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Words Audio Program is available at SadlierConnect.com.



PROGRAM FEATURES

For more than five decades, **VOCABULARY WORKSHOP** has proven to be a highly successful tool for vocabulary growth and the development of vocabulary skills. It has also been shown to help students prepare for standardized tests. **VOCABULARY WORKSHOP ACHIEVE** maintains that tradition in a newly designed format.

Each of **VOCABULARY WORKSHOP ACHIEVE**'s 15 Units introduces 20 words in two 10-word lists—**Set A** and **Set B**. Both Set A and Set B contain exercises to help you develop deeper understanding of the 10 words in each set. Combined Sets A and B then provide practice with all 20 of the words in the Unit. Review and Word Study activities follow Units 3, 6, 9, 12, and 15 and offer practice with the 60 vocabulary words in the preceding three Units.

Each level of **VOCABULARY WORKSHOP ACHIEVE** introduces and provides practice with 300 vocabulary words and contains features such as reading passages, writing prompts, vocabulary in context, evidence-based questions, and word study that will help you to master these new vocabulary words and succeed in using skills to comprehend unfamiliar words.

Each Unit in **VOCABULARY WORKSHOP ACHIEVE** consists of the following sections for **Set A** and **Set B**: an introductory **Reading Passage** that shows how vocabulary words are used in context, **Definitions** that include sentences that give examples of how to use the words, **Using**

Context, Choosing the Right Word, and **Completing the Sentence**—activities that provide practice with the vocabulary words. Each introductory **Reading Passage** is a nonfiction text that includes most of the vocabulary words from the Unit to which it belongs. In addition, **Synonyms, Antonyms**, and **Vocabulary in Context** in combined Sets A and B round out each Unit with practice with all 20 Unit words.

The five Review sections cover all 60 words from their corresponding Units. **Vocabulary for Comprehension** is modeled on the reading sections of college entrance exams. It presents reading comprehension questions, including vocabulary-related items and evidence-based items that are based on the reading passages.

Word Study sections that contain activities on **Idioms, Denotation and Connotation**, and **Classical Roots** follow the Review. These sections will help you develop your understanding of figurative language and practice skills that will help you to determine the meaning of new and unfamiliar vocabulary.

The Final Mastery Test assesses a selection of words from the year and allows you to see the growth you have made in acquiring new vocabulary words and in mastering the comprehension skills you need to understand unfamiliar words.

ONLINE RESOURCES

SadlierConnect.com

Go to **SadlierConnect.com** to find **Words**, an audio program that provides pronunciations, definitions, and examples of usage for all of the vocabulary words presented in this level of **VOCABULARY WORKSHOP ACHIEVE**. You can listen to the entire **Reading Passage** and the 20 Unit vocabulary words one word at a time, or download all of the words in any given Unit.

At **SadlierConnect.com** you will also find interactive vocabulary quizzes, flash cards, and interactive games and puzzles that will help reinforce and enrich your understanding of the vocabulary words in this level of **VOCABULARY WORKSHOP ACHIEVE**.



VOCABULARY IN CONTEXT

The context of a word is the printed text of which that word is part. By studying a word's context, we may find clues to its meaning. We might find a clue in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical features—such as photographs, illustrations, charts, graphs, captions, and headings—of a page itself.

The **Reading Passages** as well as the **Using Context, Choosing the Right Word, Vocabulary in Context,** and **Vocabulary for Comprehension** exercises that appear in the Units, the Reviews, and the Final Mastery Test provide practice in using context to decode and to determine the meaning of unfamiliar words.

Three types of context clues appear in the exercises in this book.

A **restatement clue** consists of a synonym for or a definition of the missing word. For example:

Faithfully reading a weekly newsmagazine not only broadens my knowledge of current events and world or national affairs but also _____ my vocabulary.

- a. decreases b. fragments c. increases d. contains

In this sentence, *broadens* is a synonym of the missing word, *increases*, and acts as a restatement clue for it.

A **contrast clue** consists of an antonym for or a phrase that means the opposite of the missing word. For example:

"My view of the situation may be far too rosy," I admitted. "On the other hand, yours may be a bit (**optimistic, bleak**)."

In this sentence, *rosy* is an antonym of the missing word, *bleak*. This is confirmed by the presence of the phrase *on the other hand*, which indicates that the answer must be the opposite of *rosy*.

An **inference clue** implies but does not directly state the meaning of the missing word or words. For example:

"A treat for all ages," the review read, "this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____."

- a. ignorance . . . painter c. wealth . . . surgeon
b. wisdom . . . beginner d. knowledge . . . storyteller

In this sentence, there are several inference clues: (a) the word *scholar* suggests knowledge; (b) the words *novel*, *artistry*, and *skill* suggests the word *storyteller*. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.



VOCABULARY AND READING

There is a strong connection between vocabulary knowledge and reading comprehension. Although comprehension is much more than recognizing words and knowing their meanings, comprehension is nearly impossible if you do not know an adequate number of words in the text you are reading or have the vocabulary skills to figure out their meaning.

The **Reading Passages** in this level provide extra practice with vocabulary words. Vocabulary words are in boldface to draw your attention to their uses and contexts. Context clues embedded in the passages encourage you to figure out the meanings of words before you read the definitions provided on the pages directly following the passages.

Test Prep

Your knowledge of word meanings and your ability to think carefully about what you read will help you succeed in school and on standards-aligned and state exams.

The **Vocabulary for Comprehension** exercises in each Review consist of a reading passage followed by comprehension questions. The passages and questions are similar to those that you are likely to find on standards-aligned and state exams.

Types of Questions

You are likely to encounter the following types of questions in **VOCABULARY WORKSHOP ACHIEVE** and on standards-aligned and state exams.

Main Idea Questions generally ask what the passage as a whole is about. Often, but not always, the main idea is stated in the first paragraph of the passage. You may also be asked the main idea of a specific paragraph. Questions about the main idea may begin like this:

- The primary or main purpose of the passage is . . .
- The author's primary or main purpose in the passage is to . . .
- Which of the following statements most nearly paraphrases the author's main idea in the ninth paragraph (lines 77–88)?
- The main purpose of the fourth paragraph (lines 16–25) is to . . .

Detail Questions focus on important information that is explicitly stated in the passage. Often, however, the correct answer choices do not use the exact language of the passage. They are instead restatements, or paraphrases, of the text.

Vocabulary in Context Questions check your ability to use context to identify a word's meaning. For example:

- As it is used in paragraph 2, “adherents” most nearly means . . .

Use the word's context in a passage to select the best answer, particularly when the vocabulary word has more than one meaning. The answer choices may contain two (or more) correct meanings of the word in question. Choose the meaning that best fits the context.

Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:

- It can be most reasonably inferred from the information in the fifth paragraph (lines 53–69) that . . .
- The passage clearly implies that . . .

The inferences you make and the conclusions you draw must be based on the information in the passage. Using the facts you learn from the passage in addition to the knowledge and reasoning you already have helps you understand what is implied and reach conclusions that are logical.

Evidence-Based Questions ask you to provide evidence from the passage that will support the answer you provided to a previous question. These questions often begin like this:

- Which choice provides the best evidence for the answer to the previous question?
- Which statement is the best evidence for the answer to the previous question?

Questions About Tone show your understanding of the author's attitude toward the topic of the passage. To determine the tone, pay attention to the author's word choice. The author's attitude may be positive (respectful), negative (scornful), or neutral (distant). These are typical questions:

- The author's primary purpose in the passage is to . . .
- Which word best describes the author's tone?

Questions About Author's Technique focus on the way a text is organized and the language the author uses. These questions ask you to think about structure and function. For example:

- In the context of the passage, the primary function of the fourth paragraph (lines 30–37) is to . . .
- The organizational structure of the passage is best described as . . .

To answer the questions, you must demonstrate an understanding of the way the author presents information and develops ideas.

