

Immigration Builds a NATION

LESSON

10

Coming to Ellis Island

An immigrant recalls his journey from Poland to America.

apparel	intrinsically	rejected
duration	negative	secure
eliminate	positive	stifle
feeble		

LESSON

11

Angel Island: A Letter Home

A Chinese detainee writes home about his time on Angel Island.

attainable	exploit	preclude
conclude	include	progress
crisis	insightful	stereotype
exclusionary		

LESSON

12

Who Was Here First?

A radio program explores the mystery of the first Americans.

calamity	logically	plea
conform	margins	subsequently
convert	onslaught	uniquely
intelligence		



Coming to Ellis Island

<oral history>

Interviewer: Today we are recording the oral histories of immigrants. Let's begin by asking how you came to America, Mr. Nowak.

Nowak: My name is Louis Nowak and I was born in 1910 in a ghetto in Poland. We were very poor. One day in 1920, my father told us to start packing—we were going to America! My mother started to cry, but I was very excited. I did not understand how challenging the journey would be. I wanted us to take all the family possessions, but Papa warned us about the crowded ship and how, no doubt, we'd need to eliminate many treasures. Somehow, though, Mother found room for her special-occasion dress, a particularly fine piece of apparel, because she wanted to feel like a lady here. My father took his prayer book with him, and I secretly packed my notebook and pencil. I wanted to write down everything that I saw.



Interviewer: Tell me about the ship. How crowded was it? What was it like onboard?

Nowak: We were in steerage—the worst part of the ship—in cramped double-decker beds. It was packed down there. Men and women were separated. In the ladies' cabin, my mother had to stifle my baby sister's cries so she wouldn't disturb other passengers. We had no privacy. Another negative thing was the awful food—we were *so* hungry and homesick. Mostly we got scraps and leftovers: day-old bread, warmed-over soup, overcooked meat.

For the duration of the trip, I'd sneak up to the first-class level to find perfectly good food that had been thrown away. First class was like another world—the rich people stayed there and had beautiful ballrooms and plenty of hot water and delicious food. Since we were at the bottom of the ship, we smelled the engine's odors—grease and smoke—and people didn't bathe too often, because hot water was not readily available for steerage passengers. It was all okay, though, because we knew we were going to a better life in the United States.

Interviewer: Describe your arrival. What happened when you finally got to New York, and what were you feeling?

Nowak: When we arrived at Ellis Island in New York City, health inspectors checked us out. They rejected all who were seriously sick and sent them back. Some people, especially those

Explain to students that an oral history is a recorded recollection of someone's experience or memories.

VOCABULARY

eliminate

apparel

stifle

negative

duration

rejected

feeble

intrinsicly

positive

secure

who were feeble, weren't allowed in. But we passed, and Aunt Rose let us live with her for a while. She was an intrinsically good person. She was very positive about life and helped my father feel more secure. Papa learned to bake bread, working 14-hour days, and later became the owner of the bakery. My mother finally felt like the lady she'd always dreamed of becoming, and I felt proud to be an American.

An immigrant ship approaches the Statue of Liberty in New York Harbor.

Left: A New York City health inspector checks immigrant children for illness.

TALK ABOUT IT

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

1. If you were going to a new place to live and could take only a few possessions, what would you bring and what would you *eliminate*?
2. Why would being *rejected* at Ellis Island be a disaster for an immigrant family?

Word Meanings

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



1. eliminate
(ee-LI-muh-nayt) (v.) When you *eliminate* something, you remove it.
2. apparel
(uh-PA-ruhl) (n.) Articles of *apparel* are pieces of clothing. A person's pants, shirts, skirts, and dresses are his or her *apparel*.
(v.) When you *apparel* something, you dress or decorate it. In the spring, nature will *apparel* the trees with leaves.
3. stifle
(STYE-fuhl) (v.) When you *stifle* something, such as a sneeze or a yawn, you hold it back or try to prevent it from happening.
4. negative
(NE-guh-tiv) (adj.) A *negative* situation is unfavorable or disagreeable.
(n.) A *negative* is something that represents a disadvantage.
5. duration
(du-RAY-shuhn) (n.) The *duration* of something is the period during which it exists or lasts.
6. rejected
(ri-JEK-tid) (v.) When people are *rejected*, they are not accepted or are sent away. When things or ideas are *rejected*, they are dismissed or not considered.
7. feeble
(FEE-buhl) (adj.) People or ideas that are *feeble* are very weak or lacking in strength.
8. intrinsically
(in-TRIN-zi-kee) (adv.) A quality that someone or something possesses *intrinsically* is part of that person's or object's nature or personality.
9. positive
(PO-zuh-tiv) (adj.) Someone or something that is *positive* is optimistic and has a good effect on people.
(adj.) If you are *positive* about something, you are confident or certain about it.
10. secure
(si-KYOR) (adj.) When you feel *secure*, you feel confident, safe, and free from danger.
(v.) When you *secure* something, such as a job, it is yours and you are not likely to lose 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.

Reasons You Might Feel *Secure*

You have a lot of
confidence

Feeble Excuses for Not Cleaning Up Your Mess

"I was too tired."

Things You Might Want to *Stifle*

a mean comment

Characteristics Diamonds Have

Intrinsically
hardness

Places Where People Buy *Apparel*

the mall

Reasons an Assignment Might Be *Rejected* By a Teacher

unreadable handwriting

Things You Might Want to *Eliminate*

bad habits

Behaviors That Are *Negative*

lying

Feelings That Are *Positive*

hope

Events and Their *Duration*

school year: 9 months

Check for Understanding

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

apparel	feeble	rejected
duration	intrinsically	secure
eliminate	negative	stifle
	positive	

1. Some students said we should eliminate the fall dance because they weren't interested in going.
2. Cheerful people usually have a/an positive effect on those around them.
3. The children counted cows for the duration of the one-hour car trip.
4. The clothing store sells apparel for everyone in the family.
5. I told my parents that I could not mow the lawn because I had to rest my feet, but they said my excuse was feeble.
6. As the long lecture went on, the audience tried to stifle their yawns.
7. Negative attitudes of some group members can make working on a class project difficult for the students who want to do their best.
8. After considering the consequences, we rejected the idea of climbing over the fence to get our baseball.
9. The child didn't feel secure without her old, worn-out baby blanket.
10. Many people believe that everyone is intrinsically good, although circumstances may cause some people to behave badly.
11. Sometimes it's impossible to stifle a giggle when your friend is being silly.
12. Mom rejected my request for a horse, explaining that it was too expensive.



If students interchange any of the suggested answers for Items 2, 5, and 7, encourage them to explain their choices. Then discuss the contexts in which *negative*, *positive*, and *feeble* would be appropriate.

Expand Word Meanings

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

For most people, it's hard to imagine what it was like to have been an immigrant a hundred or more years ago. Many idealize the idea of a sea voyage to a new land and imagine that the travelers would apparel themselves in their finest traveling clothes. The truth is that the journey was hard and long. First, immigrants had to secure a ticket just to be able to travel in steerage. The fact that this area was basically where the cargo went was a huge negative. Although our ancestors hoped they would find a better life in the new country, none of them could be positive that would happen.

Some of the lesson words are used in this passage in a different way. Look at *secure*, for example. Here it is a verb meaning "to get something you are not likely to lose." Think about the other highlighted words and try to figure out their meaning in this context. Refer to page 106 to confirm their meanings.

Apply Other Meanings

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

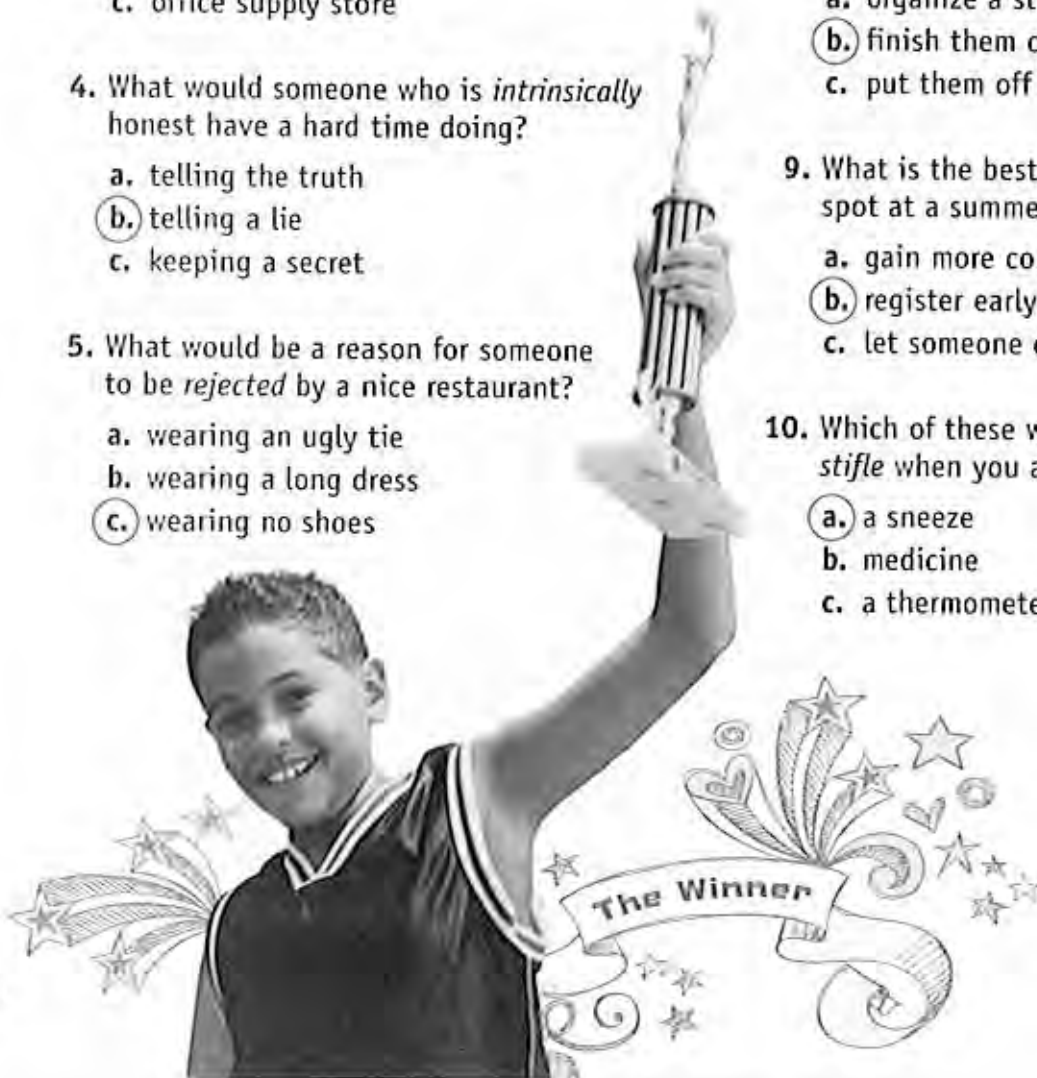
1. I was positive that I mailed a birthday card to Grandma.
2. You should secure a spot on the hockey team before you buy your equipment.
3. The fact that we couldn't raise enough money to pay for a bus was a big negative for our field trip plans.
4. Nayla eagerly anticipated the first snow of the season, when winter would apparel the neighborhood in a beautiful white coat.
5. After he completed the test, John was positive that he'd gotten an A, so when the grades were posted, he was disappointed to learn that he had earned a B-.
6. Black fly season was the biggest negative of our fishing excursion, since we kept getting bitten by the bugs.
7. Did you secure permission to borrow your sister's belt before you wore it to school this morning?
8. Spring will apparel the fields with colorful wild flowers.
9. Priscilla's grandparents were careful to secure the funds for her college education.
10. We were positive our team would win the tournament.

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 can an audience member expect to hear for the *duration* of a concert?
 - a. applause
 - b. music
 - c. talking
2. What might cause a person to become *feeble*?
 - a. exercise
 - b. medicine
 - c. advanced age
3. Where would you go to buy *apparel*?
 - a. department store
 - b. supermarket
 - c. office supply store
4. What would someone who is *intrinsicly* honest have a hard time doing?
 - a. telling the truth
 - b. telling a lie
 - c. keeping a secret
5. What would be a reason for someone to be *rejected* by a nice restaurant?
 - a. wearing an ugly tie
 - b. wearing a long dress
 - c. wearing no shoes
6. What might get a *negative* reaction from students?
 - a. being on a first-place team
 - b. getting to school on time
 - c. a canceled pep rally
7. What would you do if you were *positive* you had won an award?
 - a. tell your family
 - b. suspect you didn't do well
 - c. be disappointed
8. What would be an effective way to *eliminate* having to do chores over the weekend?
 - a. organize a strike
 - b. finish them on Friday afternoon
 - c. put them off until Sunday
9. What is the best way to *secure* a spot at a summer camp?
 - a. gain more confidence
 - b. register early
 - c. let someone else have it
10. Which of these would you likely try to *stifle* when you are sick?
 - a. a sneeze
 - b. medicine
 - c. a thermometer



Check Again

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

1. Their reasoning was *feeble* because _____ they couldn't back it up with facts.
2. Her entry in the art contest was *rejected* because _____ someone discovered that it wasn't actually her work.
3. For the *duration* of the movie, the person sitting behind me _____ kicked the back of my seat.
4. In order to *eliminate* pollution, people need to _____ reuse items rather than throw them away.
5. We got the *apparel* we needed for the school play from _____ a second-hand clothing store.
6. After we lost the game, our coach told us that we would have to overcome our *negative* attitude if we wanted to _____ improve our play and win games.
7. Being a parent is *intrinsically* challenging because _____ you are responsible for another person's life and welfare.
8. If you have a *positive* outlook, you _____ remain hopeful and don't get easily discouraged.
9. You can *secure* a table at the restaurant by _____ calling and making a reservation.
10. The actors in the school play had to *stifle* _____ their nervousness before going onstage.

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 *duration* in the third position.
For the duration of the flight, we got to sit in first class.
2. Write a sentence exactly four words long, using the word *intrinsically*.
Dogs are intrinsically loyal.
3. Write a question that is eight words in length, using the word *positive*.
What can a positive attitude help you accomplish?

Word-Solving Strategies: Context Clues

Examples

Sometimes an author will provide an example that illustrates the meaning of an unfamiliar word. Reread this sentence from “Coming to Ellis Island.”

Another negative thing was the awful food—we were *so* hungry and homesick.

If you didn’t know what **negative** meant, you could figure it out from the example: “awful food.” When you read, look for examples like this that illustrate word meanings.

Examples that give clues to meaning usually come after an unfamiliar word, but don’t be misled.

Despite some negative experiences, hope and dreams for a better life saw us through.

In this sentence, the examples are not “negative experiences.” In fact, they are the opposite.

BE CAREFUL!

Practice

A. In the first two boxes, write a highlighted word and an example. In the third box, write a meaning for the word.

Immigrants came to America with different aspirations—to live in freedom, to have great wealth, to improve their social status. Many came to escape oppression. For some, the mistreatment resulted in poverty and hunger, while others suffered intolerance and prejudice. Once here, they felt gratification for the chance to work and improve their lives. Their new home often didn’t live up to the dreams that brought them here, but in some instances, their success in the “land of opportunity” exceeded expectations.

WORD	EXAMPLES	MEANING
aspirations	freedom, wealth, status	things a person hopes to achieve
oppression	poverty, hunger, intolerance	cruel or unbearable treatment
gratification	chance to work and improve	source of pleasure

B. Write a sentence for each of the the highlighted words from the paragraph above. Use examples. You will use one word twice.

1. _____ Fame and fortune are aspirations that many have but few actually achieve.
2. _____ Some forms of oppression—such as slavery and serfdom—are illegal.
3. _____ Swimming and playing the violin are both sources of gratification for Lamar.
4. _____ We had two aspirations: getting our parents to let us have a dog and taking a trip to Hawaii.

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 wish they would *stifle* their mean comments and criticism.

Stifle means:

- A express
- B soften
- C reduce
- D silence

2. The opposite of *feeble* is:

- A sickly
- B robust
- C weak
- D happy

3. If you *eliminate* something, you:

- A omit it
- B explain it
- C get rid of it
- D get over it

4. Qualities that people and objects have *intrinsicly* are part of their basic:

- A makeup
- B training
- C upbringing
- D education

5. A word associated with *duration* is:

- A stability
- B firmness
- C time
- D change

6. Read this sentence.

The king and queen dressed in their finest *apparel* for the ceremony.

Apparel means:

- A fabric
- B furs
- C jewels
- D clothes

7. Someone with a *negative* outlook is:

- A aggressive
- B gloomy
- C hopeful
- D careless

8. When you are *positive* you know the answer, you are

- A certain
- B hopeful
- C cheerful
- D optimistic

9. When your work is *rejected*, you feel

- A gratified
- B successful
- C disappointed
- D pressured

10. People feel *secure* when they are not

- A able to move
- B threatened
- C independent
- D employed

If students choose B or D for Item 8, review the two meanings of *positive* and discuss which one is appropriate in this context.



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



Listen to this passage at vocabularyforsuccess.com.

Angel Island: A Letter Home

<letter>

Review with students that personal letters are communications between people who know each other, and are a way for people to share information and feelings.

July 1924

Dear Jia Li,

We've been on Angel Island for weeks now. Every day, I watch a boy eat apricots that he's bought at the store and swing on the broken swing. He's so happy, but it will take much more for me to forget my tears.

We endured so much during our long trip by boat from China to San Francisco. I am sad to say that we have not been welcomed here. America's exclusionary policies have made it difficult for the tens of thousands of us from Asian countries to enter the United States. Newcomers, like me, are detained on Angel Island, in the middle of California's San Francisco Bay. I don't know if it will take days or months until I am finally called for questioning. Knowing Father is in San Francisco waiting for me doesn't preclude my being nervous about the questioning. I know that if I don't answer properly, I'll be sent back to China.

