

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	rejected
apparel	feeble
stifle	intrinsically
negative	positive
duration	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.

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?

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

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

Check for Understanding

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

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.

vocabularyforsuccess.com

▶ Watch a video introduction for each word

🔊 Listen to iWords

📖 Refer to the online dictionary

- 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)

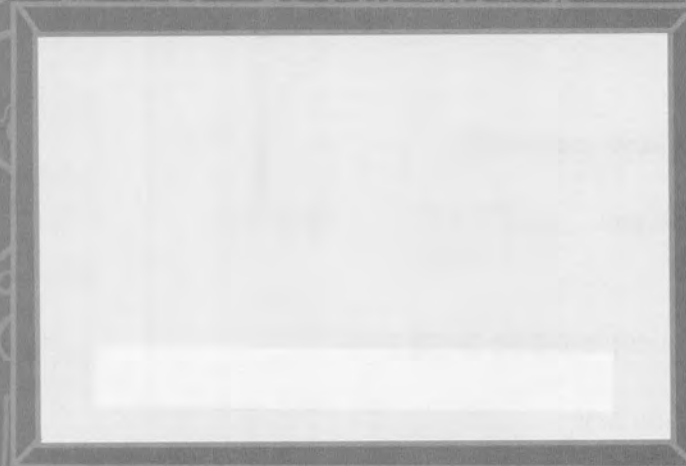
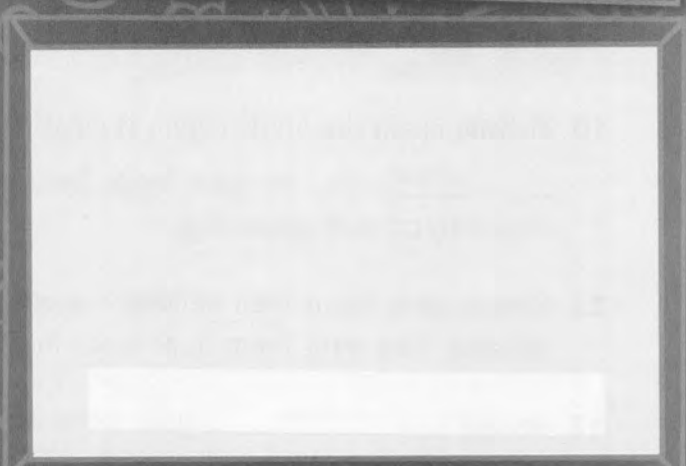
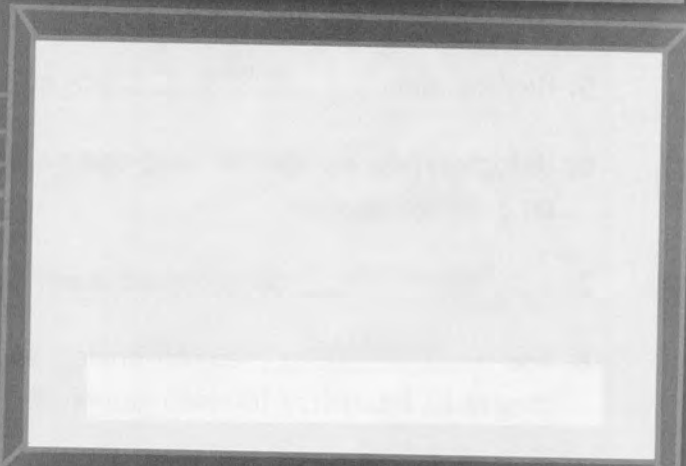
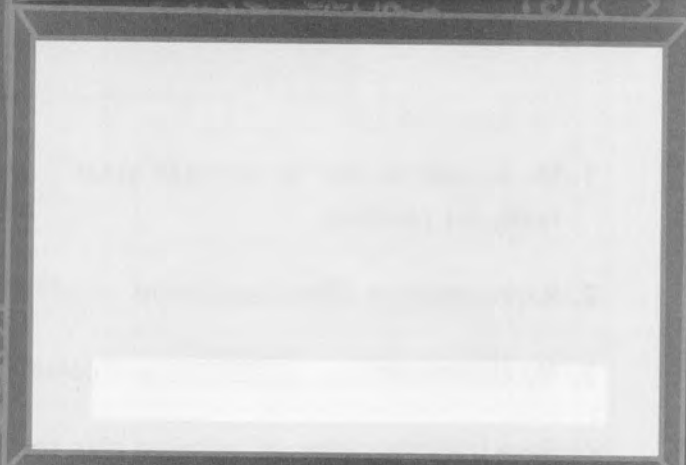
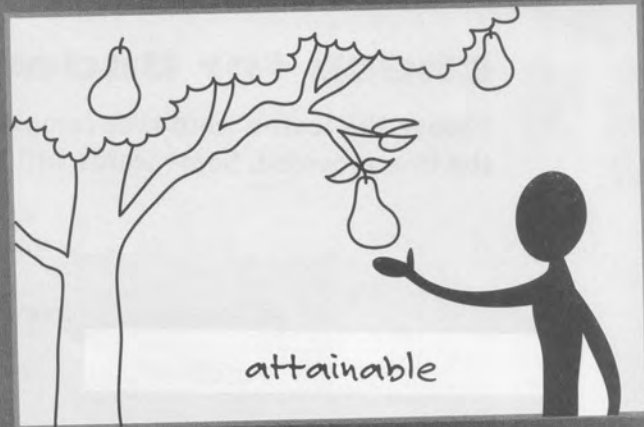
(n.) A *crisis* is a changing situation that will likely result in a highly unfavorable outcome.