VOCABULARY AND WRITING

The **Writing: Words in Action** prompt provides you with an opportunity to practice using text evidence to respond to a prompt about the introductory **Reading Passage**. You will have the opportunity to demonstrate your understanding of the Unit words by incorporating the new vocabulary you have learned into your own writing.

WORD STUDY

Word Study helps build word knowledge with strategies to help you look closely at words for meanings. Word Study instruction and practice include **Idioms**, **Denotation and Connotation**, and **Classical Roots**.

Idioms

Three Word Study sections feature instruction on and practice with idioms. An idiom is an informal expression whose literal meaning does not help the reader or listener understand what the expression means, such as “raining cats and dogs,” “the apple of my eye,” or “a dark horse.” While every language has its own idioms, English is particularly rich in idioms and idiomatic expressions. Developing a clear understanding of idioms will help you better understand the figurative language that authors use in their writing.

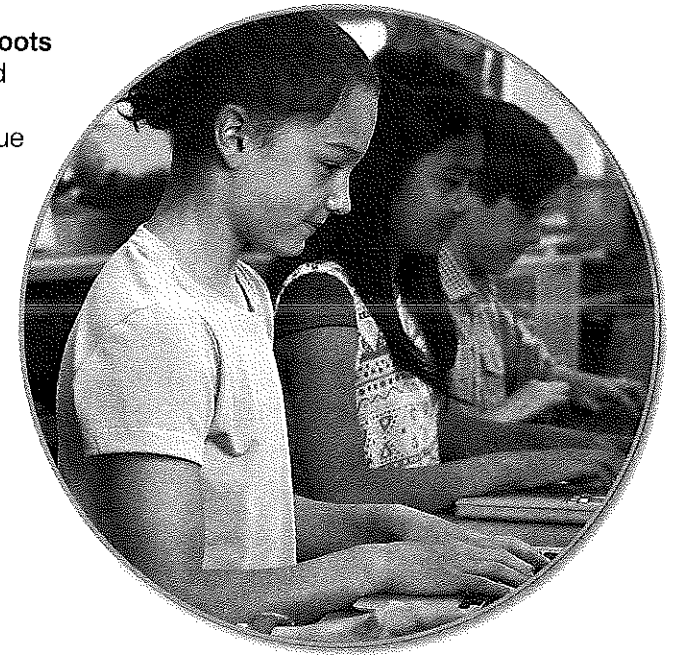
Denotation and Connotation

Instruction in **Denotation and Connotation** and practice with connotations is included in two of the Word Study sections. Understanding a word's connotation will develop your skills as a reader, writer, and speaker.

Understanding the difference between denotation and connotation is important to understanding definitions and how concepts are used, as well as in choosing the right word. In these exercises, practice choosing the correct word by determining the emotional association of the word.

Classical Roots

Each Word Study includes a **Classical Roots** exercise that provides instruction in and practice with Greek and Latin roots. Developing a useful, transferable technique to make sense out of unfamiliar words through Greek and Latin roots will help you unlock the meanings of thousands of words. An example word drawn from the vocabulary words in the previous Units is referenced at the top of the page and serves as a guide to help you complete the exercise.



PRONUNCIATION KEY

The pronunciation is indicated for every basic word in this book. The pronunciation symbols used are similar to those used in most recent standard dictionaries. The author has primarily consulted *Webster's Third New International Dictionary* and *The Random House Dictionary of the English Language (Unabridged)*. Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech. For example, the verb *project* is pronounced *prə'jekt*, and the noun form is pronounced *prəj'ekt*.

Vowels	ā	lake	e	stress	ü	loot, new
	a	mat	ī	knife	ú	foot, pull
	â	care	i	sit	ə	jump, broken
	ä	bark, bottle	ō	flow	ər	bird, better
	aù	doubt	ô	all, cord		
	ē	beat, wordy	oi	oil		

Consonants	ch	child, lecture	s	cellar	wh	what
	g	give	sh	shun	y	yearn
	j	gentle, bridge	th	thank	z	is
	ŋ	sing	ʒ	those	zh	measure

All other consonants are sounded as in the alphabet.

Stress The accent mark follows the syllable receiving the major stress: en rich'.

Abbreviations	adj.	adjective	n.	noun	prep.	preposition
	adv.	adverb	part.	participle	v.	verb
	int.	interjection	pl.	plural		

UNIT 1

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 1. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

Greetings from the WPA

<Letters>

Twenty-five percent of workers in the United States were unemployed during the height of the Great Depression. President Franklin Delano Roosevelt's administration created the Works Progress Administration (WPA). It employed over eight million people in construction and arts projects from 1935 to 1943.

April 10, 1937
Butte, Montana

Dearest Rose,

I'd say I've been meaning to write for ages and I think of you often, but I know you loathe that sort of **servile** sentimentality, and I wouldn't want to **wrangle** about it next time we meet. Moe and I were just talking about when the three of us were together in Chicago. We got to reminiscing, and soon we were goofing around like we used to—we must have **reverted** halfway to infancy! He said you're working for the Works Progress Administration in New York. I've been writing for the WPA myself.

Things got worse in Chicago after you left. I was in and out of odd jobs, mostly out of them, and I moved back to Montana. I stayed in Missoula

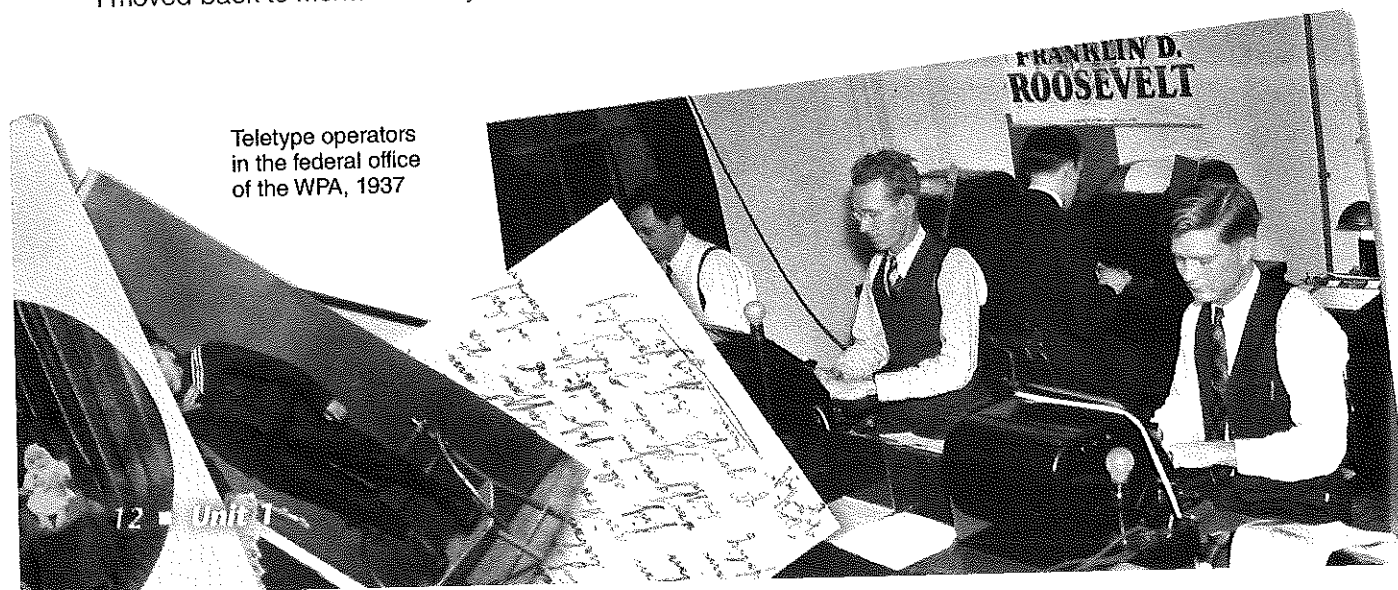
for a bit, at my parents' house, which is the same **citadel** of good manners and polite conversation that I remember. I'm grateful they took me in, but I felt uncomfortable about it. I don't know why I should feel like a **laggard** when everyone else is out of work, too, but it really got me down and put me in a **churlish** state of mind. After weeks of grumpily **hovering** around the house, I found work at a ranch that provided room and board.