You'd be so proud! Ever since I left, I've been studying the book that Papa

prepared with the questions—and the answers. I've made such progress! The only question I don't know the answer to is how long I must wait. Meanwhile, there's nothing to do here, but the food is tolerable because our meals include rice. I've been told there's a man who's been here a year, and I conclude he didn't have the proper papers to prove his identity.

I think that Americans often unfairly stereotype us as quiet and assume we won't complain. At the same time, some detainees try to exploit our situation to make us feel angrier than we already are. However, it's not quite the crisis the troublemakers make it out to be. Most people keep to themselves and some even carve poetry into the walls to express their loneliness. I've made a new friend, Deshi, who is a very insightful man. He says that our sadness is just like the fog in the bay. It will float away once we step onto the mainland. He reminds me that happiness will be attainable when I see Papa!

Your loving brother,
Huang-Fu



VOCABULARY

exclusionary stereotype
preclude exploit
progress crisis
include insightful
conclude attainable

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 that Huang-Fu's friend, Deshi, was truly *insightful*? Why or why not?
2. Based on Huang-Fu's letter, do you *conclude* that happiness is *attainable* for him? Why or why not?



Background: Chinese poetry carved into the walls by a detainee

Left: Immigrants waiting outside an Angel Island hospital

Below: The immigration station at Angel Island



Word Meanings

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



1. **exclusionary**
(ek-SKLOO-zhuh-nair-ee) (adj.) Policies or rules that are *exclusionary* leave certain people out and prevent them from participating or being included.
2. **preclude**
(pree-KLOOD) (v.) Circumstances can *preclude* an event from happening by making it impossible.
3. **progress**
n. (PRO-gress)
v. (pruh-GRESS) (n.) When you make *progress*, you move forward.
(v.) Things that *progress* move forward or advance.
4. **include**
(in-KLOOD) (v.) When you *include* something, you make it part of a whole. You can *include* a person in an activity by making him or her part of a group.
5. **conclude**
(kuhn-KLOOD) (v.) To *conclude* is to come to a decision by using reasoning based on information.
(v.) When you *conclude* an event or activity, you end it.
6. **stereotype**
(STE-ree-oh-tipe) (v.) People *stereotype* others by making judgments about individuals based on very general and often negative opinions of a whole group.
(n.) A *stereotype* is a general mental image or opinion of a group of people, usually based on a prejudiced attitude.
7. **exploit**
v. (ek-SPLOIT)
n. (EK-splloit) (v.) If you *exploit* situations or people, you use them, often unfairly, to your own advantage.
(n.) An *exploit* is a remarkable or heroic act.
8. **crisis**
(KREYE-siss) (n.) A *crisis* is a changing situation that will likely result in a highly unfavorable outcome.
9. **insightful**
(in-SITE-ful) (adj.) Someone who is *insightful* is able to understand situations clearly.
10. **attainable**
(uh-TAY-nuh-bul) (adj.) Something that is *attainable* can be reached or achieved.



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.

attainable
conclude
crisis
exclusionary
exploit (v.)
include
insightful
preclude
progress (n.)
stereotype (v.)



Check for Understanding

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

attainable exclusionary preclude
conclude exploit progress
crisis include stereotype
insightful

1. We worked all day, so we made great progress getting the garden ready for planting.
2. Happy endings often seem more attainable in movies than in real life.
3. My classmates' insightful comments will help me revise my paper.
4. Based on the evidence, we were able to conclude that the cat had knocked over the plant.
5. Healthy diets include lots of fruits and vegetables.
6. Unfortunately, my summer-long camp schedule will preclude my going on a family vacation.
7. Exclusionary decisions are made when people create party guest lists.
8. You stereotype eighth-graders when you say they're all interested in video games.
9. Do parents exploit their children when they require them to do chores?
10. Melting ice in the Arctic region is creating a crisis for polar bears, because their habitat is disappearing.
11. Parents care about their children's academic progress because they want them to advance in school.
12. Always include your name and the date on all your schoolwork.



If students complete item 6 with *include*, help them recognize that the adverb *unfortunately* is a clue that the word that completes the sentence is actually *preclude*.

Expand Word Meanings

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

It's 1865 in the United States. In the East, the Civil War is about to conclude, while in the West, they're building railroads. Work on the railroads doesn't progress very fast, and after two years, they've laid only 50 miles of track. More workers are needed, so a railroad man named Charles Crocker suggests hiring Chinese Americans. Many believe the stereotype that the Chinese are too small for such an exploit, but Crocker says, "They built the Great Wall, didn't they?" So, Chinese workers are hired for the huge task of building the transcontinental railroad.

I In this passage, some of the lesson words are used in a different way. For example, *conclude* in this paragraph means "come to an end." Look at the other highlighted words and try to figure out their meanings as they are used here. Refer to page 116 to confirm the definitions.

Apply Other Meanings

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

1. The writer was struggling to find an effective way to conclude her story.
2. Many older Americans are determined to disprove the stereotype that the elderly are fragile and forgetful.
3. Rock climbing at Yosemite has been my most exciting exploit so far.
4. With the dog stopping every few feet to sniff the ground, it took us ten minutes to progress a single block.
5. Although the mountain climber was proud of his exploit, most people thought it was dangerous and foolish to go so close to the edge of the cliff.
6. When the musicians conclude their last song, the conductor will ask them all to stand and bow.
7. Is there any truth to the stereotype that teenagers are rude?
8. Without proper treatment, a simple disease can progress to the point where it can be life-threatening.
9. Most speakers conclude their lectures with a powerful and thoughtful statement.
10. In some service organizations, you can progress to a higher level of membership.

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. Whose job description would *include* giving people correct change?

- a. teacher
- b. lawyer
- c. cashier

2. Which word best describes a *stereotype*?

- a. oversimplified
- b. complicated
- c. achievable

3. What might be an impressive *exploit*?

- a. taking a test
- b. rescuing a bald eagle
- c. writing a novel

4. How do most people in a *crisis* feel?

- a. amused or happy
- b. lazy or tired
- c. worried or anxious

5. Which person is hired mostly to make *insightful* comments?

- a. movie critic
- b. gardener
- c. firefighter

6. What would be chosen through an *exclusionary* process?

- a. students in a public school
- b. shoppers at a grocery store
- c. players on a varsity team



7. What would *preclude* a bicycle ride in the country?

- a. a thunderstorm
- b. getting a new bike
- c. planning the route

8. What is used to measure the *progress* of students?

- a. calculators
- b. tests
- c. rulers

9. Which is *attainable* for most people your age?

- a. owning a home
- b. doing chores
- c. winning a contest

10. How would you *conclude* a story?

- a. solve a character's problem
- b. stop in the middle of a scene
- c. introduce a new character



Check Again

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

1. It's wrong to *stereotype* people because stereotypes are usually negative, unfair, and untrue.
2. The damaged lettuce in the garden led us to *conclude* that a rabbit had been eating it.
3. Being a nice person doesn't necessarily *preclude* having to deal with unpleasant situations.
4. The *exclusionary* policies at the restaurant meant that any man who wasn't wearing a jacket and tie could not eat there.
5. *Insightful* advice can help you understand yourself and deal with a problem.
6. The greatest *crisis* the world faces today is getting clean water to communities where drought conditions exist.
7. When you exercise, you know you're making *progress* when you start feeling stronger and more energetic.
8. Most people's daily routines *include* eating, sleeping, and going to school or work.
9. When you want something that is not *attainable*, you become frustrated and unhappy.
10. Employers *exploit* their workers when they make them work long hours for very little money.

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 *stereotype* in the third position.
When we *stereotype* people, we deny their individuality.
2. Write a sentence exactly ten words long, using the word *progress*.
The writing in our portfolios shows the *progress* we've made.
3. Write a question with the word *include* in the fourth position.
What would you include in your plans for a perfect day?

Word-Solving Strategies: Root Words

The root word *clud*: “to close or shut”

Several of the lesson words share the same root word: *cludere*, or *clud*. It means “to close or shut.” Knowing what the root word means can help you figure out word meanings.

Let’s look at the lesson word *preclude*. The prefix *pre-* means “before.” When added to the root *clud*, the useful word *preclude* is created. *Preclude* means “to close or shut something out beforehand.”

Now consider the lesson word *exclusionary*. It has the root *clud*. It also has a prefix and two suffixes. Let’s think about how the word is built. When you add the prefix *ex-*, which means “out,” to *clud*, you get the verb *exclude*, which means “to shut out.” Next, the suffix *-ion* can be added to make the verb into a noun: *exclusion*. *Exclusion* means “the act of shutting out.” Note that

when the suffix is added, the spelling changes. The *e* is dropped and *d* becomes *s*. Finally, the suffix *-ary* turns the noun into an adjective: *exclusionary*.

Think about how the meaning “shut or close” is part of the meaning of the lesson words *include* and *conclude*.

More Examples

Consider the meaning of these words formed by adding prefixes to the root word *clud*:

se- (“apart”) + *clud* →
seclude

re- (“back”) + *clud* →
recluse

Although thinking about the meanings of prefixes and root words can help you determine the meaning of words, it doesn’t always work perfectly. For example, the prefix *con-* means “together.” When added to *clud*, the resulting word doesn’t really mean “close or shut together.” It means bringing things together to come to an end or a decision.

BE CAREFUL!

Practice

Use what you’ve learned about the root word *clud* to use the following *clud* words in sentences. Use a dictionary if you’re not sure about the meaning of word.

1. seclusion Our neighbor didn't like people,
so he lived in seclusion in his house.
2. conclusion At the conclusion of the
awards ceremony, we each got a medal.
3. inclusive The inclusive event welcomed
people of all cultures and traditions.
4. inclusion Organizers encouraged the
inclusion of dogs at the outdoor concert.
5. reclusive Efia felt sorry for the reclusive
child who didn't seem to want friends.
6. preclusions My mom's preclusions made it
hard to agree on a dress for me.

To help students determine the meaning of words, remind them that the suffix *-ion* makes a verb a noun, and the suffix *-ive* makes a verb an adjective.

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 were all eager for the very boring movie to *conclude*.

Conclude means:

- A continue
- B explain the story
- C end
- D repeat the main idea

2. The opposite of *include* is:

- A contain
- B involve
- C avoid
- D exclude

3. A word closely associated with *stereotype* is:

- A pattern
- B prejudice
- C picky
- D tolerance

4. A person who is *insightful* has:

- A understanding
- B good eyesight
- C curiosity
- D imagination

5. *Exclusionary* practices:

- A treat people equally
- B judge people unfairly
- C leave some people out
- D limit everyone's rights

6. Read this sentence.

Computers don't *preclude* the need to read and write well.

Preclude means:

- A support
- B determine
- C help
- D rule out

7. If you *progress* to the next level, you:

- A change
- B move up
- C return
- D fail

8. An appropriate response to a *crisis* is:

- A immediate action
- B changing nothing
- C disorganized activity
- D avoiding the situation

9. People who *exploit* a situation:

- A keep it a secret
- B investigate it
- C take advantage of it
- D try to avoid it

10. Things that are *attainable* can be:

- A understood
- B achieved
- C remembered
- D deserved

If students choose B for Item 5, review the meaning of *exclusionary* and discuss how unfair judgment might be the cause of an outcome.



Clovis hunters take down a mammoth.

Who Was Here First?

<radio script>

OPENING MUSIC: (:10 seconds)

ANNOUNCER: Today we ask: Who were the first Americans? Until about fifteen years ago, scientists thought they knew the answer. However, when new evidence didn't conform to the existing "facts," different theories had to be developed. That's what makes archaeology uniquely interesting! New scientific discoveries can challenge the "facts" and convert them to "fiction," creating even more questions. More on this topic after a message from our sponsor.

COMMERCIAL (:30 seconds)

ANNOUNCER: The story begins in 1932, when scientists in Clovis, New Mexico, found stone tools they believed were approximately 13,000 years old. These were the oldest evidence yet to show when humans lived in the Americas.

The accepted theory became this: The Clovis people, as they came to be called, had traveled from Siberia to Alaska. They'd walked across a "bridge" of land that no longer exists, and then traveled from North to South America.

According to archaeologist Dr. Angel Perez Hernandez, however, "Recent discoveries put an end to our previous view of the Clovis people." Dr. Hernandez is referring to the onslaught of new scientific information. Today scientists believe the first people arrived in the Americas as early as 15,000 years ago and that the peoples of North and South America were not related. Each migrated to the Americas in several separate groups—by land and by sea.

To some people, being forced to rethink established ideas feels like a calamity,

Explain to students that a radio script is a written version of what speakers will say during a radio program.

VOCABULARY

conform	intelligence
uniquely	margins
convert	subsequently
onslaught	logically
calamity	plea

but to most, discoveries are exciting and challenging. So, our understanding of the first Americans has changed. Is this because today's researchers have greater intelligence? Of course not. It's just the result of new information. The margins for error in new radiocarbon dating procedures are modest; recent tests on the stone tools revealed that the Clovis arrived in North America hundreds of years later than previously believed. Other evidence subsequently placed humans in South America during the same timeframe. Scientists logically revised old theories to explain this.

Many unanswered questions remain, but scientists make a plea for us all to keep an open mind. This is Juli-tan Chow reporting.

END.

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 might it be difficult to *convert* scientists to a different point of view?
2. Why do you think scientists make a *plea* for people to be open-minded?



Spear points found at Clovis sites such as this one reveal important information about the first Americans.

Word Meanings

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

For synonyms and antonyms, see page 134.

1. conform (kuhn-FORM) (v.) When things *conform* to one another, they are similar, in agreement, or in harmony.
2. uniquely (yoo-NEE-kee) (adv.) Someone who is *uniquely* suited to a situation is unusually deserving and without an equal. A person who is *uniquely* talented at a task is the only one with those particular skills.
3. convert v. (kuhn-VURT) n. (KON-vurt) (v.) When you *convert* something, you change it from one form or system to another. For example, you can *convert* temperatures in Celsius to Fahrenheit. (n.) A *convert* is a person who has changed to a new belief or a new way of thinking.
4. onslaught (ON-slawt) (n.) An *onslaught* is an attack. An onslaught can also be a situation that feels like an attack, such as when a government official faces an *onslaught* of questions from angry citizens.
5. calamity (kuh-LA-mi-tee) (n.) A *calamity* is a disastrous event that causes loss, distress, trouble, hostility, and suffering.
6. intelligence (in-TE-luh-juhns) (n.) The ability to learn and understand and to use your knowledge to deal with new situations is *intelligence*. (n.) *Intelligence* is secret or strategic information, often about an enemy or rival. A government might gather *intelligence* on another country.
7. margins (MAR-juhnz) (n.) *Margins* are extra amounts that allow for special situations without causing difficulties or concern. (n.) The spaces around areas or the edges of spaces are the *margins*.
8. subsequently (SUHB-suh-kwent-lee) (adv.) An event or item that comes after another occurs *subsequently*. For example, if police find evidence, they might *subsequently* make an arrest.
9. logically (LO-ji-kee) (adv.) Something that occurs *logically* happens in an orderly way that follows reason.
10. plea (plee) (n.) A *plea* is an urgent request. (n.) In court, an accused person's answer to a charge is a *plea* of "guilty" or "not guilty."



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.

Examples of a
Calamity
accident

Situations You Must
Approach **Logically**
figuring out how to fix
a simple machine

Ways to Demonstrate
Intelligence
make good decisions

What You Could
Convert a Tin
Can Into
a flower pot

Things That Are
Uniquely American
jazz

Reasons You Might
Make a **Plea**
to save endangered
animals

Situations in Which
Margins Provide
Many Possibilities
An **A** is a score of
90-100.

Things That Might
Cause an **Onslaught**
of Questions
someone announces
plans to move

Circumstances in
Which People's
Opinions Often
Conform
belonging to the same
political parties

Actions That Come
Subsequently
Following Dinner
clearing the table

Check for Understanding

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

calamity	intelligence	plea
conform	logically	subsequently
convert	margins	uniquely
	onslaught	

1. Bridget's intelligence was often apparent when she was discussing books.
2. The mayor wasn't expecting such a/an onslaught of public criticism.
3. They are planning to convert the old school building into apartments.
4. All contest entries must conform to the published rules.
5. The water company determined the allowable margins for certain pollutants in the drinking water in order to keep residents safe.
6. The environmentalists made a/an plea to stop offshore drilling for oil.
7. Logically, items that cost more should be made of better quality materials.
8. When Sienna got the flu on the day of the talent show tryouts, she considered it a/an calamity.
9. I ate too much popcorn and subsequently felt ill.
10. Her experience taking care of her own pets made her uniquely qualified to volunteer at the animal shelter.
11. The sad look in the dog's eyes was a silent plea to be petted.
12. When we prepared the cake using my mother's French cookbook, we had to convert all amounts in the recipe from metric to customary measures.



If students complete item 9 with *logically*, remind them that the sentence indicates that events are occurring in a particular order, making *subsequently* the better choice.

Expand Word Meanings

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

I read a book in which the author claimed that Spanish missionaries placed Native Americans on the margins of society. The book said that the missionaries changed the Native Americans' beliefs. Then they subjected each convert to a life of servitude. The text suggested that the Spanish wished to gather intelligence about the Native Americans. They wanted to gain control over their mines and other riches. If these missionaries were here today to answer the accusations, would their plea be guilty or not guilty?

Some of the lesson words are used in a different way in this passage. Look at *margins*, for example. Here the word means "the edge." Look at the other highlighted words. Can you figure out their meanings here? Refer to page 126 to confirm their definitions.

Apply Other Meanings

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

1. We went to the book fair to gather intelligence about new books and their authors.
2. The teacher told the children not to go beyond the margins of the playground.
3. When the vase shattered, I knew that my best option was to say my plea and accept my punishment for throwing the ball in the house.
4. Darin used to hate vegetables, but now he's a/an convert to healthy eating.
5. Kendra lived on the margins of the two towns, so each town center was an equal distance from her home.
6. Nikola looked through his sister's text messages, hoping to gain some intelligence as to what his family was planning for his birthday.
7. At the beginning of the trial, the judge asked the defendant to issue her plea.
8. No matter how long I argued, I could not make lazy Jim a/an convert to the idea of riding bikes to school.
9. Professional athletes often watch videos of their opponents in order to get intelligence.
10. The goal of the fitness program was to make every student a/an convert to an active lifestyle.