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	

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

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-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.

- seclusion Our neighbor didn’t like people,
so he lived in seclusion in his house.
- conclusion At the conclusion of the
awards ceremony, we each got a medal.
- inclusive The inclusive event welcomed
people of all cultures and traditions.
- inclusion Organizers encouraged the
inclusion of dogs at the outdoor concert.
- reclusive Efia felt sorry for the reclusive
child who didn’t seem to want friends.
- 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 *-sion* makes a verb a noun, and the suffix *-sive* 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

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

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



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



Listen to this passage at vocabularyforsuccess.com.



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.

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.

VOCABULARY

conform	intelligence
uniquely	margins
convert	subsequently
onslaught	logically
calamity	plea

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.

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	

- Bridget's intelligence was often apparent when she was discussing books.
- The mayor wasn't expecting such a/an onslaught of public criticism.
- They are planning to convert the old school building into apartments.
- All contest entries must conform to the published rules.
- The water company determined the allowable margins for certain pollutants in the drinking water in order to keep residents safe.
- The environmentalists made a/an plea to stop offshore drilling for oil.
- Logically, items that cost more should be made of better quality materials.
- When Sienna got the flu on the day of the talent show tryouts, she considered it a/an calamity.
- I ate too much popcorn and subsequently felt ill.
- Her experience taking care of her own pets made her uniquely qualified to volunteer at the animal shelter.
- The sad look in the dog's eyes was a silent plea to be petted.
- 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.



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

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." Discuss how those meanings differ from *education*.

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 | <input type="checkbox"/> | 3. agreeable | <input type="checkbox"/> | 5. uniquely | <input type="checkbox"/> | 7. crisis | <input type="checkbox"/> |
| 2. include | <input type="checkbox"/> | 4. impatient | <input type="checkbox"/> | 6. onslaught | <input type="checkbox"/> | 8. intelligence | <input type="checkbox"/> |

Vocabulary for Comprehension

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



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



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



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



Listen to this passage at vocabularyforsuccess.com.

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**?



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	

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

vocabularyforsuccess.com

▶ **Watch** a video introduction for each word

🔊 **Listen** to iWords

📖 **Refer** to the online dictionary

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



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

Some students may choose *persist* as an answer for Item 6. 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.



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	

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



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.

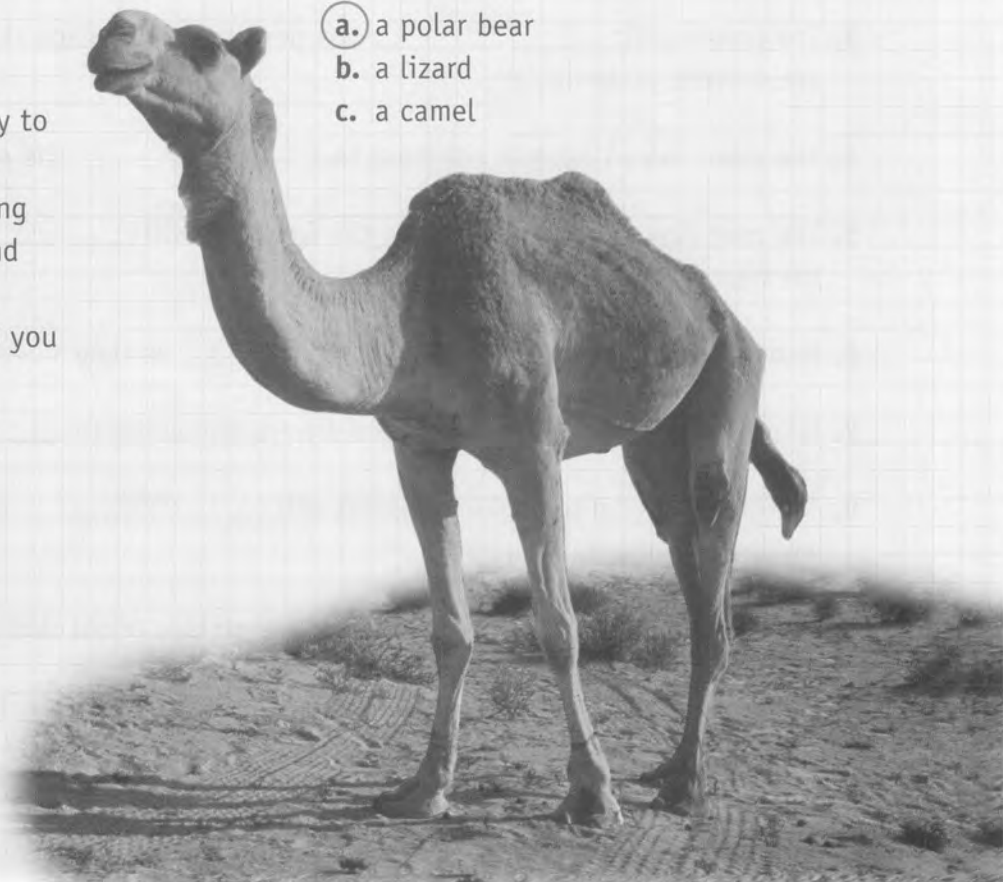
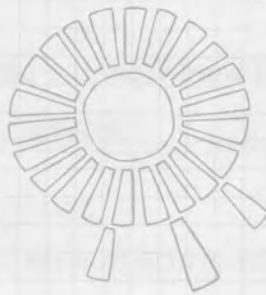
1. The swimmers ran down the beach with complete abandon and immediately dived into the water.
2. I read a/an abstract of the magazine article to make sure the information in the longer piece related to my research paper topic.
3. The judges will rate the performance of each skater based on technique 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.