When that job ended, I lucked into some work for the WPA. I'm writing "objective descriptions" of town, countryside, and work projects. I watched construction on the Fort Peck Dam. Now I'm in Butte, climbing through **rubble** and machinery at the copper mines nearby. By official **decree**, I'm here to record facts and figures, but I can't resist interviewing the miners, and I believe this is the best writing work I've done. I'll send you an **excerpt** once I've written more.

Send a letter if you can, or maybe I'll come see you in New York when I'm done with Butte.

Yours,
Henry

Teletype operators
in the federal office
of the WPA, 1937





WPA artists at work on a mural;
Woman displaying WPA poster, 1936



June 3, 1937
New York City, New York

Dear Henry,

It's been hard times out east, too, and worse this year, just after it had seemed the country was **groping** its way back to normalcy. The only artists I know making a living with their art are working for the WPA, and I'm lucky to be one of them. I've done a series of woodcuts for posters and may soon have a chance to **collaborate** with another painter on a mural for a hospital. Some of the work that the WPA artists produce is very good, but I haven't spent as much time worrying about **plaudits** and praise as about keeping the work lined up. Around two thousand New York artists are working for the Federal Arts Project this year. The pay's not much, but I wonder what I'd be doing without it. Wonder is the beginning of wisdom, but that's a kind of wisdom I'm happy to put off.

Just back from waiting on the predictably long line for our paychecks. It's become a social event. We pass the time chatting about painting and **jostling** each other out of line for a laugh.

I can hardly imagine you in New York, but that doesn't **preclude** your arrival.

Love,
Rose



Relief workers on a cable
during the construction of
the Fort Peck Dam, 1936

Audio

For :Words and
audio passages, go to
SadlierConnect.com.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

1. **bonanza**
(bə nan' zə)
(*n.*) a rich mass of ore in a mine; something very valuable, profitable, or rewarding; a source of wealth or prosperity; a very large amount; sudden profit or gain
The movie was a box-office _____.
2. **churlish**
(chər' lish)
(*adj.*) lacking politeness or good manners; lacking sensitivity; difficult to work with or deal with; rude
Salesclerks must avoid _____ behavior.
3. **collaborate**
(kə lab' ə rāt)
(*v.*) to work with, work together
The students will _____ on a geology project for the annual science fair.
4. **excerpt**
(ek' sərpt)
(*n.*) a passage taken from a book, article, etc.; (*v.*) to take such a passage; to quote
My essay has an _____ from a speech.
Place an _____ in quotation marks.
5. **grope**
(grōp)
(*v.*) to feel about hesitantly with the hands; to search blindly and uncertainly
When the power failed, we had to _____ in the dark to find a working flashlight.
6. **jostle**
(jās' əl)
(*v.*) to make or force one's way by pushing or elbowing; to bump, brush against; to compete for
I tried not to _____ other riders as I exited the crowded bus.
7. **laggard**
(lag' ərd)
(*n.*) a person who moves slowly or falls behind;
(*adj.*) falling behind; slow to move, act, or respond
Tour guides often have to urge _____ to keep up with the rest of the group.
Tenants who are _____ in paying rent run the risk of being forced to move.
8. **plaudits**
(plō' ditz)
(*n., pl.*) applause; enthusiastic praise or approval
The skaters who won the gold medals gratefully accepted the _____ of their fans.

9. **revert**
(rē vɜrt')
- (v.) to return, go back
Control of a property usually _____
to the legal owner when a lease is up.
10. **vigil**
(vij' əl)
- (n.) a watch, especially at night; any period of
watchful attention
Thousands attended the solemn _____
at the Vietnam Veterans Memorial.



Using Context

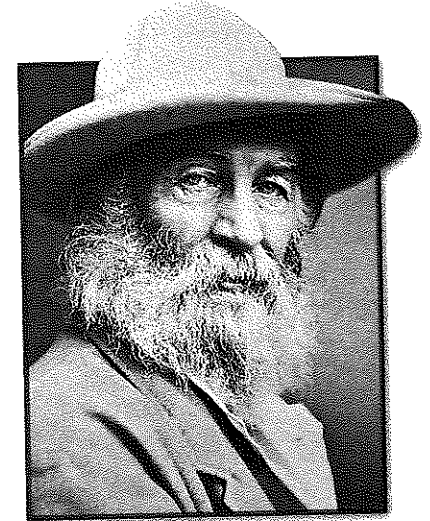
For each item, determine whether the **boldface** word from pages 14–15 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

- Over time, the abandoned mining town will crumble and **revert** to desert.
- The bus left behind schedule because the driver had to wait for a **laggard** to arrive.
- The audience was unsure of how to respond to the play because it was an odd **excerpt** of comedy and drama.
- The back cover of the newly published novel was covered with **plaudits** from critics as well as famous writers.
- When they hunt, many predators remain still for a long time and then suddenly **grope**.
- After a chase through the park, the police officers managed to **jostle** the fleeing suspect.
- The cold, rainy summer turned out to be a **bonanza** for the owner of the small movie theater in the beach community.
- As we stirred the pudding over low heat on the stove, we could see it begin to **collaborate**.
- The protest, which was entirely peaceful, ended with a candlelight **vigil** in the city's most famous square.
- I apologized for my **churlish** behavior and promised to be more patient and courteous in the future.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 12–13 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. I chose to read a(n) (**vigil, excerpt**) from *Leaves of Grass* by Walt Whitman for my poetry recitation.
2. All those who (**jostled, collaborated**) with the enemy in the hope of gaining special favors will be punished severely.
3. She raised so many objections to attending the dance that it was obvious she was (**groping, reverting**) for an excuse not to go.
4. When I fumbled the ball on the three-yard line, the (**plaudits, excerpts**) of the crowd suddenly turned into jeers and catcalls.
5. The assembly speaker may have been boring, but that was no excuse for the students' (**laggard, churlish**) behavior toward him.
6. From the hundreds of newspaper items, the lawyer carefully (**collaborated, excerpted**) three short paragraphs that supported his case.
7. There are times when we all need to be (**jostled, reverted**) away from old, familiar ideas that may no longer be as true as they once seemed.
8. At midnight, the sentry took his post, standing (**laggard, vigil**) over the cache of weapons.
9. I refuse to accept the excuse that the pressures of a new job caused you to (**revert, grope**) to your old habit of cigarette smoking.
10. The landscape artists want to (**collaborate, revert**) with the architects so that the entire house looks as though it is part of the natural environment.
11. The principal was quick to approve new programs for our club but (**churlish, laggard**) in providing financial support for them.
12. The "broken-down old furniture" that the woman left to her children turned out to be a(n) (**bonanza, excerpt**) of valuable antiques.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

bonanza	collaborate	grope	laggard	revert
churlish	excerpt	jostle	plaudits	vigil

1. If you will only show a little patience, that business investment may grow into a(n) _____ for you.
2. For two nights, he did his homework faithfully; then he _____ to his usual lazy ways.
3. The swiftest members of the herd escaped the trappers' nets, but the _____ were caught.
4. Let me read aloud a few _____ from the newspaper review of the new movie.
5. You hurt her feelings when you reacted to her comments in such a(n) _____ way, especially since you asked for her advice.
6. A single word of praise from the coach meant more to me than all the loud but thoughtless _____ of the crowd.
7. When the lights suddenly went out, I _____ my way into the kitchen to find a candle and matches.
8. The cafeteria line was so crowded that I was _____ past the desserts before I could take one.
9. Our teacher gave the two of us permission to _____ on our reports because we were investigating related problems.
10. With tireless devotion, the ailing child's parents kept an anxious _____ at her bedside.