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 would most likely be considered a *calamity*?
 - a. a popular school play
 - b. a collapsed bridge
 - c. a TV show rerun
2. When a person wakes up, what happens *subsequently*?
 - a. he or she puts on his or her pajamas
 - b. he or she sleeps
 - c. he or she gets out of bed
3. What could you *convert* into a dollhouse?
 - a. a cardboard box
 - b. plastic bags
 - c. a teddy bear
4. What might you find in the *margins* of a football field?
 - a. the 50-yard line
 - b. fans
 - c. a first down
5. What would you most likely do *logically*?
 - a. cheer for a runner
 - b. sprint to the finish line
 - c. train for a track meet
6. Which idea does NOT *conform* to what we know about runners?
 - a. eating well
 - b. training hard
 - c. hating exercise
7. What could be described as an *onslaught*?
 - a. too much information
 - b. too much sleep
 - c. too many vacation days
8. Which activity might provide *intelligence*?
 - a. training a dog
 - b. doing research online
 - c. doing a crossword puzzle
9. Which organization might make a *plea* for donations?
 - a. a bank
 - b. an animal shelter
 - c. a department store
10. What would be a *uniquely* personal characteristic?
 - a. thumbprint
 - b. hair color
 - c. shoe size



Check Again

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

1. If you present your argument *logically*, you apply reason to explain your point of view.
2. If you ride your bike along the *margins* of the roads, you ride on the edges of the streets and not in the middle of the traffic.
3. You might make a *plea* for more time if you had been sick and couldn't finish an assignment by the deadline.
4. You could gather *intelligence* about a chess opponent by watching him or her play with other people.
5. On the day of the parade, *calamity* struck when the skies suddenly opened and it started raining.
6. We heard a noise and *subsequently* saw a dog running toward us.
7. Your behavior in class should *conform* to the school's rules of conduct.
8. I faced an *onslaught* of questions from my parents when I came home late from school.
9. Something that is *uniquely yours* is something that belongs to you and to no one else.
10. In order to buy things in Europe, we had to *convert* our American dollars into euros.

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 *intelligence* in the sixth position.
Everyone was impressed by her intelligence and clever wit.
2. Write a sentence exactly ten words long, using the word *logically*.
She exercises, so it logically follows that she is fit.
3. Write a question with the word *uniquely* in the seventh position.
Which characteristics do you think are uniquely yours?

Word-Solving Strategies: Suffixes

The Suffix *-ly*

You've learned that suffixes change a word's part of speech. The suffix *-ly* turns an adjective into an adverb. An adverb describes a verb, an adjective, or another adverb and often tells us *how*.

The lesson word *logically* starts with the noun *logic*, which means "reasoning or thinking." When the suffix *-al* is added, it becomes *logical*, an adjective that means "capable of reasoning." Finally, the suffix *-ly* is added to create the adverb *logically*.

The suffix *-ly* can be added to any adjective to form an adverb. It is added to the adjective *subsequent*, which means "following" or "coming after," to form the lesson word *subsequently*. It is added to the adjective *unique*, which means "without like or equal," to form the lesson word *uniquely*.

The suffix *-ly* is usually added without any spelling changes, but there are exceptions. When the adjective ends with *y*, the letter *y* changes to *i* before *-ly* is added. The adjective *sleepy* becomes the adverb *sleepily*. When the adjective ends with *ble*, the *e* simply changes to *y*. The adjective *capable* becomes the adverb *capably*. When the adjective ends with *ic*, *al* is added for the suffix. The adjective *specific* becomes the adverb *specifically*.

Examples

Study these examples of adjectives to adverbs.

intense → intensely

final → finally

weary → wearily

steady → steadily

academic → academically

Although *al* is added to words like *ironic* and *economic* before the suffix *-ly* is added, there is one exception to the rule. That exception is *publicly*. When *-ly* is added to the adjective *public*, it is added without any spelling changes. *Publicly* is the only exception to the rule.

BE CAREFUL!

Practice

Use what you've learned about the suffix *-ly* to create adverbs from the following adjectives.

1. ideal _____ *ideally*
2. appropriate _____ *appropriately*
3. tragic _____ *tragically*
4. notable _____ *notably*
5. ordinary _____ *ordinarily*

6. bright _____ *brightly*
7. perfect _____ *perfectly*
8. sloppy _____ *sloppily*
9. graphic _____ *graphically*
10. sensible _____ *sensibly*

Note that even though the syllable spelled by *al* isn't always heard in a word, such as *tragically*, the letters need to be there.

Practice for Tests

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

1. Read this sentence.

Citizens responded to the decision to demolish the building with an *onslaught* of protests.

Onslaught means:

- A late beginning
- B angry wave
- C loss of appetite
- D ceremony

2. A word associated with *conform* is:

- A frustrate
- B parallel
- C ordinary
- D agree

3. The opposite of *subsequently* is:

- A consequently
- B successively
- C previously
- D recently

4. Another word for *intelligence* is:

- A information
- B education
- C ignorance
- D intuition

5. A synonym for *convert* is:

- A twist
- B squeeze
- C change
- D agree

6. Read this sentence.

Regina's parents finally gave in to her *plea* to attend the concert.

Plea means:

- A admission
- B collection
- C apology
- D request

7. If you consider something *logically*, you:

- A make a guess
- B use good sense
- C imagine it
- D make a decision

8. Something that is within the *margins* is:

- A acceptable
- B of major importance
- C dangerous
- D very detailed

9. A synonym for *calamity* is:

- A tranquility
- B accusation
- C disaster
- D friendship

10. A person who is *uniquely* skilled has abilities that:

- A are rarely appreciated
- B few other people possess
- C have no value
- D are in demand

If students choose B for item 4, remind them that *intelligence* means "information" or "the ability to learn and use knowledge." Often the two meanings differ from each other.

Synonyms and Antonyms

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

impossible sample accepted keep strong abuse
discard improvement senselessly fulfill match disaster

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

1. The new library wing must match the rest of the building. Architects will review the plans to make sure the addition will **conform**.
2. Longer hours would **exploit** the workers. The company says it won't abuse them in that way.
3. Grandma had to **eliminate** some furniture when she moved from her big house to a small apartment. She decided to discard her kitchen table and chairs.
4. A long drought would be a/an disaster for local farmers. Many crops would be lost in such a **calamity**.
5. My report card shows that I've made **progress** in math. My parents are very pleased with my improvement.

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

6. My brother applied to college but feared he would be **rejected**. He was relieved when he found out that he was accepted for the fall semester.
7. When Granddad was in the hospital, he was **feeble**. It took months to get better, but now he is finally strong again.
8. The student senselessly scribbled down an answer to the question. If he had thought **logically**, he could have made a well-reasoned point.
9. Although I decided to **eliminate** many of my books from the bookcase, I will keep my favorites in a box in the attic.
10. At first, the climbers thought their dream of reaching the mountaintop was **attainable**, but when a severe snowstorm blew in, they realized it was a/an impossible goal.

Word Study: Denotation and Connotation

Words that are synonyms have basically the same **denotation**. For example, both *thrifty* and *stingy* mean that you are careful with money, but the two words have different **connotations**. *Thrifty* has a positive connotation, whereas *stingy* has a negative one. Compare the connotations of these synonym pairs.

POSITIVE	NEGATIVE
antique	old
generous	excessive
reserved	unfriendly

Look at the word *feeble* in Lesson 10 and some of its synonyms:

frail	weak	wimpy
delicate	infirm	slight

Even though their common denotation is “lacking strength,” most of these words are neutral. They have neither positive nor negative connotations. *Wimpy*, however, is negative. *Delicate* and *slight* are more positive ways to say something lacks strength.

Practice

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

- negative 1. Some clothing factories (use, exploit) their workers to make a profit.
- positive 2. The school’s admission policies were very (selective, exclusionary).
- neutral 3. (Secure, restrain) the dog in the yard while the plumber is working in the house.
- neutral 4. She was careful to set only (attainable, unchallenging) goals for herself.
- positive 5. Most people hope to find a job that provides a (fixed, stable) income.
- negative 6. The museum expected parents to (stifle, control) their unruly children.
- negative 7. Determined to make it on her own, she (declined, spurned) all offers of help.

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

- | | | | | | | | |
|---------------|---|--------------|---|--------------|---|-----------------|---|
| 1. stereotype | - | 3. agreeable | + | 5. uniquely | + | 7. crisis | - |
| 2. include | 0 | 4. impatient | - | 6. onslaught | - | 8. intelligence | + |

Vocabulary for Comprehension

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



Melting Pot or Salad Bowl

Until the 1970s, the United States was called a “melting pot.” Different cultures “melted” together to form a common culture. The idea was to create one society. People who had
5 come from different places tried to **conform** to the culture they found here. They didn’t think they could **progress** in life or that success could be **attainable** if they didn’t try to fit in.

In the nineteenth and early twentieth centuries,
10 there was a **stereotype** for every nationality. It was these **negative** images that people wanted to escape when they tried to **eliminate** what made them different. They **rejected** their native languages in favor of English. They altered

15 their **apparel** and style of dress to look like the people around them. They struggled to be in the mainstream of American society instead of in the **margins**.

Since 1970, the United States has accepted
20 multiculturalism. The metaphor for America has changed from a melting pot, where cultures become the same, to a salad bowl, where different cultures mix together but each remains distinct. Cultures preserve and
25 celebrate the qualities that are **uniquely** theirs while allowing people to acquire the skills and knowledge needed to succeed in a new country.

If students are challenged by such vocabulary as *margins*, help them use context clues to figure out the meanings.

1. In line 7, **progress** means

- A alert
- B appreciate
- C advance
- D accomplish

2. Another word for **negative** (line 11) is

- A unfavorable
- B unimportant
- C foreign
- D difficult

3. Something that is **rejected** (line 13) is

- A reclaimed
- B revived
- C transformed
- D put aside

4. Another word for **apparel** (line 15) is

- A appearance
- B accent
- C clothing
- D baggage

5. Another word for **margins** (line 18) is

- A open spaces
- B edges
- C hallways
- D centers

6. Something that is **uniquely** (line 25) yours is

- A positively yours
- B originally yours
- C yours temporarily
- D yours alone

Using Context

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

administration	include	progress
clarify	indication	prohibit
demonstrate	innovation	rejected
eliminate	investment	representation
endeavor	moral	stifle
enhance	occupied	suspend

1. Your willingness to volunteer is a/an (**demonstration**/inclusion) of your generosity.
2. The first two rows of benches are reserved for the team members, and they will be (**suspending**/**occupying**) them soon.
3. I've decided to eat a healthier diet by (**endeavoring**/**eliminating**) sweets and sodas.
4. The magazine adopted a (**progressive**/**prohibitive**) approach that presents information in a new way that encourages people to work for change in their communities.
5. The angry king is (**clarifying**/**stifling**) his citizens by arresting anyone who criticizes him.
6. Please (**indicate**/**innovate**) your first and second choices on your questionnaire.
7. This excellent report is (**representative**/**administrative**) of the hard work the committee always does.
8. These lights are the (**occupation**/**enhancement**) we needed to make the stage look more dramatic.
9. The company is (**rejecting**/**investing**) in new technology to make itself more competitive.
10. Because ensuring people's right to an education is the (**morally**/**demonstrative**) right thing to do, I am sending a donation to an organization that helps build schools for children in other nations.

Analogies

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

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

1. A *tangible* object can be touched, while an *illusion* is something that is not really there.

2. Kind treatment of others helps *establish* a sense of trust between people, while *sinister* actions and behaviors make people fearful and upset.

3. A group that is *exclusionary* is likely to reject people for a variety of reasons, while a group that is willing to *diversify* is likely to include most people and attract more members.

4. People who *conform* are usually quiet, while those who are *radical* tend to speak up so their unusual viewpoints can be heard.

5. A person who feels *constrained* by another is often hesitant to make decisions, while a person who feels he or she has some freedom to act will take *positive* steps to accomplish what he or she wants to do.

6. A *mishap* is usually the result of not paying attention, while a *calamity* is often caused by circumstances that a person cannot control, such as the weather.

7. Achievement is not always the result of *intelligence*, while good instincts and success often *coincide* because people who have a good sense of how to deal with situations and are flexible in how they approach tasks often do well.

8. A *remedy* that is given right away will help a person feel better more quickly, while someone who waits to get medical treatment might take longer to *recover* because the illness is more established and a simple remedy may not cure it.

Word Relationships

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

1. What could you do to make your *goals* more *attainable*?

You could carefully plan the steps you intend to take to reach your goals.

2. What could *intensify* feelings of *isolation*?

If a person is shy or not good at making friends, he or she might feel isolated.

3. Why might it be necessary to *monitor* an unusual *phenomenon*?

You should monitor an unusual phenomenon to make sure it doesn't become dangerous.

4. What is the most *prominent* *luminous* object in the sky?

The sun is the most luminous object in the sky during the day, and the moon is usually the most prominent object at night.

5. How are you putting your *welfare* in danger if you wait to seek shelter until a tornado is *visible*?

It may be too late to seek shelter because the tornado is capable of traveling at high speeds and could reach you before you get to a safe place.

6. What is the advantage of having an *advocate* *plea* for someone in a trial?

An advocate is usually a trained person who knows what to do to successfully plea for a person or a cause.

Generating Sentences

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

1. Use the word *duration* in a sentence that is at least 12 words long.

We need a volunteer to take notes for the duration of our meeting.

2. Use the word *percentage* to describe a part of something.

A large percentage of the students in our high school plan to go to college.

3. Use the word *radioactive* in a sentence of exactly 11 words.

The scientists were surprised to discover that the rocks were radioactive.

4. Use the word *perspective* in a sentence of at least 20 words to describe the environment.

People who can see issues from others' perspective are better able to discuss sensitive topics and tend not to become angry with those who don't agree with them.

5. Use the word *asteroid* in the fifth position of a question.

How close will the asteroid come to Earth?

Extend Your Sentence

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

The Science of Extreme Sports

LESSON

13

The Great Climb

Nothing stops this extreme sportsman.

descend	frigid	ramble
elevate	gravity	survey
endure	pinnacle	unaffected
force		

LESSON

14

Surfing the Big Waves

Learn how to surf in just a few easy steps.

appreciate	fatigue	persist
contemporary	induce	prioritize
deviate	momentum	swell
disproportionately		

LESSON

15

The Magic of Paragliding

Anyone can soar like a bird.

abandon	adjust	rate
abstract	dismay	speed
accelerate	hover	terminate
adaptable		

Explain to students that fact-based fiction tells a fictional story using some details from a real event.

The Great Climb

<fact-based fiction>

In 2008, when extreme sports enthusiast Jon Harris decided to raise money for a charity in India, he didn't choose the easy way. His personal challenge was so difficult that few could imagine it. What was it? To see how many times in 24 hours he could climb up and down an icy Canadian gorge taller than a 12-story building. Harris found sponsors and called his fundraiser "The Great Climb." His goal was to do more than one hundred "laps."

Harris knew a mountain climb was more than a ramble and that he'd need months to get ready for it. First, he started with rock climbing, and then turned to white-water kayaking trips that normally took two to three days. Harris completed them in just one. By fall, Harris knew he had to start ice climbing or he'd never

be ready. However, the weather was so warm, there was no ice to climb. Harris's long-term plans didn't change; they remained unaffected. Harris built himself a sixteen-foot plywood icicle cliff to climb instead. When the frigid winter weather finally came, he raced to the nearby ice canyons. By the end of December, Harris was climbing thousands of feet of ice a day, but as impressive as this was, he was a long way from his goal.

January 8, 2009, was the day of The Great Climb. Harris worked against gravity to climb the frozen mountain. The cheering crowd helped to elevate Harris's mood. He made his way up to the pinnacle of the ice wall, and then began to descend. With each lap, the force of the iron spikes on his feet and pickaxes in his

Left: Mountaineers overlook an icy gorge.

Right: An ice climber maneuvers through an ice cave.



VOCABULARY

ramble	pinnacle
unaffected	descend
frigid	force
gravity	survey
elevate	endure

hands secured him. By midnight, Harris had reached 87 laps. His mind and body exhausted, Harris was tempted to give up, but after a survey of the situation, he began to climb again.

At the end of 24 hours, Harris completed almost two hundred laps. He had climbed more than 25,000 feet and managed to endure a remarkable physical and mental challenge. Later, when asked if he celebrated after the climb, Harris said, "Yes, I celebrated by sitting very still."

TALK ABOUT IT

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

1. How do you think Harris was able to *endure* such a difficult challenge?
2. What kinds of things do you think Harris considered when he did his midnight *survey*?



Word Meanings

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

1. **ramble**
(RAM-buhl)
(n.) A *ramble* is an aimless walk that a person takes for pleasure.
(v.) When you *ramble*, you walk aimlessly from place to place or talk without purpose.
2. **unaffected**
(un-uh-FEK-tid)
(adj.) If you are *unaffected* by something, it has not changed you in any way.
(adj.) If you are free from any phoniness or pretense, your manner is *unaffected*, natural, or genuine.
3. **frigid**
(FRI-jid)
(adj.) *Frigid* weather is extremely cold. Likewise, a person who is “cold,” or lacking emotion or friendliness, is *frigid*.
4. **gravity**
(GRA-vi-tee)
(n.) The pull of *gravity* is an attraction between an object and Earth, the moon, or another planet. Objects fall to Earth because of *gravity*.
(n.) A situation has *gravity* when it is serious or important.
5. **elevate**
(EL-uh-vate)
(v.) When you *elevate* something, such as a mood or an object, you raise it higher or lift it.
6. **pinnacle**
(PI-nuh-kuhl)
(n.) The highest point is a *pinnacle*, such as the top of a mountain or a person’s achievement.
7. **descend**
(di-SEND)
(v.) Objects or people that move from a higher to a lower place *descend*.
8. **force**
(forss)
(n.) *Force* is the power or energy applied to something.
(v.) When you *force* something, you make it happen using power or strength.
9. **survey**
n. (SUR-vay)
v. (sur-VAY)
(n.) A *survey* is a general inspection of a situation.
(v.) When you *survey* something, you examine, consider, or describe it.
10. **endure**
(en-DOR)
(v.) When you suffer through a hardship, you *endure* 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.

