much *exposure* to the sun at the beach, you might \_\_\_\_\_  
\_\_\_\_\_
7. In medieval times knights carried a *shield* into battle because \_\_\_\_\_  
\_\_\_\_\_
8. An example of *external* damage to a car might be \_\_\_\_\_
9. To protect a body from *radiation* during an x-ray, \_\_\_\_\_
10. On a sunny day you might see a *reflection* formed \_\_\_\_\_

## 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 *constrict* in the third position.
2. Write a sentence exactly eleven words in length using the word *reflection*.
3. Write a question with the word *shield* in the fourth position.

## 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 \_\_\_\_\_  
\_\_\_\_\_

2. exaggerate \_\_\_\_\_  
\_\_\_\_\_

3. excavate \_\_\_\_\_  
\_\_\_\_\_

4. exclaim \_\_\_\_\_  
\_\_\_\_\_

5. expire \_\_\_\_\_  
\_\_\_\_\_

6. extinguish \_\_\_\_\_  
\_\_\_\_\_

7. exit \_\_\_\_\_  
\_\_\_\_\_

8. exist \_\_\_\_\_  
\_\_\_\_\_

## 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



## 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.

## 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*

Things That *Collapse*  
Easily

Sports *Techniques*

Ways People *React*  
to Good News

Body Parts That Are  
Made of *Tissue*

Things That *Consist*  
of Concrete

Objects That Have  
*Mechanisms*

What a Person  
Needs to *Function*

Things That Are  
*Thrust*

Ways to *Evaluate*  
Knowledge

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



## 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 hankiechiefs. The meanings of the other nouns here—*function*, *thrust*, and *collapse*—are related to their verb forms.

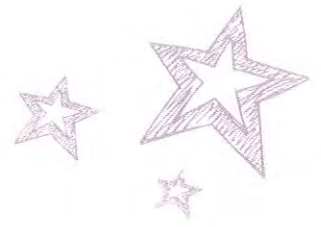
### Apply Other Meanings

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

1. I began to revise my English paper, keeping the \_\_\_\_\_ of my teacher's comments in mind as I reworked the paragraphs.
2. The \_\_\_\_\_ 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 \_\_\_\_\_ with her wherever she goes.
4. A misunderstanding led to the \_\_\_\_\_ of a five-year friendship.
5. The bride's veil was as thin as a \_\_\_\_\_, so you could see right through it.
6. Adrienne suffered a physical \_\_\_\_\_ and fainted in class.
7. My new phone has a lot of features, but I really need only one \_\_\_\_\_—to make phone calls.
8. Although I didn't understand everything the speaker was saying, I agreed with the \_\_\_\_\_ of his speech.
9. The box in the kitchen had only one \_\_\_\_\_ left because everyone had a cold.
10. The major \_\_\_\_\_ 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.



1. To learn a *technique*, which of these would it be helpful to have?
  - a. friendship
  - b. directions
  - c. opinions
  
2. What would you call an *obvious* flaw?
  - a. unreliable
  - b. unthinkable
  - c. unmistakable
  
3. Which aspect of a game would a basketball coach likely *evaluate*?
  - a. strategy
  - b. timeout
  - c. cheers
  
4. What might a theme park *consist* of?
  - a. restaurants and schools
  - b. rides and games
  - c. hot dogs and benches
  
5. Which of these would come after a *collapse*?
  - a. winning awards
  - b. tearing down
  - c. rebuilding
  
6. Which of these does NOT contain *tissue*?
  - a. dogs
  - b. apple trees
  - c. rocks
  
7. A *mechanism* has to have which of the following?
  - a. moving parts
  - b. electric connections
  - c. growing supports
  
8. Which event would NOT cause a person to *react* with joy?
  - a. a surprise
  - b. a broken toe
  - c. a high test grade
  
9. Which *function* do video cameras have?
  - a. they come in different colors
  - b. they can record events
  - c. they can connect people
  
10. Which of these items would you *thrust* during a sports competition?
  - a. a sword in fencing
  - b. a glove in baseball
  - c. 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* \_\_\_\_\_
2. When you first learn a *technique*, you \_\_\_\_\_  
\_\_\_\_\_
3. If you don't want something to be *obvious*, you should \_\_\_\_\_  
\_\_\_\_\_
4. When you *react* to something that upsets you, you \_\_\_\_\_
5. If I accidentally sat down on a chair that started to *collapse*, I \_\_\_\_\_  
\_\_\_\_\_
6. The strong muscle *tissue* in your arms enables you to \_\_\_\_\_
7. The kitchen *mechanism* I rely on most is \_\_\_\_\_
8. When you *evaluate* a new game, you \_\_\_\_\_
9. If you were to *thrust* your face into a barrel of apples floating in water, you \_\_\_\_\_  
\_\_\_\_\_
10. If you wanted to get an old, rusty bicycle to *function* properly, you could \_\_\_\_\_  
\_\_\_\_\_

## 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.
2. Write a sentence exactly eleven words in length using the word *tissue*.
3. Write a question with the word *react* in the fourth position.

## 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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## 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

## 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 \_\_\_\_\_ to anyone but you.
2. The pianist played with great **precision**, but \_\_\_\_\_ 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 \_\_\_\_\_ 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 \_\_\_\_\_ 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 \_\_\_\_\_ 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 \_\_\_\_\_ the number of hours instead.
7. Gemma’s mom thinks everything in a room should **coordinate**, but Gemma prefers colors and shapes that \_\_\_\_\_.
8. A bungee cord will \_\_\_\_\_ 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 \_\_\_\_\_ walls.
10. The meaning of the poem seemed **obvious** to me, but everyone else seemed to think it was \_\_\_\_\_.



## 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.

- |  |  |
|--|--|
| _____ 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. |
| _____ 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.                                    |
| _____ 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.                  |
| _____ 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.                               |
| _____ 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.              |
| _____ 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
- 5 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.
- 10 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

- 15 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
- 20 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
- 25 death. That's why people interested in learning how to scuba dive usually take classes to learn proper the **technique** for safe diving.

- 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