End Set A

Unit 1 ■ 17



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. adage**
(ad' ij)

(n.) a proverb, wise saying
One way to begin an informal speech or an oral report is to quote an old _____.
- 2. citadel**
(sit' ə del)

(n.) a fortress that overlooks and protects a city; any strong or commanding place
A medieval _____ once guarded the capital city of the Greek island of Rhodes.
- 3. decree**
(di krē')

(n.) an order having the force of law; (v.) to issue such an order; to command firmly or forcefully
Caesar Augustus issued a _____ that all the world be taxed.
Why does nature always seem to _____ nasty weather for our annual family picnic?
- 4. discordant**
(dis kōr' dānt)

(adj.) disagreeable in sound, jarring; lacking in harmony
Their little spat struck a _____ note in our otherwise happy family get-together.
- 5. evolve**
(ē vālv')

(v.) to develop gradually; to rise to a higher level
Authors hope that their notes, descriptions, and character sketches will _____ into a book.
- 6. hover**
(həv' ə)

(v.) to float or hang suspended over; to move back and forth uncertainly over or around
A large group of vultures _____ in the air above the wounded animal.
- 7. preclude**
(prē klūd')

(v.) to make impossible, prevent, shut out
Three wrong answers will _____ any contestant from entering the quiz show's final round.
- 8. rubble**
(rəb' əl)

(n.) broken stone or bricks; ruins
Bulldozers and wrecking balls soon reduced the damaged building to a heap of smoking _____.

9. **servile**
(sər'vil)

(adj.) of or relating to a slave; behaving like or suitable for a slave or a servant, menial; lacking spirit or independence, abjectly submissive

Most serious performers prefer constructive criticism to _____ flattery.

10. **wrangle**
(rɑŋ'gəl)

(v.) to quarrel or argue in a noisy, angry way; to obtain by argument; to herd; (n.) a noisy quarrel

My brother and sister always _____ over whose turn it is to take out the trash.

The customer got into a nasty _____ with the shopkeeper.

Using Context

For each item, determine whether the **boldface** word from pages 18–19 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

1. No matter how intelligent you are, no one will want to work with you if you keep up that **servile** attitude and continue bossing others around.
2. The temperature continued to **hover** above freezing for a week before it plummeted.
3. When the principal entered the noisy auditorium, he wasted no time in issuing a **decree** that everyone be quiet.
4. While using an **adage** or two can be effective when making a point, you need to include some original thoughts as well.
5. I wonder how two people with such **discordant** personalities can remain friends.
6. Volunteers helped clean up the **rubble** after the hurricane struck the seaside town.
7. The teacher felt the students' enthusiasm **evolve** as she handed out the pop quiz.
8. That broken-down old cottage is as good as a **citadel**.
9. I'm not sure why the customer continues to shop here, since she always proceeds to **wrangle** with the salespeople over the cost and quality of the products.
10. When I saw how stressed and distracted my mother was, I was able to **preclude** that now was not the best time to ask for a raise in my allowance.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 12–13 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

- Under the Articles of Confederation, the thirteen states (**hovered, wrangled**) so much that the nation seemed to be in danger of breaking up.
- After I had broken curfew for the third time in one week, my angry parents (**precluded, decreed**) that I was grounded for the rest of the term.
- A president needs advisors who will frankly explain what they really think, rather than just offer (**servile, discordant**) agreement and constant approval.
- For weeks, an anxious world (**wrangled, hovered**) between war and peace as diplomats desperately struggled to resolve the crisis.
- I have always regarded our colleges and universities as (**citadels, decrees**) of learning and bastions against ignorance and superstition.
- The committee found it impossible to reach any agreement on the matter because the views of its members were so (**servile, discordant**).
- The little club that they set up to talk over community problems (**evolved, precluded**) over the years into a national political organization.
- I hate when people (**hover, wrangle**) over me when I'm on my computer.
- As we searched through the (**rubble, citadel**) after the earthquake, it was heartbreaking to find such articles as a teakettle and a child's doll.
- Every time he quotes an old (**rubble, adage**), he looks as though he has just had a brilliant new idea.
- The fact that he was found guilty of a felony many years ago doesn't (**evolve, preclude**) his running for mayor.
- After much (**wrangling, precluding**), the student council was able to convince the principal to give students more passing time between classes.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

adage	decree	evolve	preclude	servile
citadel	discordant	hover	rubble	wrangle

1. Suddenly the _____ voices of two quarreling people burst upon my ears and jarred me out of my daydream.
2. During his eleven years of "personal rule," King Charles I of England bypassed Parliament and governed the country by royal _____.
3. As we discussed our coming vacation, we gradually _____ a plan for a bicycle trip through New England.
4. They had such a long _____ over the use of the bicycle that their mother finally forbade either of them from using it.
5. What is the exact wording of the _____ about early birds and worm-catching?
6. The Emancipation Proclamation of 1863 was the first step in releasing African Americans from their _____ bonds.
7. On the ground, teams of paramedics administered first aid to the victims of the accident, while police helicopters _____ overhead.
8. After the walls of their city fell to the enemy, the inhabitants withdrew to the _____ and continued the struggle from there.
9. Before the new housing project could be built, it was necessary to tear down the old houses and remove the _____.
10. Your silly pride about doing everything on your own _____ your getting the help you need so badly.

Synonyms

Choose the word or form of the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

- 1. kept a **lookout** while the soldiers slept
- 2. tried to **prohibit** further objections to the bill
- 3. **scrabble** for an answer to the question
- 4. crushed beneath many tons of **debris**
- 5. tried to attack the **fort** at midnight
- 6. **proclaimed** that there would be no more homework
- 7. annoyed by all that **fawning** attention
- 8. used an **extract** from the book for her report
- 9. became a **slowpoke** after her foot injury
- 10. an inspiring **motto** to live by
- 11. **returned** to old habits
- 12. received **acclaim** for an outstanding performance
- 13. **lingered** on the subject of his past mistakes
- 14. represented quite a **bonus** for the company
- 15. **shoved** the table so hard that it tipped over

Antonyms

Choose the word or form of the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

- 1. surprised by the **melodious** ending of the piece
- 2. a theory that **shrivels** when put into practice
- 3. exhibit **courteous** behavior
- 4. decided to **work alone** on the project
- 5. refused to **concur** with his opponent on the issue

Writing: Words in Action

Do you think that teens should be expected to pitch in by getting jobs or doing chores or volunteer work? Write a brief essay in which you support your opinion with specific examples from your personal experience, reading (pages 12–13), and prior knowledge. Use three or more words from this Unit.

Vocabulary in Context

Some of the words you have studied in this Unit appear in **boldface** type. Read the passage below, and then circle the letter of the correct answer for each word as it is used in context.

For Americans keeping a worried **vigil** over the economy in 1933, recovery from the Great Depression was far from certain. After the stock market crash of 1929, unemployment soared to 25 percent. The desperate conditions in the United States were part of a worldwide economic crisis. The U.S. election of 1932 marked a turning point, with fresh leadership committed to a drastic rescue of economy.

In a popular **adage**, President Franklin D. Roosevelt told the country “we have nothing to fear but fear itself.” His economic relief programs of the New Deal were known as “alphabet soup.” The federal government established literally dozens of new agencies; each one of them was known by an abbreviation of its full name. Most of these agencies were not the product of presidential **decree** through an executive order, but instead were authorized and created by Congress. The force behind the majority of them, however, was Roosevelt.