Places with *Frigid* Conditions

freezer

Events That Mark *Pinnacles* in People's Lives

award ceremonies

Actions That Require *Force*

opening a stuck door

Ways to *Descend* from a High Place

parachute

Ways to *Elevate* Objects

use a pulley

Unpleasant Things You *Endure*

vaccinations

Reasons to Make a *Survey* of a Situation

to make sure it's not dangerous

Situations a Person Might Be *Unaffected* By

fame

Benefits of *Gravity*

objects don't float away

Reasons You Might Go on a *Ramble*

tired of sitting

Check for Understanding

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

descend force ramble
elevate frigid survey
endure gravity unaffected
pinnacle

1. The mechanic had to elevate our car, so he could check the muffler underneath.
2. After the hikers reached the pinnacle , they could see mountains in every direction.
3. As I started to descend the escalator, I saw my sister at the bottom.
4. Due to the frigid conditions outside, the pond froze and icicles hung from the tree branches.
5. The survey of the beach showed that the hurricanes had eroded the shoreline.
6. Fortunately, the plants seemed fine and were unaffected by the storm.
7. On weekends my family likes to go on a/an ramble through the woods without a destination.
8. The force of the wind blew the trash can across the entire parking lot.
9. Isaac Newton's ideas about gravity came after watching an apple fall.
10. The tallest object in town was the flag that flew from the tower's pinnacle .
11. Claire likes frigid drinks, so puts them in the freezer before drinking.
12. It was hard to endure the heat, so we took lots of breaks in the shade.



Some students may select *survey* for Item 7 instead of *ramble*. Remind them that a survey has a very specific purpose. It may involve walking around, but is more than a casual stroll.

Expand Word Meanings

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

Central Asian nomads invented snowshoes 6,000 years ago. Today, snowshoe racing is a popular winter sport. Contestants don't merely ramble through the snow. Rather, they force themselves to run in what look like webbed nets secured to boots. If you survey the market, you'll see that racing snowshoes can cost \$150. That's expensive, but worth it to snowshoe racers who approach each contest with gravity. However, others are not concerned about how they look. Some people are so unaffected, even tennis rackets tied to their shoes would do just fine.

Notice that the lesson's words are used in a different way here. For example, the highlighted lesson words *ramble*, *force*, and *survey* are verb forms of nouns. Look at the other highlighted words. Can you figure out the meanings of the words as they are used here? Refer to page 144 to confirm meanings.

Apply Other Meanings

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

1. My dog loves to ramble through the field, going nowhere in particular.
2. He is a billionaire but he behaves in a/an unaffected manner when he's out in public.
3. Sometimes you have to force yourself to try new foods, even if you think you won't like them.
4. The gravity of the situation became clear when the fire began to spread from building to building.
5. Deeprak's genuine smile is proof of his unaffected personality.
6. The judge approached every case with a great deal of gravity because he wanted to make the right decision.
7. The scout climbed a tree to survey possible routes out of the dense forest.
8. My mother sits at a desk all day, so on her lunch break she likes to ramble along the city streets to get some exercise and stretch her legs.
9. The inspector tried to survey the property's boundaries, but the bushes were so overgrown that it was hard for him to measure the distance from one end to the other.
10. I had to force open the window to get into the house because I forgot my key.

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 of these might be found at the *pinnacle*?

- a. a riverboat
- b. an overlook
- c. a soldier

2. In which direction would you *elevate* something?

- a. down
- b. sideways
- c. up

3. Which of these is a *force*?

- a. an earthquake
- b. the atmosphere
- c. a dent

4. Which place would be a good location for a *ramble*?

- a. an elevator
- b. a field
- c. a bedroom



5. Which of these would help you *descend*?

- a. an island
- b. a table top
- c. a ramp

6. Which reaction shows you are *unaffected* by noise?

- a. putting a pillow over your head
- b. sitting up quickly in bed
- c. continuing to sleep

7. What might you *survey*?

- a. a group of people
- b. a forgotten dream
- c. a fine mist

8. What shows that something is *frigid*?

- a. a reddish glow
- b. an icy surface
- c. a sharp edge

9. Which device can defy *gravity*?

- a. a boat anchor
- b. a helium balloon
- c. a freight train

10. What might help you *endure* standing in a long line?

- a. reading a book
- b. leaving the line
- c. coming back later



Check Again

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

1. If *gravity* were to cease, _____ we would all float away from Earth. _____
2. If you invited someone with a *frigid* personality to a party, he _____ would not be friendly or warm _____ and you would likely be turned off. _____
3. If you reached the *pinnacle* of your skills, you would be _____ the best at what you do. _____
4. When the airplane you're in begins to *descend*, _____ the crew tells you to fasten your seat belt. _____
5. When you have to *force* yourself to try something that scares you, you _____ are trying to overcome _____ your nervousness. _____
6. If you took a *survey* of people's opinions, you would _____ ask them questions and review all the _____ responses. _____
7. If you and your friends set off on a *ramble*, you wouldn't _____ know exactly where you were going _____ to walk. _____
8. When you *elevate* a box over your head, you _____ have to lift its weight and extend your arms fully. _____
9. If you were walking in a snowstorm and arrived home *unaffected*, you _____ were probably wearing _____ appropriate winter clothing. _____
10. If you had to *endure* watching a baseball game, _____ the team you were rooting for probably lost. _____

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 *elevate* in the fifth position.
The ducks began to *elevate* as they flapped their wings and ran.
2. Write a question exactly nine words in length, using the word *force*.
Will your parents *force* you to take tennis lessons?
3. Write a sentence about the effects of *gravity* that we see in our lives every day.
Leaves fall from trees and water runs downhill because of *gravity*.

Word-Solving Strategies: Context Clues

Antonyms

The meaning of an unknown word can sometimes be determined from another word or phrase in the same sentence that has an opposite meaning. Reread this sentence from "The Great Climb."

Harris's long-term plans didn't change; they remained unaffected.

Notice that the word *change* means the opposite of *unaffected*. The reader can assume that if Harris's plans were *unaffected*, they were not subject to change because of new circumstances.

Antonyms do not necessarily define each other. Read this sentence:

I had a bad cold today and ate some chicken soup, which was beneficial.

Bad means the opposite of *beneficial*, but *bad* refers to a cold while *beneficial* refers to the soup.

BE CAREFUL!

Practice

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

The benign winter sport of sledding has become a dangerous thrill. New sleds have replaced snowboards as the latest toy on the hills. Over the years, snowboards have produced plenty of injuries. And new snowboarders often find learning how to stand on the board causes boredom. In response, designers have added exhilaration to the simple child's sled by melding an inner tube and a sled into an "airboard." The result is a twenty-mile-per-hour frenetic downhill ride that makes other winter sports seem rather sleepy.

WORD	ANTONYM	WORD MEANING
benign	dangerous	gentle, safe
exhilaration	boredom	a feeling of delight or excitement
frenetic	sleepy	wild, energetic

B. Write a sentence for each of the four highlighted words from the paragraph above. Use antonyms as context clues in your sentences.

1. There is a melding of different customs when immigrants separate from their homelands.
2. The dog's vicious bark disguised the fact that he was benign and would never hurt anyone.
3. The exhilaration we felt in winning the championship has given way to a calm acceptance.
4. After the frenetic day rushing from place to place, I looked forward to a restful sleep.

Practice for Tests

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

1. Read this sentence.
Hanson watched his book *descend* in the water after dropping it in the lake.
Descend means:
 A sink
 B return
 C float
 D rise
2. A plant on a hillside will *endure* when:
 A it shrivels up and dies
 B it grows around a rock
 C it comes down the hill
 D it reappears after the winter
3. The opposite of *frigid* is:
 A warm
 B unfriendly
 C hot
 D chilly
4. In which group can all the items be described as a *force*?
 A punch, shove, kick
 B yank, pull, dream
 C wrestle, confuse, twist
 D inspire, boost, eject
5. A word closely associated with *survey* is:
 A mountain
 B photograph
 C observation
 D ignore
6. Read this sentence.
It's dangerous for a small child to *ramble* in an area with a lot of traffic.
Ramble means:
 A drive
 B play
 C talk
 D wander
7. A person is *unaffected* if he is:
 A unquestioned
 B unchanged
 C undone
 D unknown
8. As you *elevate* an object, it is NOT:
 A falling
 B floating
 C rising
 D soaring
9. You would most likely reach the *pinnacle* in a sport by:
 A playing as well as you can
 B having a losing year
 C winning the championship
 D playing the entire season
10. A person who speaks with *gravity* is:
 A held down
 B serious
 C coughing
 D humorous

If students select A for Item 10, review the meanings of *gravity*.

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

Surfing the Big Waves

<how-to article>

Experienced surfers live for the excitement of big waves. Ocean swimmers may be used to waves, but the waves that surfers enjoy are disproportionately higher than what swimmers are used to. Surfers often ride waves that reach heights of twenty to fifty feet! Waves that high can induce people who love to surf to drop everything—except their surfboards. Many surfers so appreciate and respond to the thrill, they prioritize their entire lives around the next big wave.



If you are going to surf, it's important to know what you're doing, so here is some basic information to help get you started.

1. If you plan to be in cool waters, wear a wetsuit to keep you warm. Choose one that is made of a contemporary high-tech material.

2. Once you've suited up, make sure you've attached your surfboard to your ankle leash so your surfboard won't float away from you. Now you're ready to hit the ocean.

3. Place your board in the water. Lie down on the board on your stomach and begin to paddle until you feel the water accelerate under you.

4. Once you and the wave reach the same momentum, or speed, stand up.

5. As you ride, the forces from the water will push up on you while gravity will pull you down. If they're equal, you'll move along steadily. If they're not,

the surfboard will begin to twist and it will continue twisting until the forces realign.

6. To deviate from a straight path and make your board go to the right, shift your weight back. Then push down with the part of your foot closest to the right side of the board. To go left, do the opposite. To turn faster, crouch down low, then quickly straighten your legs, but without any jerking movements.

7. When it's time to stop, push back on the tail of the surfboard as if to apply brakes.

Surfing can be dangerous, so it's important to stop before you experience fatigue. It's equally important to keep in mind that becoming an expert surfer takes practice—lots of it. However, if you persist, you may become one of those surfers whose life is devoted to watching the ocean—waiting for it to swell and rise up, so you can chase the ultimate wave.



VOCABULARY

disproportionately	momentum
induce	deviate
appreciate	fatigue
prioritize	persist
contemporary	swell

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 high waves *induce* surfers to drop all other activities?
2. Why do you think it is a good idea to stop surfing before you experience *fatigue*?

Word Meanings

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



1. **disproportionately**
(diss-pruh-POR-shuh-nit-lee)
(adv.) There is a major difference in size or some other characteristic when items or people are *disproportionately* unlike one another.
2. **induce**
(in-DOOSS)
(v.) If you try to *induce* people to do something, you try to persuade or influence them. When you cause something to happen, you *induce* it.
3. **appreciate**
(uh-PREE-shee-ayt)
(v.) When you understand the quality, value, worth, or significance of something, you *appreciate* it.
(v.) Objects that increase in value *appreciate*, such as fine art and antiques.
4. **prioritize**
(prye-OR-i-tize)
(v.) You *prioritize* projects or goals by listing them in order of importance.
5. **contemporary**
(kuhn-TEM-puh-rer-ee)
(adj.) Something that is *contemporary* is modern or current.
(n.) A person who is the same age or nearly the same age as another is that person's *contemporary*.
6. **momentum**
(moh-MEN-tuhm)
(n.) *Momentum* causes an object, such as a rolling ball, to continue to move forward.
7. **deviate**
(DEE-vee-ayt)
(v.) To change or move from a planned path or plan is to *deviate* from it.
8. **fatigue**
(fuh-TEEG)
(n.) *Fatigue* is the feeling you get when you are tired from hard work or stress.
(v.) Anything that tires you, such as hard work or mental strain, is said to *fatigue* you.
9. **persist**
(pur-SIST)
(v.) If you *persist* at an activity, you continue with it, even when you are told not to or it becomes difficult.
10. **swell**
(swel)
(v.) When balloons *swell*, they expand in size or volume. Likewise, when populations of cities *swell*, they expand in number.
(n.) A *swell* is a steady and continuous rise in a long wave or series of waves.

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.

appreciate
contemporary (adj.)
deviate
disproportionately
fatigue (n.)
induce
momentum
persist
prioritize
swell (v.)



fatigue

Check for Understanding

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

appreciate disproportionately persist
contemporary fatigue prioritize
deviate induce swell
momentum



1. The auctioneer hopes to induce bidding by beginning with a low price.
2. Drinking too much milk caused the calf's belly to swell like a basketball.
3. As the dam broke, the water that was released gained momentum and quickly knocked over the trees in its path.
4. The new sales tax affected the citizens disproportionately, forcing those who were less wealthy to spend a greater portion of their income when they shopped.
5. If you persist with your loud conversation, you'll have to leave the library.
6. The tractor will not deviate from the straight lines it must make when plowing the field.
7. Despite their exhaustion, the athletes continued running through the cold and fatigue they felt during the twenty-six-mile marathon.
8. The mechanic made a list to prioritize, from most important to least important, the parts the old car would need.
9. Although it was an old house, it was decorated in a/an contemporary style.
10. Musicians hope fans appreciate, and even thank them for, their work.
11. The horses showed signs of fatigue, including sweating and panting.
12. As she ran up the hill, Karina lost momentum and began to slow down.

Some students may choose *persist* as an answer for Item 5. Explain that *deviate* is often followed by *from* and *persist* is often followed by *in*.

Expand Word Meanings

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

Kitesurfing, a combination of kite flying and surfing, demands great physical strength and skill. A young surfer might grab a contemporary and go to the beach, but these friends aren't in search of an ocean swell. They want wind. They strap themselves to giant airfoil kites with boards attached. The wind lifts the kites, and once airborne, the surfer can do flips and tricks. It's easy to see why this might fatigue even a strong surfer. The sport benefits more than just these amazing athletes, since its popularity has caused windy stretches of beach to appreciate in value, helping homeowners in these communities.

Notice that the lesson's words are used in a different way here. For example, *contemporary* refers to a person who is about the same age. Look at the other highlighted words. Can you figure out the meanings of the words as they are used here? Refer to page 154 to confirm meanings.

Apply Other Meanings

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

1. The large swell, measured at fourteen feet, moved across the sea.
2. The price of most popular cars does not appreciate once they are bought and used.
3. I was surprised to learn that the movie star was a/an contemporary of my mother, because my mother looks much older.
4. Standing all day at your job will fatigue you within hours unless you sit down and rest now and then.
5. Surprisingly, the dirt and cracks on an antique can appreciate its value, while cleaning and painting it can actually devalue the object.
6. The swell that traveled to the island's shore was the result of a tropical storm that occurred many miles away.
7. President Franklin Delano Roosevelt was a/an contemporary of Winston Churchill, and both politicians led their countries through World War II.
8. They bought the house for little money, but the improvements they made caused its value to appreciate.
9. The heat helped to fatigue both teams long before the game ended.
10. Many surfers prefer to ride a/an swell because it's not a choppy wave.

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 object would gain more *momentum* going down a hill?
 - a brick
 - a ball
 - a frying pan
- Which of the following is a sign of *fatigue* in a runner?
 - speeding up
 - maintaining the same pace
 - slowing down
- What do people typically hope will *persist*?
 - great weather
 - leg cramps
 - loud noise
- How would you *prioritize* an urgent task?
 - do it first
 - do it last
 - never do it
- Which animal is *disproportionately* larger than others?
 - alligator
 - shark
 - whale
- Which response best shows that you *appreciate* people?
 - ignoring their work
 - leaving quickly
 - clapping loudly
- What could you do to *induce* laughter?
 - start laughing
 - tell a sad story
 - ask someone to stop laughing
- Which person would best be described as your *contemporary*?
 - your grandfather
 - an eighth grader
 - a newborn baby
- Which object moves with each *swell*?
 - a window
 - a boat
 - a beach
- Which object or person does NOT *deviate* from its course?
 - a comet in the sky
 - a tour guide
 - a raft on the water



Check Again

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

1. Television commercials try to *induce* you to _____ buy products by showing how they will make _____ you happy.
2. Drivers only *deviate* from the route shown on the map if _____ there is a detour.
3. As Simone's bike gained *momentum*, _____ she placed her hands on the brakes so she could slow down _____ if necessary.
4. You can show how much you *appreciate* your gifts by _____ writing thank-you notes to the people _____ who give them to you.
5. Some of the obvious signs of a person's *fatigue* are _____ closing eyes and yawning.
6. If a pain in your leg continues to *persist* for a few days, you should _____ go to the doctor and have _____ it checked.
7. When you *prioritize* the tasks you must do on a Saturday, you _____ make a list and do them in order.
8. If you want to make up for *disproportionately* distributing treats to your dogs, you _____ have to give _____ more to those that didn't get enough.
9. On a ship, the steady rise of a *swell* can _____ move you along more quickly.
10. *Contemporary* fashions appeal to people who _____ like a modern look.

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 exactly twelve words in length that uses *appreciate*.
The band played in the park so everyone could appreciate their music.
2. Write a question with *deviate* in the third position.
Will you deviate from your plan to take honors courses in high school?
3. Write a sentence about the *momentum* of an object as it moves.
A small rock rolling down a hill picks up momentum as it goes.