- Which phrase describes a *rate*?
 - hours in a day
 - beats per minute
 - weeks and months
- Which of these is *abstract*?
 - a refrigerator
 - a tooth
 - an idea
- Which of these can *hover*?
 - a cloud
 - a ball
 - a meteorite
- Which possession would someone be likely to *abandon*?
 - a rare gem
 - an old car
 - a good book
- Why would you be most likely to *terminate* a friendship?
 - because the friend is caring
 - because you and the friend have the same interests
 - because the friend lied to you
- Which vehicle travels at the greatest *speed*?
 - an antique car
 - a bumper car
 - a racecar
- Why would a driver need to *accelerate* a car?
 - to move through a green light
 - to go slower
 - to allow someone to pass you
- Which would NOT be easy to *adjust*?
 - a hat
 - a heel
 - a belt
- Which event would cause someone the most *dismay*?
 - seeing a favorite singer
 - hearing a party's been canceled
 - buying a new sweater
- Which would be least *adaptable* to a hot climate?
 - a polar bear
 - a lizard
 - 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 Own

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.

- absorb I used a sponge to absorb the water that spilled on the counter top.
- address The principal will address the entire school at tomorrow’s assembly.
- advance The marching band will advance along the parade route behind the float.
- abrupt The traffic came to an abrupt stop as we approached the bridge.
- adventure Our adventure began when my friend said she wanted to go outside.
- 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> d </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. 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.

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

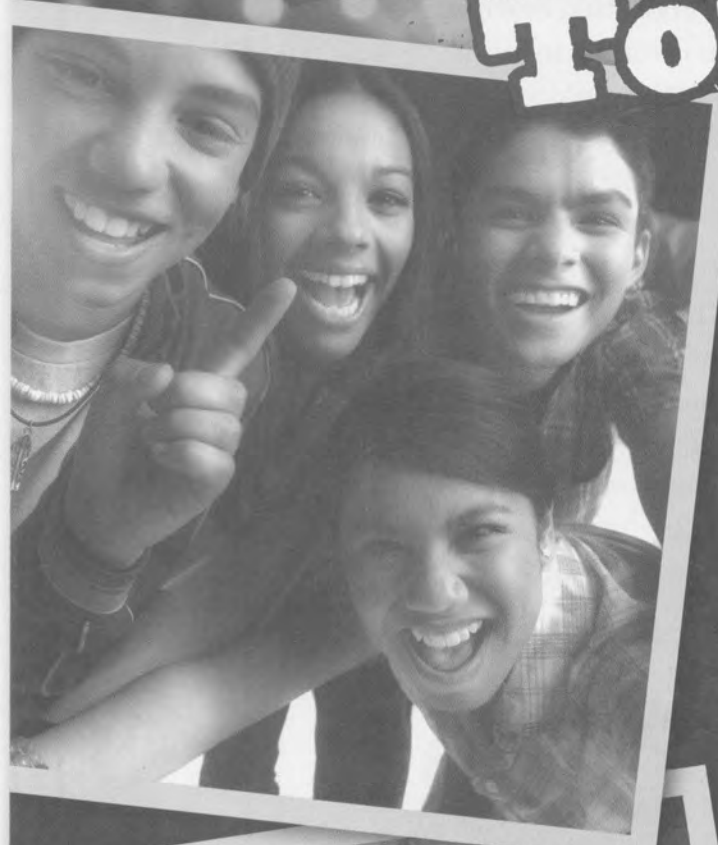
5. Riders feel **fatigue** (line 18) because

- 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?