None of these agencies became more famous than the Tennessee Valley Authority (TVA), created in 1933 to control floods, facilitate navigation, improve living standards, and produce electrical power in the Tennessee River region. This agency embarked on a massive program of building dams and flood-control projects, as well as hydroelectric generating stations. The TVA offered citizens of seven states a **bonanza** of benefits.

More than 80 years later, the TVA mission continues to **evolve**. The agency now focuses on clean nuclear energy and on environmental stewardship. Privately owned power companies have sounded some **discordant** notes regarding the TVA's production and sale of electrical power. However, the TVA is still widely respected.

-
- What is the meaning of **vigil** as it is used in paragraph 1?
 - forecast
 - watch
 - survey
 - summary
 - What is the meaning of **adage** as it is used in paragraph 2?
 - proverb
 - paraphrase
 - acronym
 - jingle
 - Decree** comes from the Latin word **decretum**. **Decretum** most likely means
 - surgery
 - reform
 - subsidy
 - decision
 - The word **bonanza** means about the same as
 - stash
 - payback
 - windfall
 - drought
 - Which word means the same as **evolve** as it is used in paragraph 4?
 - flare up
 - unfold
 - deflate
 - resound
 - What does **discordant** most likely mean as it is used in paragraph 4?
 - agreeable
 - unanimous
 - grating
 - partial

UNIT 2

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 2. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

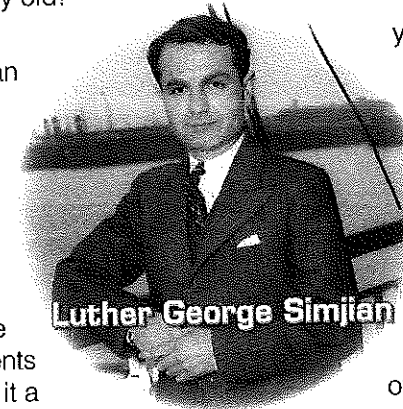
Instant Cash!

< Expository Essay >



Who can imagine life today without an Automated Teller Machine (ATM)? They are available in **bountiful** numbers throughout the world. Yet that virtually indispensable dispenser of cash is less than half a century old!

The first mechanical cash dispenser was the brainchild of an **enterprising** Turkish-American inventor, Luther George Simjian. His 200 patents included devices such as flight simulators, a meat tenderizer, and self-posing portrait cameras. When the idea of an automated banking machine struck him, he registered 20 patents before any bank agreed to give it a trial run. It is easy to assume that the inventor of such a popular machine was laughing all the way to the bank. Simjian's cash



Luther George Simjian

machine, however, did not prove **durable**. Within six months of its installation in New York City in 1939, the device was removed due to lack of customer acceptance.

It was not until 1967, nearly thirty years later, that Barclays Bank, in a **gingerly** launch, cautiously rolled out a self-service machine in London, England, that proved successful. The mechanism was relatively primitive, at least by today's standards. The first cash machines relied on customers' use of prepaid tokens to retrieve envelopes with a fixed amount of cash inside.

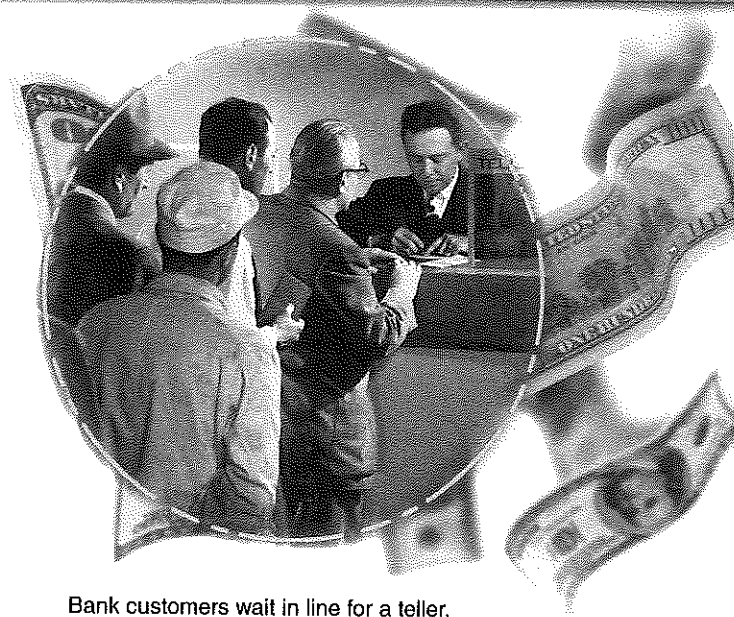
Soon afterward, many other banks became **avowed** champions of the cash machine. The banks' ostensible rationale was

customer service. But it would be foolish to **minimize** the many advantages that cash machines proffered to the banks themselves. By the late 1970s, the highest fixed cost for the average large bank was its branches. The greatest variable cost and **detriment** to profits were its staff. Cash deposits and cash withdrawals accounted for a veritable **glut** of a typical bank's transactions. With their perennially **frugal** eye, bank accountants swiftly recognized that self-service operations could reduce branch staff costs by 70 percent.

Experts quickly determined that public acceptance of ATMs pivoted on convenience, simplicity, speed, security, and trust. Location, in particular, was a key factor. For maximum efficiency, ATMs had to be located near public transport or in a shopping mall, not at a branch. The busier and more **congested** the location, apparently, the better. Now, roughly 75 percent of all cash dispensed by banks to their customers comes from cash machines. Devices that were originally spurned by the public are now **venerated** as essential institutions. Public acceptance of deposits by machine was significantly slower than customers' usage of ATMs for withdrawals. In general, it seems that customers still prefer and trust an over-the-counter transaction for deposits.

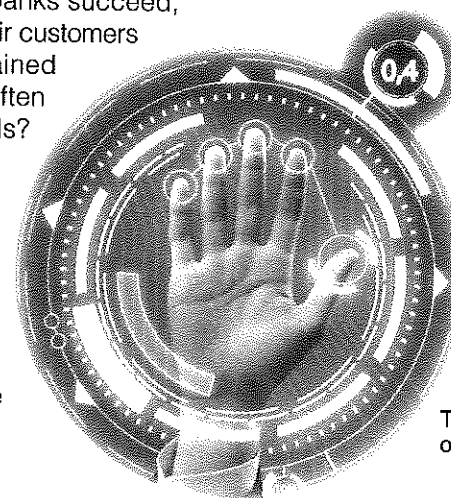
The future of the ATM seems assured. However, cash machines pose some interesting, unanswered questions. Will banks succeed, for example, in persuading their customers to **veer** away from long-ingrained habits and to utilize ATMs as often for deposits as for withdrawals? Will banks develop **oblique** advertising pitches, ingeniously slotted into the ATM program and calculated to exploit revenue opportunities?

And what about security? An intriguing option is the issue of biometrics for customer



Bank customers wait in line for a teller.

identification. Everyone today knows about the problem of passwords. There are simply too many of them in people's lives. So the possibility that customers will be able to identify themselves at the neighborhood ATM by, say, using a fingerprint on the screen or through face recognition (biometrics) might herald a real improvement. Biometrics will most likely **invalidate** the cunning plans of **wanton** impostors. Now firmly established, ATMs may have an interesting future ahead of them.