Word-Solving Strategies: Context Clues

Embedded Definitions

Sometimes a sentence may contain information that will help to define an unknown word. Reread this sentence from "Surfing the Big Waves."

To deviate from a straight path and make your board go to the right, shift your weight back.

The meaning of the word **deviate** is embedded, or hidden, in the idea of going to the right. It simply means *turn away*.

You have to read carefully to determine embedded meanings. Read this sentence:

Surfing demands athleticism and proper equipment, to say nothing of expert training.

The definition of *athleticism* is not hidden. It has nothing to do with equipment or training.

BE CAREFUL!

Practice

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

No one disputes the fact that the Polynesians were the first to ride the waves, so the beginnings of surfing are not ambiguous. Captain Cook observed waves carrying fisherman in the 1770s. This seemed preposterous to Englishmen, who thought anything but sailing was ridiculous and hard to believe. Yet in the 1930s, Americans felt the elation of standing atop a wave with their joyful hearts pounding. It was inevitable that such joy would spread, since so many were certain to try the exciting sport for themselves.

WORD	DEFINITION	WORD MEANING
preposterous	ridiculous	outrageous
elation	joyful hearts pounding	joy, excitement
inevitable	so many were certain	unavoidable

B. Write a sentence for each of the the four highlighted words from the paragraph above. Create embedded definitions. Use a thesaurus for help.

1. The answers to the test were ambiguous because the questions were not very specific.
2. The idea of people flying was preposterous until it happened, and then it wasn't so absurd.
3. The elation you feel upon learning to surf well is a delight you will never forget.
4. The destruction of the rain forests isn't inevitable; it won't continue if we change our behavior.

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 felt *fatigue* during the third mile of the hike.

Fatigue means:

- A tiredness
- B confusion
- C fear
- D boredom

2. A condition will *persist* when:

- A it continues to change
- B other things affect it
- C differences are unexpected
- D it won't go away

3. The opposite of *deviate* is:

- A turn
- B detour
- C continue
- D avoid

4. In which group can all the things be described as something we *appreciate*?

- A compliments, rainbows, sunshine
- B freedoms, headaches, vacations
- C fog, accidents, value
- D gifts, praise, injuries

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

- A shorten
- B consider
- C start
- D result

6. Read this sentence.

Compared to his siblings' pieces, Geraldo's slice of cake was *disproportionately* large.

Disproportionately means:

- A reasonably
- B unfairly
- C wildly
- D excessively

7. Your mother's *contemporary* might be:

- A your brother
- B your aunt
- C your best friend
- D your pet

8. When you *prioritize* tasks, you do NOT:

- A ignore them
- B order them
- C perform them
- D analyze them

9. You likely feel *momentum* when you:

- A are excited
- B are underwater
- C are moving quickly
- D are sleeping

10. Something that can *swell* will:

- A improve
- B expand
- C float
- D shrink

If students chose C for Item 10, review the noun and verb forms of *swell*.

The Magic of Paragliding

<magazine feature article>

Ever dream of flying like a bird? Soaring like an eagle may sound like an abstract idea, but it doesn't have to be. Paragliding is a sport that, with proper equipment and good training, enables you to soar. It provides an experience that participants have described as both exhilarating and peaceful.

If you've never gone paragliding, you may imagine that each flight begins with someone jumping off the side of a cliff. Nothing could be further from the truth because, in fact, you don't jump—you run. As you accelerate down a gentle slope, the air current begins to lift you off of the ground and into the air. Then you keep running until you are fully aloft. Once in the air, you don't hover like a helicopter. Instead, you glide!

If you want to paraglide but are not the greatest athlete, don't abandon your dream. To the dismay of some and the pleasure of others, in order to paraglide you simply need to be in good shape and able to think clearly. It's also essential to take classes from a licensed professional at one of the many paragliding schools around the country.



Above and right: Paragliders ride air currents along a beach.

Inset: A paraglider prepares to take flight.



Explain to students that a magazine feature article is a combination of text and photos or other visuals that provide information about a subject.

VOCABULARY

abstract	adjust
accelerate	speed
hover	terminate
abandon	rate
dismay	adaptable

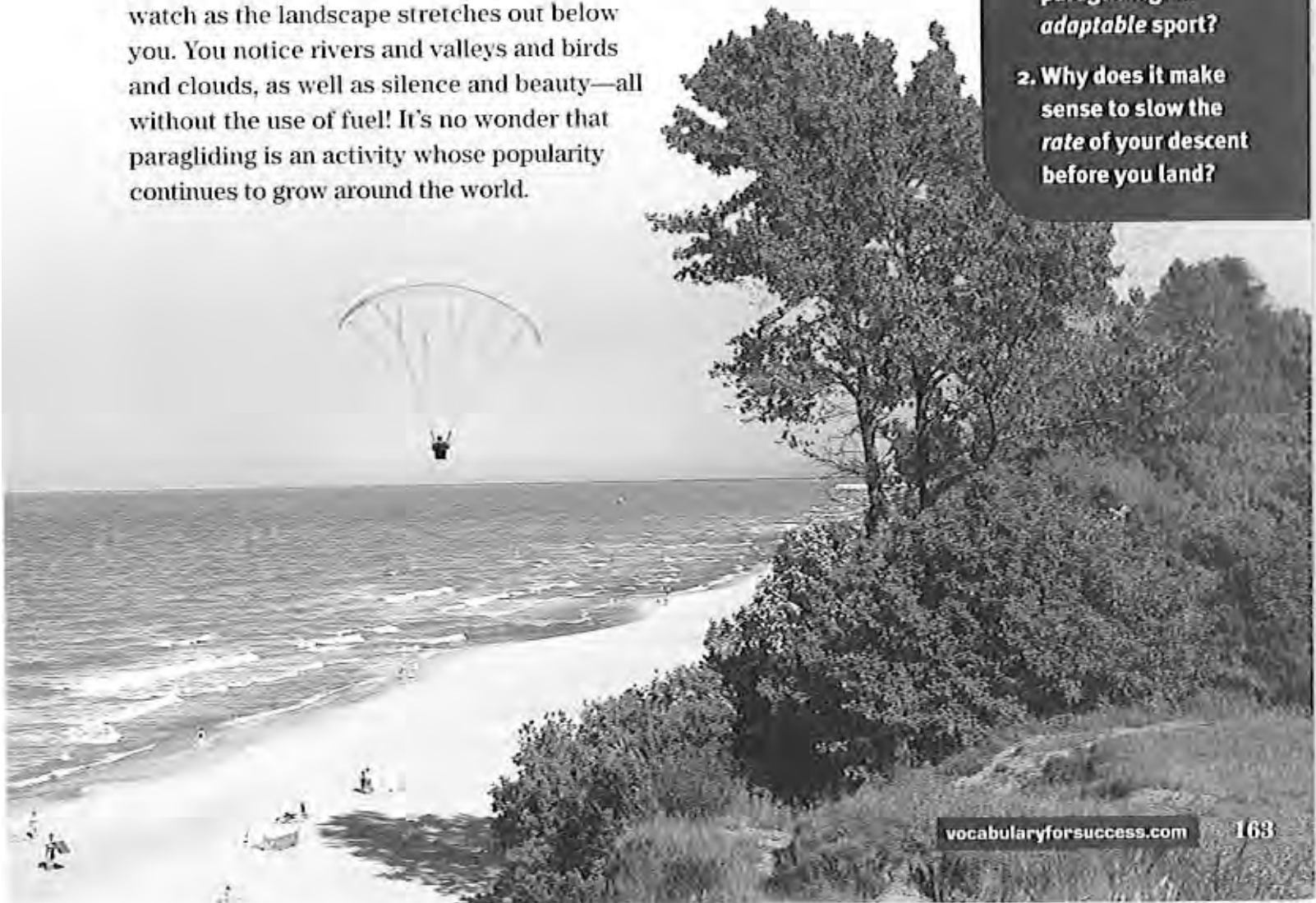
Paragliding equipment is very simple. There is no motor involved—just an inflatable fabric wing, a harness, and brake cords. These cords help you adjust the height at which you soar, as well as your speed and the direction you go in. When it's time to terminate the flight and land, you turn the wing into the wind and pull on both cords. This slows the rate of your descent.

Because the equipment is so light and portable, paragliding is a remarkably adaptable sport. It offers a chance to see the world from a unique point of view. You can fly high in the air and watch as the landscape stretches out below you. You notice rivers and valleys and birds and clouds, as well as silence and beauty—all without the use of fuel! It's no wonder that paragliding is an activity whose popularity continues to grow around the world.

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 is paragliding an *adaptable* sport?
2. Why does it make sense to slow the *rate* of your descent before you land?



Word Meanings

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

1. **abstract**
(AB-strakt) (adj.) Something that is *abstract* exists in the mind, not as a physical thing.
(n.) A written summary of the main points of an article or speech is an *abstract*.
2. **accelerate**
(ak-SEL-uh-rayt) (v.) When you make something go faster, you *accelerate* it.
3. **hover**
(HUH-vur) (v.) When things *hover*, they remain suspended in the air over one place.
4. **abandon**
(uh-BAN-duhn) (v.) When you leave an item or withdraw from an activity, you *abandon* it.
(n.) *Abandon* is the state of acting without control because you are extremely excited or enthusiastic.
5. **dismay**
(diss-MAY) (n.) *Dismay* is sudden, surprising disappointment or shock.
6. **adjust**
(uh-JUHST) (v.) When you bring something to a more satisfactory state or place, you *adjust* it.
7. **speed**
(speed) (n.) *Speed* is the rate at which something happens or an object moves.
(v.) When you *speed*, you go faster. If you *speed* in a car, you drive faster than the legal limit.
8. **terminate**
(TUR-muh-nayt) (v.) When you *terminate* something, you bring it to an end.
9. **rate**
(rayt) (n.) A *rate* is a measurement that compares two things, such as speed versus stillness. For example, a bike might travel at a *rate* of 20 miles per hour.
(v.) When you *rate* something, you determine its worth, cost, or rank against other things.
10. **adaptable**
(uh-DAP-tuh-buhl) (adj.) Something that is *adaptable* can change or be made to fit or to be used for a new situation or purpose.



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 Can
Hover**
kites

**Animals That Are
Known for
Their Speed**
cheetahs

**Ways You Would
Adjust to a
New House**
unpack your belongings

**Reasons You Might
Feel Dismay**
a trip gets canceled

**Items That Are
Adaptable for
Many Uses**
plastic garbage bag

**Things You Can
Terminate**
games

**Things That We
Measure by Rate**
wind

**Things That Can Be
Accelerated**
a schedule

**Professions That
Require Abstract
Thinking**
artist

**Activities People
Abandon Because
of Fear**
skydiving

Check for Understanding

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

abandon	adaptable	rate
abstract	adjust	speed
accelerate	dismay	terminate
	hover	

1. If you want to finish on time, you'll have to accelerate the pace at which you're working.
2. The company will terminate the workers' contract once the job is finished.
3. Please don't abandon the project just because there have been problems.
4. It takes Lorena half as long to walk home from school because her speed is twice as fast as her sisters'.
5. The idea of love is so abstract that many people have trouble explaining it.
6. Mary's dismay was apparent from her sudden sad expression.
7. The rate of car sales fell from one per day to one per week.
8. In the future, cars will automatically adjust the height and angle of the front seats, depending on the passenger's size.
9. When lightning flashed nearby, the hikers had to abandon the path and seek shelter.
10. A constant breeze enabled the kite to hover over the field for an hour.
11. Please adjust the volume on your music player so I can't hear it.
12. This train will terminate at the next station, and everyone will get off.

Students may select *abandon* for Item 3. Have students discuss the meanings of *abandon* and *adjust*. Ask them to give examples of situations when they might abandon something or adjust it.

Expand Word Meanings

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

Bungee jumping demands a spirit of abandon. Jumpers tie rubber cords to their legs and then jump off a high place. The first bungee jumping began on the island of Vanuatu in the Pacific Ocean. Jumpers would attach vines to their feet and then rate the vines from most elastic to least elastic. As they plunged from great heights, their bodies would speed downward, and then the vines stretched like rubber cords and slowed down their fall. If you'd like to read more than just this abstract about the history of the activity, get a book from your library!

! Notice that the lesson's words are used in a different way here. For example, *abandon* is the feeling you get when you give up, or leave behind, all concerns. Look at the other highlighted words. Can you figure out their meanings as they are used here? Refer to page 164 to confirm meanings.

Apply Other Meanings

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

1. The swimmers ran down the beach with complete abandon and immediately dived into the water.
2. I read a/an abstract of the magazine article to make sure the information in the longer piece related to my research paper topic.
3. The judges will rate the performance of each skater based on technique and artistic presentation.
4. The store has an express checkout to speed the process of buying groceries.
5. The newspaper's food critic loved the food and will rate the restaurant the best in the city.
6. Many dancers show a sense of abandon as they move freely around the entire stage.
7. From his car, the policeman stopped drivers who chose to speed down the road.
8. The judges in the pie-baking contest will rate each pie and then announce which one they think is best.
9. If you speed around corners, your bike might skid because you are going too fast.
10. My mother suggested that I write a/an abstract with the main points I wanted to present before writing my entire speech.

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 phrase describes a *rate*?

- a. hours in a day
- b. beats per minute
- c. weeks and months

2. Which of these is *abstract*?

- a. a refrigerator
- b. a tooth
- c. an idea

3. Which of these can *hover*?

- a. a cloud
- b. a ball
- c. a meteorite

4. Which possession would someone be likely to *abandon*?

- a. a rare gem
- b. an old car
- c. a good book

5. Why would you be most likely to *terminate* a friendship?

- a. because the friend is caring
- b. because you and the friend have the same interests
- c. because the friend lied to you

6. Which vehicle travels at the greatest *speed*?

- a. an antique car
- b. a bumper car
- c. a racecar

7. Why would a driver need to *accelerate* a car?

- a. to move through a green light
- b. to go slower
- c. to allow someone to pass you

8. Which would NOT be easy to *adjust*?

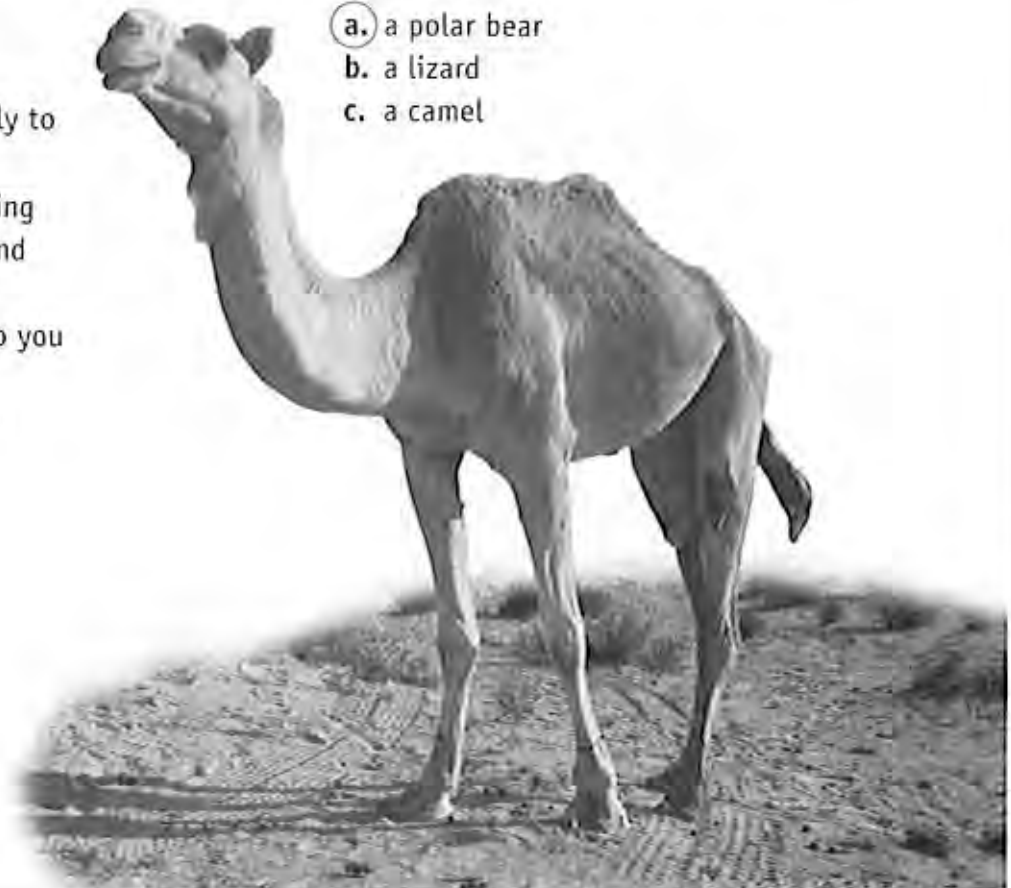
- a. a hat
- b. a heel
- c. a belt

9. Which event would cause someone the most *dismay*?

- a. seeing a favorite singer
- b. hearing a party's been canceled
- c. buying a new sweater

10. Which would be least *adaptable* to a hot climate?

- a. a polar bear
- b. a lizard
- c. a camel



Check Again

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

1. The home team's fans felt *dismay* when _____ the player for the other team scored a goal.
2. The sailor had to *abandon* his round-the-world trip because _____ storms damaged his boat.
3. A bandana is *adaptable* because _____ it can be used as a scarf as well as a handkerchief.
4. When covered wagons crossed America, they measured their *speed* by _____ counting how many days it took to get to California.
5. You can tell if something is *abstract* if _____ you can't understand it easily.
6. A skateboard will *accelerate* if _____ you push very hard with your foot or start rolling downhill.
7. A coach might *terminate* practice if _____ the weather conditions become very bad.
8. The *rate* of snowfall is based on _____ how many inches fall per hour.
9. I don't like it when insects *hover* near me because _____ they are waiting for a chance to bite me.
10. To *adjust* to changes in temperature, most people _____ wear warm clothing in the winter and lighter clothing in the summer.