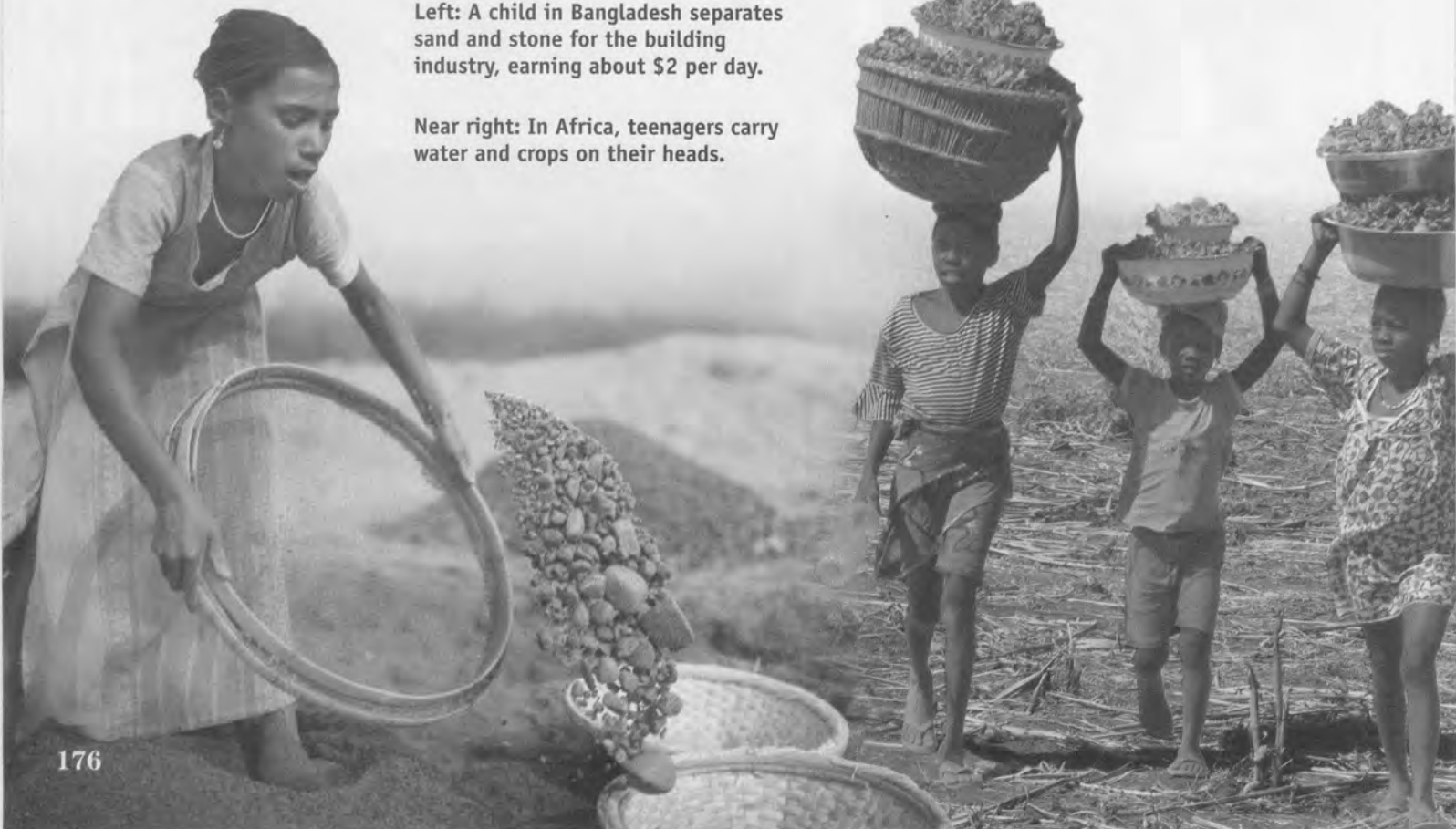
The fact that we don't have such a day suggests to me that we assume that children around the world already have basic rights. However, if this is our assumption, we are wrong. Nothing could be further from the truth. Did you know that hundreds of millions of children around the world are victims of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





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

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

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?



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



Listen to this passage at vocabularyforsuccess.com.

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

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

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.



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	

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

- 5 Civil War nurse, the Red Cross continues to develop and **evolve**. Today it is a wide-ranging and **comprehensive** emergency response organization.

- 10 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.

- 15 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
20 **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
25 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 *not* 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