Technology scan of a man's hand

Audio

For iWords® and audio passages, go to SadlierConnect.com.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. avowed**
(ə vaüd')

(*adj., part.*) declared openly and without shame, acknowledged
The governor was an _____ supporter of the plan to aid public libraries throughout the state.
- 2. bountiful**
(baünt' i fəl)

(*adj.*) giving freely, generous; plentiful, given abundantly
On Thanksgiving Day people all over America celebrate the _____ gifts of nature.
- 3. congested**
(kən jest' id)

(*adj., part.*) overcrowded, filled or occupied to excess
The doctor grew very concerned when the patient's lungs became _____ with fluid.
- 4. enterprising**
(ent' ə pri zɪŋ)

(*adj.*) energetic, willing and able to start something new; showing boldness and imagination
An _____ young person may turn a hobby into a way of earning money.
- 5. gingerly**
(jin' jər lē)

(*adj., adv.*) with extreme care or caution
Difficult and demanding customers should be handled in a _____ and courteous manner.
People walked _____ along the streets.
- 6. glut**
(glət)

(*v.*) to provide more than is needed or wanted; to feed or fill to the point of overstuffing; (*n.*) an oversupply
Hollywood studios _____ theaters with big-budget action movies during the summer season.
When there is a _____ of gasoline on the market, prices at the pump may drop dramatically.
- 7. incognito**
(in käg nē' tō)

(*adj., adv.*) in a disguised state, under an assumed name or identity; (*n.*) the state of being disguised; a person in disguise
Just before the battle of Agincourt, Shakespeare's King Henry V prowls through his camp _____.
In a way makeup artists are practitioners of the fine art of _____.

- 8. minimize**
(min' ə mīz) (v.) to make as small as possible, make the least of;
to make smaller than before
Whenever you are in a car, you should wear your seatbelt
to _____ the risk of injury in an accident.
- 9. veer**
(vēr) (v.) to change direction or course suddenly, turn aside, shift
The huge storm finally _____ out to sea.
- 10. wanton**
(wānt' ən) (*adj.*) reckless; heartless, unjustifiable; loose in morals;
(*n.*) a spoiled, pampered person; one with low morals
The brave superhero soon put a stop to the evil
villain's acts of _____ cruelty.
The main character in the popular miniseries was
a charming but heartless _____.



Using Context

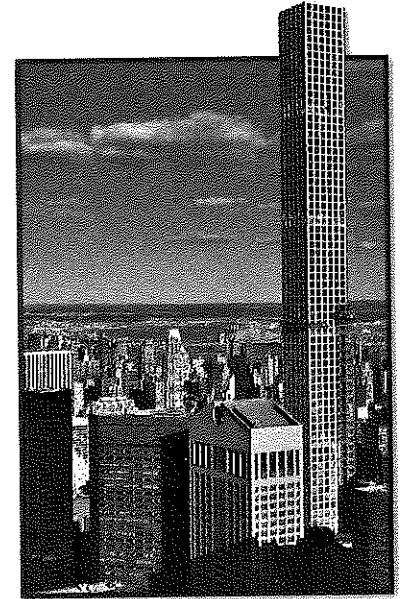
For each item, determine whether the **boldface** word from pages 26–27 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

- The food critic visits restaurants and orders meals **incognito** to ensure that he will not receive special treatment because of his position.
- Knowing they were about to embark on a **bountiful** journey, the crew was withdrawn.
- Let's plan to leave at 10:00 because the subway will be less **congested** then.
- It is impossible to scold the puppy when he looks at you with those sweet, **gingerly** eyes.
- The truck driver had to **veer** to the left to avoid hitting the deer that had suddenly appeared.
- After the floodwaters receded, it became clear that the bridge that crossed the river was in **wanton** need of repair.
- Volcanic eruptions occur in places where there is a **glut** in Earth's rocky crust.
- The 95-year-old yoga teacher was an **avowed** believer in the benefits of daily exercise.
- People who are highly allergic to dust must take measures to **minimize** their exposure to it.
- The **enterprising** young woman started her own pet-sitting business when she was just 16 years old.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 24–25 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. Building a new skyscraper there will bring thousands of additional people into an area that is already (**incognito, congested**).
2. We were shocked by their (**bountiful, wanton**) misuse of the money their parents had left them.
3. Although I love sports, I sometimes feel that television is becoming (**minimized, gluttoned**) with athletic events of all kinds.
4. Instead of just waiting for things to get better by themselves, we must be more (**avowed, enterprising**) in working for improvements.
5. I will not try to (**minimize, veer**) the difficulties we face, but I am sure that we can overcome them by working together.
6. April wrapped her puppy's wound (**gingerly, incognito**) to avoid causing the pup any more pain.
7. Instead of approaching him timidly and (**bountifully, gingerly**), tell him frankly what is on your mind.
8. We are grateful for the (**congested, bountiful**) legacy that our great artists and composers have given us.
9. The politician tried to (**glut, minimize**) his role in the cover-up.
10. Your speech would have been better if you had stayed with your main idea instead of (**veering, gluttoning**) off to side issues.
11. Why do you suppose someone whose face is known all over the world would want to travel (**gingerly, incognito**)?
12. As a(n) (**avowed, gingerly**) supporter of women's rights, she believes that men and women should receive the same pay if they do the same jobs.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

avowed	congested	gingerly	incognito	veer
bountiful	enterprising	glut	minimize	wanton

1. We admired the _____ immigrant who set up a small shop and developed it into a large and prosperous business.
2. The film star traveled _____ in order to avoid the attention of her adoring fans.
3. While I do not wish to alarm you, I will not _____ the danger if you refuse to have the entire herd vaccinated.
4. What a change from the _____ streets of the inner city to the wide-open spaces of the Great Plains!
5. We should be willing to share our _____ food supplies with less fortunate people in other parts of the world.
6. We desperately needed every bit of help we could find, but what we got was a(n) _____ of advice and a scarcity of cold cash.
7. To avoid the children in the street, the truck _____ sharply to the right and sideswiped several parked cars.
8. The vandals broke windows, overturned desks, and left the school a scene of _____ destruction.
9. Isn't it strange for a(n) _____ music lover to show no interest in our school orchestra?
10. I was afraid of banging my bare feet against the furniture, so I walked through the darkened room very _____.


Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

1. antics
(an' tiks)

(*n. pl.*) ridiculous and unpredictable behavior or actions
The _____ of the chimpanzees amused the crowds at the zoo.

2. banter
(ban' tər)

(*v.*) to exchange playful remarks, tease; (*n.*) talk that is playful and teasing
There is nothing my friends and I enjoy more than to _____ good-naturedly for hours.
Casual _____ helps to pass the time during a long journey.

3. detriment
(det' rə mənt)

(*n.*) harm or loss; injury, damage; a disadvantage; a cause of harm, injury, loss, or damage
The home team survived a six-game losing streak with almost no _____ to its standing in the league.

4. durable
(dūr' ə bəl)

(*adj.*) sturdy, not easily worn out or destroyed; lasting for a long time; (*n. pl.*) consumer goods used repeatedly over a series of years
Denim is a very _____ kind of fabric.
Many people own household _____ such as furniture and appliances.

5. frugal
(frū' gəl)

(*adj.*) economical, avoiding waste and luxury; scanty, poor, meager
At home, we usually prepare _____ but nourishing and delicious meals.

6. invalidate
(in val' ə dāt)

(*v.*) to make valueless, take away all force or effect
Lawyers will try to _____ the contract.

7. legendary
(lej' ən der ē)

(*adj.*) described in well-known stories; existing in old stories (legends) rather than in real life
Ajax was one of the _____ Greek heroes who fought before the walls of Troy.

8. maim
(mām)

(*v.*) to cripple, disable, injure, mar, disfigure, mutilate
Each year, accidental falls _____ thousands of people, some of them for life.

9. **oblique**
(ō blēk') (adj.) slanting or sloping; not straightforward or direct
The boxer's _____ blow left his opponent unscathed.
10. **venerate**
(ven' ə rāt) (v.) to regard with reverence, look up to with great respect
In a number of cultures, it is customary for people to _____ the oldest members of society.