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 *hover* in the second position.
We *hover* over the neighborhood when we're in our hot air balloon.
2. Write a question exactly eleven words in length that uses the word *accelerate*.
Why does the skier lean forward to *accelerate* down the mountain?
3. Use the word *speed* in a sentence about a moving object.
A ball's *speed* will decrease if it is rolling uphill.

Word-Solving Strategies: Prefixes

The prefixes *ab-*: “away, from” and *ad-*: “to”

You’ve learned about prefixes, suffixes, and root words in previous lessons. As you know, prefixes are added before a root. The prefixes *ab-* and *ad-* come from Latin. The prefix *ab-* means “away” or “from,” and the prefix *ad-* means “to.”

Sometimes it’s easy to figure out the meaning of a word based on its root word and prefix, because the root word is a recognizable English word. The lesson word *adjust* contains the root word *just*, which means “exact” or “right.” When you add the meaning of the prefix *ad-* to it, you know that *adjust* means “to bring something to a more satisfactory state.”

Often a word does not contain a recognizable English base word. The lesson word *abstract* was formed from the Latin

prefix *ab-* and the Latin root *trahere*, which means “to draw or pull away.” So *abstract* means “to be apart from the real world” or “existing in the mind.”

The lesson word *adaptable* comes from the word *adapt*. The prefix *ad-* combines with the Latin root *aptare*, meaning “to fit.” Something that is *adaptable* fits different situations.

Examples

Look at these examples of Latin base words with the prefixes *ad-* and *ab-* added.

ab- + *tenere* (hold) → abstain

(keep from doing)

ad- + *battuere* (beat down)

→ abate (put an end to)

ad- + *ornare* (prepare) →

adorn (decorate)

Many words in English begin with *ab-* or *ad-* but are not formations from Latin prefixes and Latin root words. These words became Latin stems on their own long ago. Examples include *abolish*, *abrasion*, *addition*, and *adhesion*.

BE CAREFUL!

Practice

Use what you’ve learned about the prefixes *ab-* and *ad-* to use the following words in sentences. Look up unfamiliar words in the dictionary.

1. absorb I used a sponge to absorb the water that spilled on the counter top.
2. address The principal will address the entire school at tomorrow’s assembly.
3. advance The marching band will advance along the parade route behind the float.
4. abrupt The traffic came to an abrupt stop as we approached the bridge.
5. adventure Our adventure began when my friend said she wanted to go outside.
6. adjective I need to find a strong adjective to describe my favorite book.

For Item 2, tell students to use the verb form of *address*, which means “to speak to directly,” in their sentence.

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 flow of the river began to *accelerate* after the rainstorm.

Accelerate means:

- A quicken
- B reduce
- C flood
- D change

2. A driver will *adjust* car mirrors when he:

- A can see perfectly on a sunny day
- B is in traffic stopped at a light
- C likes to drive on the highway
- D needs to see the cars behind him

3. The opposite of *hover* is:

- A hang
- B float
- C sink
- D freeze

4. What are circumstances in which people do NOT need to be *adaptable*?

- A perfect conditions
- B schedule changes
- C cancelled plans
- D stressful relationships

5. You would *rate* an object if you:

- A disliked it
- B needed another one
- C wanted to tell about its value
- D borrowed it from someone

6. Read this sentence.

The *speed* of the racehorse was unknown to the announcers.

Speed means:

- A gender
- B lane on the racetrack
- C number of pounds
- D measurement of motion

7. An event can cause *dismay* if it:

- A asks permission
- B surprises you
- C is under control
- D intrigues you

8. When you *abandon* an idea, it does NOT:

- A continue
- B make you let go
- C run away
- D make a sound

9. You would most likely *terminate* something that you:

- A were happy with
- B got for free
- C were tired of
- D weren't receiving

10. Something that is NOT *abstract* might be:

- A a concept
- B an object
- C a dream
- D a thought

If students choose C for Item 8, have them review the noun and verb forms of *abandon*.

Synonyms and Antonyms

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

sweltering flexible slow hidden tiredness changed
finish risk energy stroll outdated stray

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

1. My best friend is so **adaptable** that she is flexible enough to change plans whenever I ask her to, even at the last minute.
2. A **ramble** through the park on a spring day is a wonderful experience. When I am on a/an stroll, I always see people participating in all sorts of activities.
3. Onike was overcome with **fatigue** at the concert. Staying up late to read an excellent novel was the cause of her tiredness.
4. The ranger warned hikers not to **deviate** from the trail, because when people stray, they often lose their way in the woods.
5. The semester will finish in June. The classwork will **terminate** with exams.

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

6. Cars must slow when they pass through the small town. Then they can **accelerate** again on the highway.
7. I enjoy listening to **contemporary** music. In my opinion, most of the songs written before I was born are outdated.
8. After spending a week in the sweltering desert, the cold mountain air seemed almost **frigid**.
9. When I feel **fatigue** after a long day at school, a quick snack and a cool beverage give me energy.
10. I hoped that my friend would be **unaffected** by success, but I discovered that sudden fame had changed him.

Word Study: Idioms

An **idiom** is a phrase that means something different from the literal meaning of its words. For example, someone who goes “out on a limb” isn’t necessarily climbing a tree. The expression is a way of saying that the person is taking a risk.

Many of the words in Lessons 13–15 have meanings that can also be expressed as idioms. If your friends **abandon** (Lesson 15) you, you could say they are “leaving you high and dry” or “leaving you in the lurch.”

Practice

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

- | | | |
|----------|---|--|
| <u>f</u> | 1. The workers refused to work extra hours, but after their boss promised overtime pay she had them eating out of her hand . | a. makes a big effort to entertain guests and make them feel welcome |
| <u>a</u> | 2. Mom always rolls out the red carpet whenever my dad’s parents come to visit. | b. became very angry suddenly or for no good reason |
| <u>g</u> | 3. The dents were proof that the hailstorm did a number on the cars parked out on the street. | c. follow someone closely |
| <u>b</u> | 4. Andrew raised a reasonable objection, but Kelly accused him of making trouble and jumped down his throat . | d. told embarrassing things about each other |
| <u>h</u> | 5. The politicians, who had once been best friends, aired each other’s dirty laundry by telling secrets they had promised to keep. | e. suspect something is wrong |
| <u>e</u> | 6. Jocelyn promised to help her friend, but Tila could smell a rat and didn’t believe her. | f. doing whatever someone else wants |
| | | g. damaged |

Practice

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 idiom.

- | | |
|--------------------------------|---|
| 1. bark up the wrong tree | 5. see the light at the end of the tunnel |
| 2. under the weather | 6. get into hot water |
| 3. paint oneself into a corner | 7. pull someone’s leg |
| 4. in a nutshell | 8. push the envelope |

Vocabulary for Comprehension

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



Riverboarding

There was a time when the only way to **endure** the dangers of a whitewater river ride was in a padded, air-filled raft. The average tourist wanted to be **unaffected** by the water. Such a safe ride is now considered boring by thrill seekers. These daredevils feel excitement by riding through the rapids with **abandon**.

Today there is no wilder ride than to **descend** past a pile of rocks on **frigid**, fast-moving water, riding a board that looks like a small sled. Riders **adjust** their helmets and other padding to protect themselves. They may never see a **swell** such as the ones surfers ride in the ocean,

1. In line 7, these daredevils ride with **abandon** because

- A they are careful
- B they break laws
- C they want to stop doing it
- D they are enthusiastic

2. **Descend** (line 8) means

- A go down
- B flow faster
- C float by
- D splash wildly

3. Riders **adjust** (line 11) equipment to

- A set their direction
- B warm themselves
- C make it fit better
- D make the ride more exciting

but they face their own challenges and dangers.

15 Their boards fly through the roaring water and dodge giant rocks. Their **momentum** increases in faster water. Riverboarders emerge from the water feeling intense **fatigue**, yet many who have done it can't wait to do it again.

20 To the **dismay** of many, swimming in fast-moving water is actually illegal in some states. But riverboarders have proven the safety of the sport. Early riverboarders actually saved lives when raft riders fell into the rapids and the only way to save them was riding a board out to them.

If students choose C for item 1, review the multiple meanings of *abandon*.

4. Another word for **swell** (line 13) is

- A wave
- B rock
- C boat
- D river

5. Riders feel **fatigue** (line 18) because

- A they're excited
- B they're fearful
- C they're tired
- D they're cold

6. A person who experiences **dismay** (line 20) can feel

- A laughter
- B wonder
- C hunger
- D shock

Making a Brighter Tomorrow



LESSON

16

The Rights for All

A student speaks about the rights of children around the world.

assemble	comprehensive	fragility
behalf	enforce	mediate
campaign	equity	mutual
capital		

LESSON

17

Protecting the Wolf

A scientist encourages a greater respect for the wolf.

captivity	incapacitated	savage
captured	qualitatively	tranquil
conservation	petition	vegetate
engage		

LESSON

18

Food We Can Use

A teenager starts an organization to help feed hungry people.

elaborate	institute	sustain
evolve	participatory	unifying
fluent	reluctance	vision
incline		



The Rights for All

<speech>

I'm Chris Howard and I've asked you, the Current Events Club members, to assemble here today in order to raise this question. Do you know what today is? It's November 20—Universal Children's Day! If we can celebrate Mother's Day and Father's Day, why can't we celebrate an international holiday whose purpose is to focus on the rights of children?

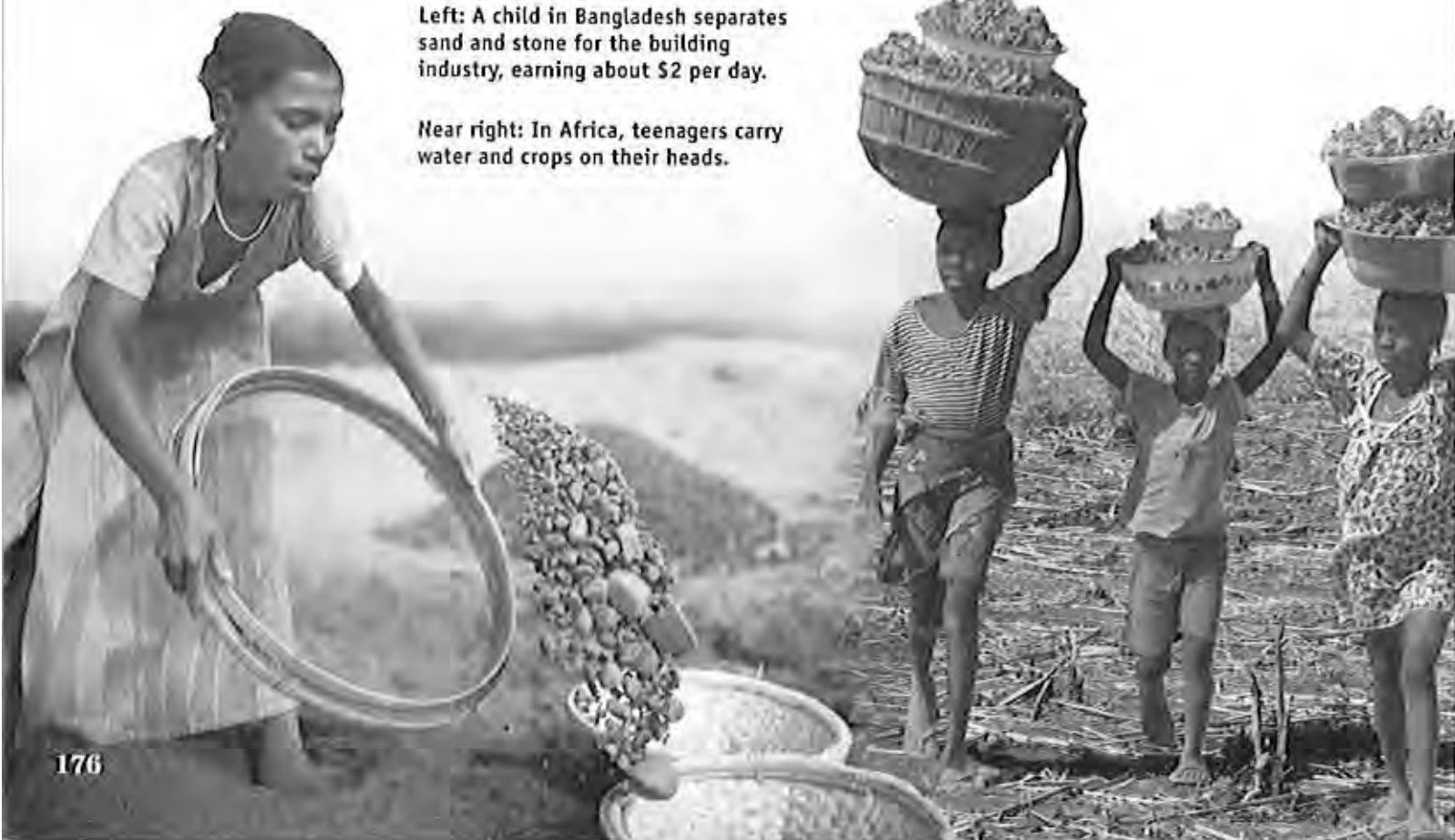
The fact that we don't have such a day suggests to me that we assume that children around the world already have basic rights. However, if this is our assumption, we are wrong. Nothing could be further from the truth. Did you know that hundreds of millions of children around the world are victims of violence? Some are

recruited to become soldiers at an age when many of us were just learning to ride a bike. Did you know that one out of every six children is forced to work? Or that 100 million to 150 million children live on the streets, and 400 million children go to bed hungry at night? This is information from the United Nations.

In 1989, world leaders came to the U.N. to begin a long-term, worldwide campaign on behalf of children. Recognizing children's fragility and defenselessness, the leaders wrote a comprehensive document to list the basic rights that all children deserve—so they can live and develop to their full potential, with protection from abuse and neglect.

Left: A child in Bangladesh separates sand and stone for the building industry, earning about \$2 per day.

Near right: In Africa, teenagers carry water and crops on their heads.



Explain to students that a speech is a set of prepared remarks that are read or spoken to a group.

VOCABULARY

assemble	equity
campaign	enforce
behalf	mutual
fragility	mediate
comprehensive	capital

The document also stated there must be gender equity among children so that girls and boys have equal access to education.

Our country, along with others, needs to do more to help enforce these mutual goals. We need to do more to protect the rights of children around the world and to mediate—or work together, making compromises—to find better solutions when situations require it. I believe the countries of the world need to invest more money, more capital, in these efforts. However, the first step is to raise awareness of the issue, and we can accomplish that by beginning to celebrate Universal Children’s Day.

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 was it important to begin a worldwide *campaign* that addresses children’s rights?
2. Why would world leaders take note of the *fragility* of children?

African street children work at a youth center.



Word Meanings

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

- 
1. **assemble**
(uh-SEM-buhl)
 - (v.) People who *assemble* come together.
 - (v.) When you *assemble* something, you put its parts together.
 2. **campaign**
(kam-PAYN)
 - (n.) A *campaign* is a series of actions taken to meet a goal or to achieve a certain result.
 - (v.) If you take part in actions designed to meet a goal or get a certain result, you *campaign*. You might *campaign* for a political candidate.
 3. **behalf**
(bi-HAF)
 - (n.) To do something on *behalf* of someone or something is to support or benefit that person or thing.
 4. **fragility**
(fruh-JI-luh-tee)
 - (n.) Someone or something that displays *fragility* can be easily broken, destroyed, or harmed.
 5. **comprehensive**
(kom-pri-HEN-siv)
 - (adj.) Something that is *comprehensive* includes a broad range of information necessary to discuss or understand a subject.
 6. **equity**
(EH-kwuh-tee)
 - (n.) *Equity* is fairness and freedom from favoritism. If you treat people with *equity*, you treat everyone equally.
 - (n.) *Equity* is the dollar value of property, such as a home or a car, minus any money a person still owes on it.
 7. **enforce**
(in-FORSS)
 - (v.) When you *enforce* something, you make sure that it is done. Parents often *enforce* good table manners at meals.
 8. **mutual**
(MYOO-chuh-wuhl)
 - (adj.) Something is *mutual* if two or more people have it in common. If two friends have *mutual* feelings, they feel the same way about each other.
 9. **mediate**
(MEE-dee-ayt)
 - (v.) When you *mediate*, you work between groups or people to bring them together and help them find solutions to problems.
 10. **capital**
(KA-puh-tuhl)
 - (n.) *Capital* is how much a person or organization is worth, based on how much money or property is owned.
 - (n.) A *capital* is a city that is the center of government. Similarly, a *capital* is a city that is the center of some special activity, such as a fashion *capital*.

Word Talk

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

Information That
Would Go Into a
*Comprehensive
Biography*
date of birth

Situations in Which
Equity Is Important
the way parents treat
children

Types of *Campaigns*
anti-smoking

People Who Have
Mutual Goals
teammates

Things You Do on
Behalf of Others
volunteer in the
community

Good Habits to
Enforce
getting eight hours of
sleep each night

Things to Do with
Your Capital
start a new business

People Who Might
Mediate a Dispute
referees

Reasons That
Students Assemble
to watch a school play

Things That Possess
Fragility
china cups

Check for Understanding

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

assemble	capital	fragility
behalf	comprehensive	mediate
campaign	enforce	mutual
	equity	

1. The clothing store features a movie star in its advertising campaign.
2. There is equity on a team that allows both boys and girls to participate.
3. The city made a/an comprehensive study of traffic patterns before building the new road.
4. The hikers will assemble before their trip to review maps of the trails.
5. My parents and I made a/an mutual decision that a goldfish would be the best pet for our family.
6. Mom had to mediate when my brothers began to argue.
7. We went to a fundraising dinner that was held on behalf of the museum.
8. The fragility of Grandma's bones caused her arm to break when she fell.
9. My father used his own capital to buy supplies for people who lost their homes in the flood.
10. The children's parents asked the babysitter to enforce the 8:00 bedtime.
11. After my physical examination, my doctor gave my parents a/an comprehensive report of my blood tests.
12. Many celebrities support charities and speak out on their behalf.



Some students may choose *mediate* as an answer for Item 10. Invite volunteers to talk which words in the sentence make *enforce* the better choice.

Expand Word Meanings

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

My soccer teammates and I are very fortunate. We all live in nice homes in which our families have built up equity. We're not rich, but we don't go without things. Since this isn't true for all young people, my team decided to campaign for students in need. We raised money to buy school supplies for students in another town, and we worked together to assemble and distribute backpacks filled with the supplies. When the governor heard about our work, he sent us a letter of thanks from the state capital.

Notice that some of the lesson words are used in a different way here. For example, look at *equity*. Here it means "the money value of property minus any debts owed on it." Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 178 to confirm meanings.

Apply Other Meanings

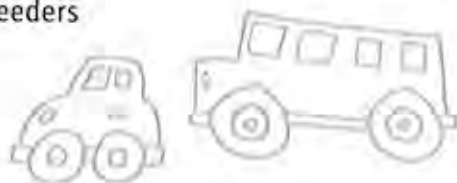
Complete each sentence with a highlighted word from the paragraph above.

1. My parents believe that Mayor Diaz should be reelected, and they will campaign for her this fall.
2. Dad bought the wood and nails to make a bookshelf and will assemble it at home.
3. The company has been making payments on its new office space and now has some equity in it.
4. We visited Washington, D.C., last summer and spent several days seeing the sights in our nation's capital.
5. Concerned pet owners hung fliers to campaign for vaccinating all dogs and cats against rabies and other diseases.
6. In order to assemble the cake, we must let the two layers cool before we add icing.
7. Our town holds so many concerts during the summer that people call it the music capital of the state.
8. The loan for our family car is almost paid off, so we have equity in it.
9. It took my mom hours to assemble my brother's bike because it has many parts.
10. I am trying to campaign for my father to take me ice skating this weekend by doing extra chores during the week.

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 is a *campaign* that would help keep drivers safe?
 - creating a bike path
 - issuing new drivers' licenses
 - fastening seat belts
- Which parts of a home have the most *fragility*?
 - wooden doors
 - glass windows
 - tile floors
- Which situation might require a person to *mediate*?
 - a dispute between workers and management
 - a discussion between doctor and patient
 - the purchase of a used car
- Which item might you have to *assemble* before you use it?
 - sleeping bag
 - tent
 - pillow
- Which of these could you do *on behalf* of another person?
 - eat
 - think
 - speak
- How could police *enforce* a speed limit?
 - encourage fast driving
 - write tickets
 - ignore speeders
- Which people are certain to have *mutual* relatives?
 - best friends
 - teammates
 - cousins
- Which would NOT be a way to increase your *capital*?
 - buy new clothes
 - open a bank account
 - advertise a business
- In which item could *equity* build up?
 - a boat rental
 - a hotel room
 - a vacation home
- Which item would give tourists a *comprehensive* description of a city?
 - city map
 - guidebook
 - bus schedule



Check Again

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

1. One example of the *fragility* of young mammals is they are helpless to protect themselves.
2. When my friends and I get together, we often *assemble* at the movie theater.
3. A *comprehensive* description of our school would include its location, the grades taught, and the principal's name.
4. If I were going to *campaign* to be class president, I would put up signs around school and give a speech telling why people should elect me.
5. I admire people who work on *behalf* of endangered animals.
6. Something that is difficult to *enforce* in parks is making sure people are considerate of other visitors.
7. If I had enough *capital* to start my own business, I would start a computer-repair service.
8. My best friend and I have a *mutual* interest in learning how to play the guitar.
9. One situation in which it would be impossible to treat every person with *equity* is who can get a driver's license, because children are too young to drive.
10. The last time I was asked to *mediate* an argument, I said no and let the people work it out themselves.

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 *fragility* in the last position.
My grandmother kept her vase collection in a case since they could get broken because of their fragility.
2. Write a question exactly ten words long, using the word *comprehensive*.
Did you make a comprehensive list of what you need?
3. Write a sentence about neighbors, using the word *mediate*.
When our two neighbors disagreed about a fence, Dad stepped in to mediate.

Word-Solving Strategies: Context Clues

Inferences

As you read, look for clues that can help you infer the meaning of an unfamiliar word. Read this example from “The Rights for All.”

It also stated there must be gender equity among children so that girls and boys have equal access to education.

You can use the words *boys and girls* and *equal access to education* to infer that *equity* means “fairness and freedom from favoritism.” You might also use your own knowledge to figure out that the words *equity* and *equal* come from the same root word.

Often, inference clues do not appear in the same sentence as the unknown word.

Quin refused to mediate. His friends would have to work it out themselves.

The second sentence provides the clue—*work it out*—that helps readers infer the meaning of *mediate*.

BE CAREFUL!

Practice

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

The United Nations is an international organization made up of over 190 countries. Established in 1945, its main headquarters is located in buildings along the East River in New York City. One of the most important functions of the UN is to champion peace. It does this by supporting and encouraging cooperation among nations. The UN also focuses on issues such as human rights and improving living conditions for all people.

WORD	INFERENCE CLUES	MEANING
international	over 190 countries	having to do with two or more nations
headquarters	main; located in buildings	head office or center of activities
champion	supporting and encouraging	support and promote a cause

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

1. My father's family is from Cuba, and my mother's parents moved here from Japan. When we have a family reunion, we enjoy a truly international celebration!
2. The headquarters of my father's company is in California. When he has to attend meetings at the main office, he must fly to the West Coast.

Practice for Tests

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

1. Read this sentence.

Paris is sometimes called the fashion *capital* of Europe.

In this sentence, *capital* means:

- A center of activity
- B base of government
- C place of wealth
- D clothing headquarters

2. A dog owner can *enforce* obedience by:

- A feeding the dog once a day
- B using a system of commands
- C giving the dog plenty of affection
- D buying the dog its own bed

3. The opposite of *assemble* is:

- A build
- B connect
- C construct
- D undo

4. In which group do all the materials or objects possess *fragility*?

- A fence post, steel, tin foil
- B wood, tree trunk, stone
- C rose, spider's web, tissue paper
- D string, rope, wire

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

- A individual
- B separate
- C different
- D shared

6. Read this sentence.

The *comprehensive* art class taught painting, sculpture, and photography.

Comprehensive means:

- A brief or incomplete
- B focused on one topic
- C wide-ranging
- D taught by a professional

7. A *campaign* for dental health might:

- A remind people to brush and floss
- B raise money for dental schools
- C help a few people in need
- D donate candy to children

8. When something has *equity*, it is NOT:

- A fair
- B unfair
- C right
- D equal

9. A person might *mediate* when:

- A everyone is getting along
- B two groups are disagreeing
- C people have similar opinions
- D two countries are at peace

10. If you did something on someone's *behalf*, you would:

- A harm the person
- B ignore the person
- C support the person
- D control the person

If students choose B, C, or D for Item 1, review the multiple meanings of the word *capital*.



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



Listen to this passage at vocabularyforsuccess.com.



Protecting the Wolf

<profile>

What do you picture when someone mentions a wolf? If you imagine a terrifying, ferocious creature, you're not alone. For years, people thought wolves were savage animals. Hunters shot them and farmers would petition for their elimination. In fact, four decades ago, wolves were almost extinct everywhere in the United States except Alaska. Many credit research scientists with the U.S. Geological Survey for helping people view wolves differently.

One U.S.G.S. research scientist's fascination with wolves began decades ago when he was photographing the animals. Initially, like others in his field, he studied wolves in captivity. However, he later came to believe that studying such wolves provided a qualitatively different and less accurate picture than studying them in the wild. One might think that captured wolves would vegetate and grow increasingly tranquil

in cages. Instead, the scientist noticed that when wolves were captured and put together, one would always emerge as the "top dog" in the pack and would control the others. The scientist saw that in the wild, on the other hand, wolves were social and traveled and hunted in packs. These packs were like a family—composed of parents and several generations of younger wolves.

Visitors to wildlife centers can engage in hands-on activities that explore the habitats in which wolves live. They learn that wolves prey on large animals, like deer, that eat low-growing plants. This, visitors learn, benefits both animals and the environment. When there were few wolves in the wild, other animal populations grew too numerous. Today, because of conservation, America's wolf population numbers more than 5,000. That means there

Explain to students that a profile is a short description of someone and aspects of his or her life, such as his or her work.

are fewer deer and other large animals in the wild now, and as a result there is less damage to the habitats in which they live. Additionally, when disease or lack of food has incapacitated an animal, it is more likely to be attacked by wolves. The result is that the remaining herd is healthier. In helping us to understand wolves better, the U.S.G.S. scientist showed us that there are many reasons that we must value and protect all animals.

Left: A young wolf pup howls.

Below: A pack of wolves is like a family, with members traveling and hunting together.

VOCABULARY

savage	vegetate
petition	tranquil
captivity	engage
qualitatively	conservation
captured	incapacitated

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 view wolves as *savage*? Why or why not?
2. In what ways might studying wolves in *captivity* be different from studying them in the wild?

Word Meanings

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



1. **savage**
(SA-vij)
(adj.) Something that is *savage* is untamed or wild, and it is often fierce or dangerous.
(v.) To *savage* something is to attack it or to treat it harshly or violently.
2. **petition**
(puh-TI-shuhn)
(v.) When you *petition* for something you want or need, you make a request for it. People often *petition* in writing.
(n.) A *petition* is a written request made to someone in authority. Petitions have a list of signatures of other people who want the same thing.
3. **captivity**
(kap-TI-vuh-tee)
(n.) An animal in *captivity* is kept under human control and is not free. Similarly, a person in *captivity* is held as a prisoner.
4. **qualitatively**
(KAW-luh-tay-tiv-lee)
(adv.) Things described as *qualitatively* the same or different are being compared by their characteristics rather than by their amount or number.
5. **captured**
(KAP-chuhrd)
(v.) When a person or animal is *captured*, it is taken and kept. Similarly, enemies have *captured* a city if they've gained it by force.
6. **vegetate**
(VE-juh-tayt)
(v.) People or animals that *vegetate* are not participating in much physical or mental activity.
(v.) Anything that grows in the manner of a plant is said to *vegetate*.
7. **tranquil**
(TRANG-kwuhl)
(adj.) Someone or something that is *tranquil* is calm, free from excitement, and undisturbed.
8. **engage**
(in-GAYJ)
(v.) When you *engage* in an activity, you take part in the activity and become involved in it.
(v.) If you *engage* a person for a job, you hire that person.
9. **conservation**
(kon-sur-VAY-shuhn)
(n.) *Conservation* is the work of protecting something, especially nature, by making sure it is cared for and not destroyed.
10. **incapacitated**
(in-kuh-PA-suh-tay-tid)
(v.) If something has been *incapacitated*, it no longer has the power, strength, or ability to work or function.

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.

captured
captive
conservation
engage
incapacitated
qualitatively
petition (v.)
vegetate
savage (adj.)
tranquil



captured

Check for Understanding

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

captivity **engage** **savage**
captured **incapacitated** **tranquil**
conservation **petition** **vegetate**
qualitatively

1. Rather than vegetate in front of the TV all weekend, I decided to go hiking.
2. The conservation of natural areas is important if we want to protect wild creatures.
3. Many museums allow visitors to engage in laboratory experiments.
4. When I compare the two bike helmets qualitatively, I see that they are made of the same materials, but there is a big difference in their prices.
5. Police captured the burglar after they found him hiding behind a garage.
6. Rehabilitation centers keep injured animals in captivity until they are healthy enough to live in the wild again.
7. Tranquil swans floated peacefully on the calm waters of the pond.
8. Mother bears become savage protectors when their cubs are threatened.
9. The serious car crash incapacitated my best friend for weeks.
10. Dogs need exercise and shouldn't be allowed to vegetate indoors.
11. Members of the lakefront community will petition to have motorboats banned from the water.
12. I am an athletic person who loves to engage in many different sports in my free time.



Some students may choose *engage* as an answer to item 1. Invite volunteers to describe what they do when they *vegetate* and what they do when they *engage* in an activity. Repeat a similar procedure when other answers vary.

Expand Word Meanings

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

When an old field near my home was about to be sold to a builder, the neighbors became concerned. The land was beautiful, and the wild flowers that used to vegetate in the area were endangered. Tearing up the land for homes would savage it and destroy a natural habitat for animals and plants. Instead of just complaining, the neighbors decided to engage a lawyer to work for them. They also signed a petition asking the city to use the land as a nature preserve. The campaign worked, and today the land is a protected wildlife area.

Some of the lesson words are used here in a different way. For example, in this passage *vegetate* refers to the way plants grow and develop. Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 188 to confirm meanings.

Apply Other Meanings

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

1. My parents will engage an architect to help them design an addition to our home.
2. If the hurricane comes, it will savage the coastal town and destroy the beaches.
3. Many citizens signed a/an petition asking for state officials to clean up the river.
4. The new social networking site managed to vegetate into a dominant presence on the Internet.
5. People living along the river signed a/an petition requesting that the state remove the dam so the river could flow freely again.
6. During the busy holiday season, the store must engage the help of many temporary workers.
7. It didn't take long for the hobby of collecting small stuffed animals to vegetate among my sister's friends and become a popular trend.
8. Hungry bears can savage a camper's food supply, leaving only torn and broken containers behind.
9. Kids signed a/an petition to keep the town pool open an extra hour on weekends.
10. If the couple can't engage a live band for their wedding, they will hire a DJ.

Word Associations

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

- Which person might a homeowner *engage* to sell a house?
 - neighbor
 - real estate agent
 - home buyer
- Which action would you take if you decided to *petition* for something?
 - read a newspaper
 - collect signatures
 - stage a protest
- In which circumstance might a city be *captured*?
 - in an earthquake
 - after a football game
 - during a war
- Which item would you buy if you were interested in the *conservation* of the environment?
 - plastic cups
 - recycled paper products
 - bottled water
- Which animal is likely to *vegetate*?
 - a cat sitting in a window
 - a horse performing at a rodeo
 - a dog working on a farm
- In which setting would you be most *tranquil*?
 - city street at rush hour
 - classroom before the bell
 - beach at sunset
- Which would cause a bus to be *incapacitated*?
 - heavy traffic
 - too many passengers
 - flat tire
- Which animal is considered *savage*?
 - wild tiger
 - pet turtle
 - racehorse
- Which might you consider if you were comparing cities *qualitatively*?
 - the size of the land
 - the number of people
 - the beauty of landmarks
- Which animal is held in *captivity*?
 - an outdoor cat
 - a monkey at the zoo
 - a bird in a nest



Check Again

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

1. A *savage* thunderstorm might cause serious damage from lightning or wind.
2. People in *captivity* often suffer because they have no freedom and may be treated poorly by those who imprison them.
3. If I could work for the *conservation* of only one thing, I would protect elephants in Africa.
4. My niece is full of energy, so we tried to find an activity to *engage* her so she would sit quietly for a little while.
5. The new fashion trend began to *vegetate* when the celebrity wore the dress to the awards show.
6. I would sign a *petition* that was in favor of letting teenagers vote when they are 16 years old.
7. A *tranquil* ride down a river on a raft would be slow and uneventful.
8. Some people watch movies about Earth being *captured* by aliens because they like to see how the human beings take back their planet.
9. If I were going to compare two stores *qualitatively*, I might describe the variety of products, how well they treat customers, and the appearance of the store.
10. A pet might suffer if its owner was *incapacitated* by an illness because the owner might not be able to take care of 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 Owns

1. Write a sentence with the word *captured* in the third position.
If I captured a butterfly, I would observe it and then release it.
2. Write a question exactly ten words long, using the word *petition*.
Would you petition your town to repair the athletic fields?
3. Write a sentence about the beach, using the word *vegetate*.
On hot summer days, I like to vegetate on a towel at the beach.

Word-Solving Strategies: Roots

Latin Root *cap*: “to take, hold, or seize”

You’ve learned about the roots *dic*, *dict*, and *clud* in previous lessons, and you know that identifying a root can help you figure out word meanings. Another root that is useful to know is *cap*, which comes from the Latin words *captus* and *capere* and means “to take, hold, or seize.”

Three of the words in this lesson are based on the root *cap*. Those words are *captured*, *captivity*, and *incapacitated*. Let’s examine the word *captured*. You know that *cap* can mean “to take, hold, or seize.” The suffix *-ure* can mean “the act or process.” These word parts can help you figure out that *capture* means “the act of taking, holding, or seizing.” The past tense of the word, *captured*, means “took and held.”

Now let’s look at the word *captivity*. The suffix *-ive* can mean “tending to be,” and the

suffix *-ty* can mean “the condition of.” When you put these meanings together with the meaning of the root, you might be able to figure out that *captivity* means “the condition of being held as a prisoner or under the control of another.”

A Third Example

Look at the word *incapacitated*. You can use the meaning of the prefix, the root, and the suffix to figure out the meaning of the word.

in- → not

cap → take, hold, seize

-ate → cause

Its meaning is “caused to lose the power, strength, or ability to work or function.”

Some words have Latin roots that are the same in spelling but mean different things. For example, the word *capital* has the Latin root *cap*, but in this case the root comes from the Latin word *caput*, which means “head.” If you can’t figure out a word from its root, use context clues or a dictionary to help you determine the meaning.

BE CAREFUL!

Practice

Read each sentence below. Then use what you know about the Latin root *cap* to write the meaning of the word in italics. Check your answers in a dictionary.

1. My older sister is a *capable* person who can take on many tasks at one time.

able to grasp things and do them well

2. Dad’s new truck is huge, and it has a gas tank with an extra-large *capacity*.

ability to hold a certain amount

3. The charming host *captivated* her dinner guests with stories about her travels.

to hold attention with charm or appeal

4. During the war, the *captors* took prisoners to camps where they were held for years.

those who take and hold others.

Encourage students to compare answers with a partner before they check their answers in a 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.

Rescuers *captured* injured birds in order to repair their wounds.