Using Context

For each item, determine whether the **boldface** word from pages 30–31 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

1. I had to interrupt the friends' **banter** several times to get them to focus on the serious subject at hand.
2. His **oblique** manner of speaking may seem abrupt to some, but I appreciate it when someone gets straight to the point.
3. The neighbor's **frugal** tone of voice indicated that he did not see my baseball hitting his car as a laughing matter.
4. My friend proceeded to **venerate** our math teacher after receiving a low grade on the test, unaware that she was within earshot.
5. When it came to light that the student body president had arranged the prank, everyone was shocked that our supposed role model would engage in such **antics**.
6. Because she was attacked by a dog as a young girl, she feared that any animal she came across would **maim** her.
7. I am on a mission to find some **durable** shoes that will withstand the large amount of walking I do on a daily basis.
8. I prepared for the debate by thinking of ways to **invalidate** any point my opponent might make.
9. The football field was reduced to such **detriment** after the rainstorm that it was hardly recognizable.
10. Only in my dreams do I have the strength of the **legendary** hero Hercules and can lift a car right over my head.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 24–25 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. The mad Roman emperor Caligula believed that he was a god and expected people to (**venerate, invalidate**) him.
2. Imagine our surprise when we found a trunk full of albums recorded by the (**legendary, frugal**) performer Ray Charles.
3. Detectives turn off the lights and use soft beams at the scene of a crime, as evidence is easier to see in (**durable, oblique**) lighting.
4. Orders for (**legendary, durable**) goods such as computers and cell phones were up this year, thanks to a recent boost in our economy.
5. Because of his repeated traffic violations, his driver's license has been (**venerated, invalidated**).
6. It was bad taste on your part to use that (**venerating, bantering**) tone when we were discussing such a sad event.
7. Our friendship has proved to be (**oblique, durable**) because it is based on mutual respect and honesty.
8. When they saw that they had been caught red-handed, they resorted to all kinds of (**detriments, antics**) in a vain attempt to prove their "innocence."
9. Children may be (**maimed, venerated**) in spirit as well as in body if they do not have a secure and loving home environment.
10. After living for so long on a (**frugal, durable**) diet, I was amazed when I saw the variety of rich dishes served at the banquet.
11. Self-confidence is a good quality; but if it is carried too far, it can be a (**detriment, banter**) to success in life.
12. I didn't want Charlotte to know that I was watching her, but occasionally I managed to steal a few (**oblique, legendary**) glances at her.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

antics	detriment	frugal	legendary	oblique
banter	durable	invalidate	maim	venerate

- In American law, the fact that the person accused of a crime is poor does not _____ his or her right to adequate legal representation.
- Although he had been severely _____ in the automobile accident, he was determined to return to his job and lead a normal life.
- As Americans, we _____ the great ideals of human freedom expressed in the Bill of Rights.
- Davy Crockett was a real person, but so many tall tales have been told about him that he has become a(n) _____ figure.
- Although she tried to cover it up with lively _____, I could see that her feelings had been deeply hurt.
- An inability to get along smoothly and effectively with other people will be a great _____ to you in any career you may choose.
- I would never have expected members of the senior class to take part in such childish _____!
- His income was small, but his _____ living habits enabled him to save a large sum of money over the years.
- Instead of walking straight from the farmhouse to the road, we set off in a(n) _____ direction across the field.
- Even the most _____ materials will in time be damaged by flowing water.

Synonyms

Choose the word or form of the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. cared for those **wounded** in the fire
2. **joked** with my teammates after the game
3. annoyed by an **excess** of junk mail
4. made **ambitious** plans for the company
5. walked **cautiously** on the ice
6. saved his money and lived a **thrifty** lifestyle
7. an **abundant** harvest of pumpkins
8. asked the question in an **indirect** way
9. facts that **discredit** the theories
10. surprised by the **unprovoked** attack
11. a **confirmed** opponent of higher taxes
12. used **strong** rope to tie the boxes together
13. **underrated** the importance of the discovery
14. **swerved** to avoid a pothole
15. laughed at the **tomfoolery** of the comedian

Antonyms

Choose the word or form of the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. a witness who testifies **openly**
2. a diary written by an **unknown** source
3. streets that are **unimpeded by** cars and pedestrians
4. the **advantage** of a small car
5. **despised** by his neighbors

Writing: Words in Action

Suppose you work for an advertising agency. A bank has asked you to create a commercial promoting the use of its ATM. Your ad copy should include at least two details from the passage (pages 24–25), prior knowledge, and observations. Use three or more words from this Unit.

Vocabulary in Context

Some of the words you have studied in this Unit appear in **boldface** type. Read the passage below, and then circle the letter of the correct answer for each word as it is used in context.

We all know the scene where the mastermind enters the password that opens the safe, unlocks the computer, or saves the world. We have seen it in innumerable movies. The **antics** are pretty much the same in every case, and so is the **banter** between the characters.

"But how could you possibly have known the password for his account?"

"I didn't. But it's no secret that he believes he was the **legendary** figure Cuchulain in another life. So I just typed in Cuchulain and, sure enough, that is his password."

In any password-protected system, the weak link is always the password. A password reveals a lot about a person—and a person reveals a lot about a password. To make a password unique and memorable, we tend to use information significant only to ourselves. We use birthdays, birthplaces, personal interests, pets' names, and family stuff. We also tend to use the same password more than once.

These days, we are warned to be **frugal** with personal information. Making your personal information known to others makes it difficult to remain **incognito** in the digital world. A weak password can **maim** a system's security. We are advised to use "strong" passwords that include capital letters, numerals, and special characters. We are cautioned not to store them, but to remember them. The problem is that most of us have upwards of 20 passwords to remember, and the stronger we make them, the harder they are to remember.

In case you forget, most vendors of password-sensitive products provide a simple solution. As you are setting up your product, you are offered a number of questions to which only you know the answers, such as pets' names, birthday, and birthplace.

-
- What is the meaning of **antics** as it is used in paragraph 1?
 - capers
 - plotting
 - actions
 - intentions
 - The word **banter** means about the same as
 - debate
 - angry words
 - playful chat
 - comedy
 - In paragraph 3, what does the word **legendary** suggest about Cuchulain?
 - He is a soldier.
 - He is a historical figure.
 - He is a great leader.
 - He exists only in legend.
 - Frugal** comes from the Latin word **frugalis**. **Frugalis** most likely means
 - thoughtful
 - thrifty
 - knowing
 - slavish
 - Which word means the same as **incognito** as it is used in paragraph 5?
 - disguised
 - insincere
 - famous
 - private
 - What does **maim** most likely mean as it is used in paragraph 5?
 - bypass
 - unsettle
 - disable
 - disengage

UNIT 3

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 3. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

Grand Columbian Carnival Unites the World

<Press Release>

FOR IMMEDIATE RELEASE

World's Columbian Exposition to Open

Chicago Rolls Out Red Carpet for World Visitors

Chicago, Illinois— Drum roll, please! After years of **prodigious** preparation and immense hard work, the World's Columbian Exposition, celebrating the 400th anniversary of Christopher Columbus's landing in America, opens to the public on May 1, 1893. It's spectacular! It's **audacious**! It's like nothing you've ever seen before!