In this sentence, *captured* means:

- A marked for study
- B caught and held
- C imprisoned
- D tamed for pets

2. People *vegetate* when they:

- A work in the garden
- B spread a rumor
- C sit and relax
- D lead a dull life

3. The opposite of *captivity* is:

- A isolation
- B bondage
- C freedom
- D fragility

4. What's the most active way to *engage* in a sport?

- A watch it
- B talk about it
- C read about it
- D play it

5. A word associated with *tranquil* is:

- A quiet
- B nervous
- C restless
- D confused

6. Read this sentence.

Many organizations work for the *conservation* of forests.

Conservation means:

- A removal
- B appreciation
- C supervision
- D protection

7. A runner might be *incapacitated* by:

- A a broken ankle
- B a rainy day
- C cheering fans
- D a rough track

8. When you compare two novels *qualitatively*, you do NOT talk about:

- A characters
- B price
- C settings
- D themes

9. You might start a *petition* if you wanted:

- A advice from an authority
- B attention in the news
- C changes to a situation
- D signatures of all your friends

10. A *savage* animal is one that is:

- A kept in a zoo
- B easy to tame
- C unafraid of people
- D fierce and dangerous

If students choose D for Item 2, review the multiple meanings of *vegetate*.



Food We Can Use

<interview>

Explain to students that in an interview the interviewer asks questions about a topic about which the guest is knowledgeable.

Host: Welcome to *Franklin Today*.

A food revolution started with muffins—that’s what 17-year-old Zach Schwartz, the founder of Food We Can Use, says. Zach, can you elaborate?

Zach: One night my family and I were eating at a diner when I noticed someone behind the counter throwing out muffins. They looked fine, so I asked the woman why she did that. She told me lots of food gets thrown out every day. Even though it’s still edible, people don’t want to eat day-old food. The next day, I visited a local supermarket and saw a dumpster filled with unsold food. This seemed incredible, especially since I’d learned at a science fair that 17 million American households don’t have enough to eat. I was confident that there must be hungry people here who could use this food!

Host: So what did you do?

Zach: First, we went to the local food pantry and the community center, where they told me that with more food, they could serve more people. Then we went to local restaurants and markets and asked for food donations. At first, we sensed some reluctance because food being donated needs to be handled differently.

We decided to institute guidelines for food handling to address this.

Host: Who is the “we” you refer to?

Zach: When we started, the organization was just my family, but it began to evolve and develop over time.

Companies lent us trucks and drivers, and like an incline that slowly takes a truck higher, we’ve seen a gradual increase in the number of volunteers. People like the participatory experience of collecting food and helping to make a difference. Meanwhile, I’ve become fluent in the methods of running a large volunteer organization. Today we sustain two food pantries and provide ingredients for many meals at the community center. Unifying all of us is a single vision—that no one in Franklin should go hungry.

Host: Zach, thanks for joining us today. We expect great things from you in the future. You’ve set a great example for other young people to get involved in their communities.

Zach: Thanks. We still have a lot of work to do.

Host: I hope that in a few months you’ll come back to *Franklin Today* to give us an update.



VOCABULARY

elaborate	participatory
reluctance	fluent
institute	sustain
evolve	unifying
incline	vision

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 other kinds of things might Zach be *fluent* in as a result of this experience?
2. How did Zach's organization *evolve*? Be sure to include ways that Zach didn't mention.

Volunteers serve up meals for those who don't have enough to eat.



Word Meanings

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

1. elaborate
v. (i-LA-buh-rayt)
adj. (i-LA-bu-rit)
(v.) When you *elaborate* on something, you add details to explain it or tell more about it.
(adj.) Something that is *elaborate* is complicated, full of details, or very fancy.
2. reluctance
(ri-LUHK-tuhns)
(n.) If you feel *reluctance*, you feel as if you don't want to do something. *Reluctance* causes you to hesitate or be unwilling.
3. institute
(IN-stuh-toot)
(v.) When you *institute* something, you introduce it or start it.
(n.) An *institute* is an advanced school for people in fields such as art, cooking, or technology. Similarly, an *institute* is an organization set up for a special purpose, such as to support a cause.
4. evolve
(i-VOLV)
(v.) Something will *evolve* when it develops, or changes and grows. Things often *evolve* by getting bigger, better, or more complex.
5. incline
n. (IN-kline)
v. (in-KLINE)
(n.) An *incline* is a slope. When you walk up a hill, you walk up an *incline*.
(v.) Something that is able to *incline* you can persuade or influence you.
6. participatory
(par-TI-suh-puh-tor-ee)
(adj.) *Participatory* events give people opportunities to take part or engage in them. The United States government is *participatory*, because citizens are allowed to vote.
7. fluent
(FLOO-uhnt)
(adj.) A person who is *fluent* in a skill or language has mastered it or has the ability to do it very well.
8. sustain
(suh-STAYN)
(v.) You *sustain* something by giving it support or helping out so that it will continue.
9. unifying
(YOO-nuh-fye-eeng)
(v.) By *unifying* ideas or people, you bring them together in agreement. *Unifying* objects means bringing parts together to make a whole.
10. vision
(VI-zuhn)
(n.) A *vision* is a picture in your imagination or a way of thinking about things.
(n.) *Vision* is seeing, one of the five physical senses.



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 Have
an *Incline*
skateboard ramp

Activities That Are
Participatory
school chorus

Skills in Which
Eighth Grade
Students Should
Be *Fluent*
writing a book report

Ways That Reporters
Elaborate on
the News
show video

Events for Which
You Might Have
a *Vision*
future career

Ways to *Sustain*
Good Health
exercise on
a regular basis

Ways a Plan Can
Evolve
include more people

Rules Many Parents
May *Institute*
a curfew

Things People Often
Feel *Reluctance*
About
speaking in front
of an audience

Ideas That May
Unify People
an election

Check for Understanding

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



elaborate incline sustain
evolve institute unifying
fluent participatory vision
reluctance

1. The science fair is a/an participatory event in which students at all grade levels get involved.
2. My dog hates to get wet and shows reluctance to go outside when it rains.
3. The architect's vision for the new building includes a courtyard.
4. A desire to win the tournament is unifying the players as a team.
5. My teacher asked me to elaborate on my summary by giving more details.
6. What started as only four people playing chess began to evolve into a chess club with many members.
7. Although I have a bank account, I am not fluent in financial matters.
8. Volunteers help sustain the science museum by donating their time.
9. The company will institute a smoking ban that goes into effect next month.
10. The goal of reaching the mountaintop is unifying the climbers.
11. As people who study snakes, herpetologists show no reluctance to handle them.
12. The incline at the entrance to the post office makes it easy for people in wheelchairs to enter the building.



Some students may choose *unifying* or *elaborate* as an answer for Item 1. Invite volunteers to talk about school events in which they have participated and to use the word *participatory* in their responses. Repeat a similar procedure if other answers vary.

Expand Word Meanings

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

Alex spent many hours daydreaming about being a hero. In one of his fantasies, he was a doctor who restored sight to hundreds of people without vision. In another, he was a technical institute graduate who designed water systems for thirsty people in faraway villages. His elaborate dreams were filled with many exciting details, but they didn't help anyone! Alex wondered what event might incline him to take action. Then after reading about a local soup kitchen, he decided to volunteer in his community and help out in small but very important ways.

! In this passage, some of the lesson words are used in a different way. For example, in this passage the word *vision* means "the act of seeing or the sense of sight." Can you figure out the meanings of the other highlighted words as they are used here? Refer to page 198 to confirm meanings.

Apply Other Meanings

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

1. My older brother plans to attend a cooking institute where he will train to become a chef.
2. The mystery novel had so many twists and surprises in its elaborate plot, that I couldn't guess the ending.
3. The icy wind made my eyes water and my vision blur.
4. The colorful tapestry has a/an elaborate background filled with flowers, trees, and forest animals.
5. Hearing about the safety recalls should incline many drivers to bring their cars to the dealerships for repair.
6. My vision improved after my doctor prescribed new glasses for me.
7. The goal of the animal welfare institute is to protect all animals, not just those that live in the wild.
8. The new sculptures may incline many people to visit the art museum.
9. Older people with vision problems often find it difficult to read small print.
10. The sudden warm weather might incline people to cancel their plans to go skiing.

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 profession requires you to have excellent *vision*?

- a. musician
- b. salesperson
- c. pilot

2. How can someone help *sustain* a healthy environment?

- a. by recycling plastic
- b. by complaining
- c. by wasting water

3. Which person might show the most *reluctance* to be away from home?

- a. a person on vacation
- b. a small child without his parent
- c. a teenager at the mall

4. Which celebration might be most *elaborate*?

- a. a casual birthday
- b. a big wedding
- c. a family reunion

5. Which might *incline* you to go to college?

- a. a desire for a good career
- b. making new friends
- c. getting a car

6. How could a discussion about a problem *evolve*?

- a. It doesn't solve the problem.
- b. It never happens.
- c. It becomes an argument.



7. Which activity can be described as a *participatory* event?

- a. reading a book
- b. running in a race
- c. watching a movie

8. Which person must be *fluent* in animal behavior?

- a. bird watcher
- b. dog trainer
- c. zoo visitor

9. Which place might be called an *institute*?

- a. art school
- b. day care center
- c. mechanic's shop

10. Which person's job includes *unifying* members of a sports team?

- a. sports doctor
- b. newspaper reporter
- c. coach

Check Again

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

1. Although I'm usually adventurous when it comes to eating, I have a *reluctance* to try sushi or any raw food.
2. If I were asked to *elaborate* on my favorite summer activity, I would talk about surfing at the beach and the friends I do it with.
3. Poor *vision* can be corrected with glasses and contact lenses.
4. If I could be *fluent* in any area, I would want to master the skill of playing the guitar.
5. A person who wants to *evolve* from a being a good writer to being a great writer should write as much as possible.
6. In order to *sustain* its business, a popular restaurant should provide excellent customer service.
7. The *participatory* nature of the class project means that all team members will contribute.
8. If a car were parked on an *incline* without its safety brake on, it might roll down the incline and crash into something.
9. *Unifying* people happens when you get them working on a common goal or project.
10. If I could *institute* a new holiday, it would be a national holiday on my birthday.

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 exactly eleven words long, using the word *institute*.
The town's recreation department decided to institute lower fees for students.
2. Write a sentence in which you use the word *fluent* in the fourth position.
My parents are fluent in Spanish, because they were born in Mexico.
3. Write a sentence about a building, using the word *elaborate*.
Elaborate curtains stitched with gold threads cover the palace windows.

Word-Solving Strategies: Context Clues

Synonyms

Synonyms can help you figure out the meaning of unfamiliar words in a reading passage. You can often find synonyms by looking for words set off by commas or connected by the word *and*. Read this example from "Food We Can Use."

When we started, the organization was just my family, but it began to evolve and develop over time.

Notice that in the example, the synonyms *evolve* and *develop* are connected by the word *and*.

Synonyms are not always set off by commas or connected by *and*.

Regardless of their income, all people need nutritious food that is healthy for them.

The synonym for *nutritious*—*healthy*—appears in the same sentence but isn't set off by commas or connected by *and*.

BE CAREFUL!

Practice

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

The services provided by municipal, or city, food banks support families in need. These charities often supply food to thousands of families annually, or yearly. Some food banks distribute only preserved and nonperishable foods in cans and boxes. Others have food pantries from which families can select fresh produce. Indispensable items necessary for everyday living, such as soap and paper products, may also be provided.

WORD	SYNONYM	WORD MEANING
municipal	city	having to do with a city or town
annually	yearly	every year
nonperishable	preserved	not likely to rot or spoil quickly

B. Write a sentence for each of the four highlighted words from the paragraph above. Use a synonym as a context clue.

- _____ In my town, people of all ages enjoy our beautiful municipal parks in the spring.
- _____ It's important to visit a doctor annually because a checkup once a year will help you stay healthy.
- _____ We often take nonperishable dried foods with us when we go hiking.
- _____ Indispensable supplies such as paint, brushes, paper, and pencils are necessary to an artist.

Practice for Tests

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

1. Read this sentence.

In June, the store will *institute* a summer schedule with longer hours.

Institute means:

- A stop
- B teach
- C introduce
- D include

2. A person is *fluent* in a skill if he or she:

- A can do it well
- B is learning it
- C talks about it a lot
- D has no ability to do it

3. The opposite of *unifying* is:

- A joining
- B merging
- C connecting
- D separating

4. In which group can all the items be described as having an *incline*?

- A skating rink, ball field, bleachers
- B hillside, mountain trail, escalator
- C flagpole, street, parking lot
- D desk, table, staircase

5. When you help *sustain* a zoo, you:

- A close it
- B walk around it
- C support it
- D dislike it

6. Read this sentence.

My *vision* for the future includes becoming a concert pianist.

In this sentence, *vision* means:

- A written plan
- B sense of sight
- C prediction
- D mental picture

7. Something that will *evolve* will NOT:

- A grow and change
- B progress
- C remain the same
- D develop

8. An *elaborate* plan might have:

- A many steps
- B a few steps
- C no purpose
- D no design

9. A word closely associated with *participatory* is:

- A remote
- B uninterested
- C popular
- D group

10. A person who shows *reluctance* might:

- A join in
- B hesitate
- C show willingness
- D be enthusiastic

If students choose B as an answer for items 1 or 9, review the multiple meanings of *institute* and *vision*.

Synonyms and Antonyms

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

develop tame part toughness shared painful
released dividing trade slant quiet meet

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

1. Jessie won't tell other kids about the **tranquil** spot where she goes to read, because if they know about it, it will not remain quiet for long.
2. Our backyard is on an **incline**. Because of the slant, it's a great place for sledding on snowy days.
3. The chess club members meet every Saturday. When it is not raining, they **assemble** at a local park to play matches outdoors.
4. My friend and I have a **mutual** love of skiing. We discovered this shared interest one day when we were talking about winter sports.
5. As I develop new services, my small pet sitting business will **evolve** into a successful company.

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

6. Although my cat screeches like a **savage** beast when he's hungry, everyone in the family knows that he's just a tame little kitty.
7. Rather than **unifying** the team members, the pressure to win the championship was dividing them.
8. My relatives **assemble** each year for a family reunion. It is always hard for us to part when the celebration ends.
9. The scientists **captured** and tagged the dolphin. Then it was released into the sea again.
10. My great-grandfather's toughness is amazing. He has none of the **fragility** that people his age often have.

Word Study: Proverbs

The interview with Zach Schwartz in Lesson 18 illustrated the truth of the proverb, “Waste not, want not.” Zach’s organization found a way to get food that was being wasted to people who didn’t have enough to eat.

Proverbs are wise sayings. Like idioms, proverbs have a meaning that goes beyond their literal meaning. For example, “One tree doesn’t make a forest” means that one person can’t accomplish as much as several people working together. “You can’t see the forest for the trees” warns against focusing on small details and missing the larger point.

Practice

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

- | | |
|--|--|
| <u> i </u> 1. Actions speak louder than words , so Mr. O'Donovan put bushes along the road after promising to help beautify his neighborhood. | a. A different person brings positive changes. |
| <u> e </u> 2. Don't cry over spilled milk ; just get on with things and try to learn from your mistakes. | b. If you keep something bad from happening now, you won't have to deal with problems later. |
| <u> a </u> 3. Figuring a new broom sweeps clean , the failing company decided to hire a new vice president to improve sales. | c. A person can't alter his or her basic nature. |
| <u> b </u> 4. Uncle Martin jogs every day because he believes an ounce of prevention is worth a pound of cure . | d. No one should complain about others unless he is perfect. |
| <u> d </u> 5. Whenever we start criticizing others, Aunt Beth reminds us that people who live in glass houses shouldn't throw stones . | e. Don't focus on bad events that can't be changed. |
| <u> c </u> 6. "Maggie was a mischievous child," said Polly, "and a leopard doesn't change its spots ." | f. What you do is more important than what you say. |
| | g. Similar people hang out together. |

Practice

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

- | | |
|------------------------------------|---|
| 1. Too many cooks spoil the broth. | 5. Least said, soonest forgotten. |
| 2. Better safe than sorry. | 6. A constant guest is never welcome. |
| 3. A bad workman blames his tools. | 7. Where there's a will, there's a way. |
| 4. Blood is thicker than water. | 8. Once bitten, twice shy. |

Vocabulary for Comprehension

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



The American Red Cross

In an emergency or time of need, to whom do Americans turn? They often turn to the people of the American Red Cross. Organized in 1881 by Clara Barton, a teacher who became a Civil War nurse, the Red Cross continues to develop and **evolve**. Today it is a wide-ranging and **comprehensive** emergency response organization.

One of the most important functions of the Red Cross is to work on **behalf** of people affected by natural disasters. When destructive earthquakes or **savage** storms hit, Red Cross workers and volunteers **assemble** quickly and are often among the first people on the scene.

Part of the ongoing work of the Red Cross is to **engage** in the collection of blood. It often holds **participatory** blood drives in which people donate blood for hospitals.

The Red Cross also helps American veterans **incapacitated** by war. It supports military families and other families in need. In addition, it offers training that enables people to become **fluent** in survival skills such as first aid or CPR.

In troubled and in **tranquil** times, the American Red Cross is there to assist. For more than 125 years, the organization has been helping people and saving lives.

Test Taking Tip: Remind students to look for signal words such as *riot* in Item 2.

1. In sentence 3, **evolve** means

- A move back
- B grow
- C stay the same
- D fall apart

2. Something that is **comprehensive** (line 7) is NOT

- A broad
- B complete
- C limited
- D widespread

3. When people **assemble** (line 13), they

- A build things
- B separate
- C wander around
- D get together

4. If you were **incapacitated** (line 20), you might be

- A injured
- B healthy
- C slightly ill
- D unaffected

5. A person who is **fluent** (line 23) is

- A smart
- B feeble
- C knowledgeable
- D unskilled

6. Another word for **tranquil** (line 24) is

- A disorderly
- B confusing
- C dull
- D peaceful