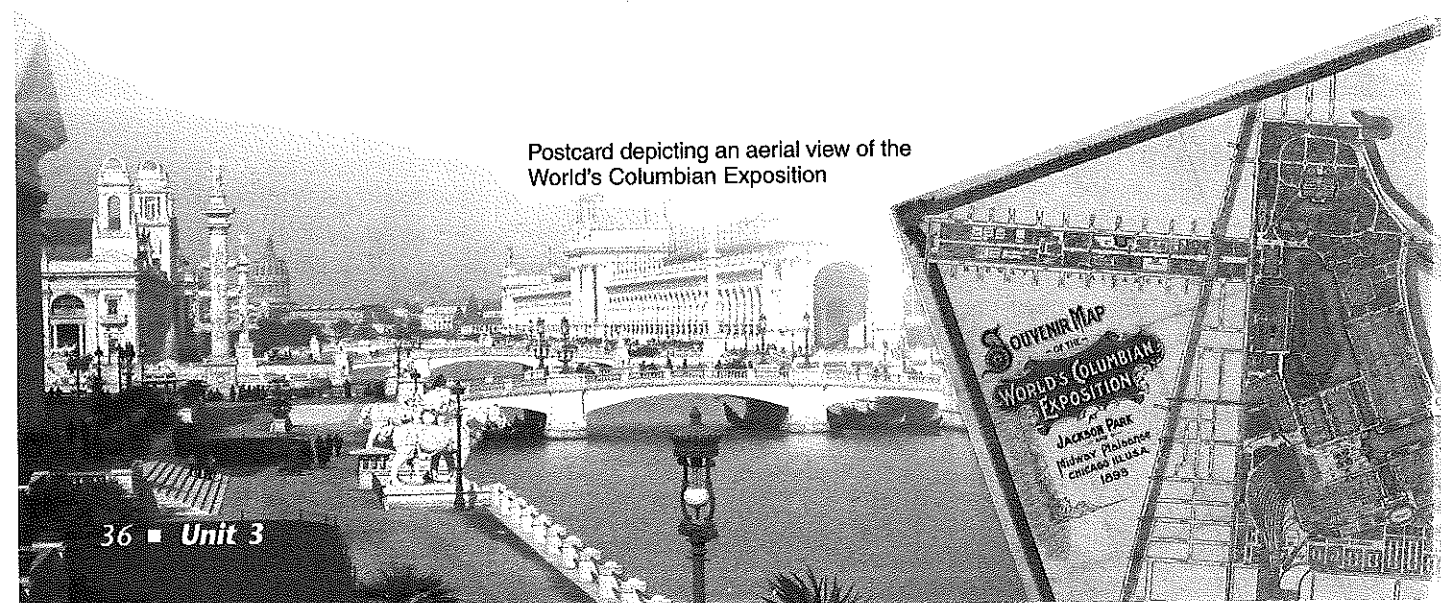
Come one, come all, and experience the great World's Fair on the shores of Lake Michigan. President Grover Cleveland will be on hand to officially cut the ribbon.

Hundreds of thousands of electric lightbulbs will light up the night sky and illuminate the buildings. There will be exhibits from each state in the union and from many foreign countries that show the **relevant** inventions, achievements, and wares of each. Commercial, agricultural, scientific, and artistic industries will be represented. Flags of the world will be **tethered** together in harmony.

It promises to be the greatest monument to human progress witnessed thus far.

But the Fair will offer much more than homage to hard work and ingenuity. The organizers have **amassed** a plethora of captivating sideshows and entertainment. The Midway Plaisance has been **allotted** as the site for musical reviews and street buskers, dancing, and carnival rides—including Mr. George Ferris's magnificent Chicago Wheel, standing 250 feet tall and offering a bird's-eye view of the Fair.

There is sailing on the lake and lagoons, and gondola rides on the Venetian waterways and canals. A long, moving sidewalk along the lakefront pier will take you to the casino—for just a nickel a ticket! Norway is sending a life-sized model of a Viking ship, and the Liberty Bell is traveling from Philadelphia aboard a flatbed rail car. Pyrotechnics and fireworks will herald the arrival of a replica of Columbus's vessels from Spain. Plus, the Hall of Agriculture will feature an 11-ton "Monster Cheese" sent by Canada and a 1500-pound chocolate Venus de Milo (no sampling allowed!).



Postcard depicting an aerial view of the World's Columbian Exposition



The Great Wheel designed by George Ferris will debut at the exposition.

For the ladies, an added enticement is The Women's Building, designed by Miss Sophie Hayden, who graduated from Massachusetts Institute of Technology with a degree in architecture—the only woman to date to do so. And the Horticultural Hall is a paradise of exotic plants and flowers. Also not to be missed: The Court of

Honor, at the center of the expo, known as the White City for its luminous white buildings.

New York, St. Louis, Washington, D.C., and our own hometown **vied** for the honor of hosting the exposition, and Chicago won. Some were **skittish**: Could Chicago pull it off? After the city suffered such devastating losses in the Great Fire two decades earlier, skeptics voiced concern. One wag said the choice of Chicago was "as mad as a March hare." And while it is true that planners **grappled** with delays, bad weather, and **myriad** logistical nightmares, prominent leaders and ordinary citizens worked in **unison** to make the exposition a success.

An **elite** group of top architects led by Daniel Burnham designed the 200 magnificent exposition buildings. These designers chose a classical architectural theme, which vexed and **perturbed** a few **willful** modernist planners but pleased the majority. Renowned landscape designer Frederick Law Olmsted—creator of New York's lush Central Park—laid out the fairgrounds at Jackson Park, and it will be a most welcome addition to the city's panorama.

From our **perspective** (admittedly biased!), the Windy City is the perfect choice to host world visitors and celebrate our age of innovation and prosperity. The discovery of America deserves a splendid commemoration, and all indications point to a grand triumph!

The Court of Honor and the Statue of the Republic (nicknamed "Big Mary")



Audio

For iWords® and audio passages, go to SadlierConnect.com.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. allot**
(ə lăt')

(v.) to assign or distribute in shares or portions
The teacher _____ books and supplies to each student on the first day of school.
- 2. audacious**
(ô dâ' shəs)

(adj.) bold, adventurous, recklessly daring
The audience cheered the _____ feats of the trapeze artists.
- 3. comply**
(kəm plī')

(v.) to yield to a request or command
Employees who fail to _____ with a company's rules may lose their jobs.
- 4. grapple**
(grap' əl)

(n.) an iron hook used to grab and hold; (v.) to come to grips with, wrestle or fight with
A ship equipped with _____ may be used to recover large pieces of wreckage from the ocean floor.
Store employees _____ with the thieves and held them until the police arrived.
- 5. instigate**
(in' stə gāt)

(v.) to urge on; to stir up, start, incite
Several demonstrators in the angry crowd did their best to _____ a riot.
- 6. myriad**
(mir' ē əd)

(adj.) in very great numbers; (n.) a very great number
Scientists continue to make new discoveries in their studies of the _____ life-forms of the jungle.
You will find information about a _____ of subjects on the Internet.
- 7. prodigious**
(prə dij' əs)

(adj.) immense; extraordinary in bulk, size, or degree
Few intellects have rivaled the _____ mind of Albert Einstein.
- 8. skittish**
(skit' ish)

(adj.) extremely nervous and easily frightened; shy or timid; extremely cautious; unstable, undependable
Only an experienced and confident rider should mount a _____ horse.

- 9. tether**
(teth' er) (n.) a rope or chain used to fasten something to a fixed object; the outer limit of strength or resources; (v.) to fasten with a rope or chain
Some young people find it difficult to break the emotional and financial _____ that bind them to their parents.
Before the storm, I _____ the boat securely to the dock.
- 10. unison**
(yü' nə sən) (n.) a sounding together; agreement or accord
The members of our new student orchestra need to practice playing in _____.



Using Context

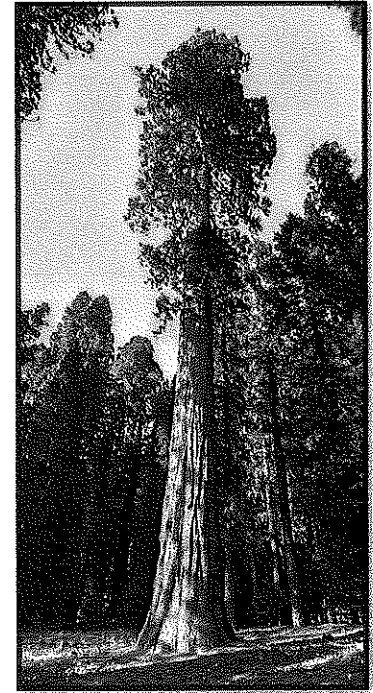
For each item, determine whether the **boldface** word from pages 38–39 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

- When I asked, "Who wants to go to the playground?" all answered in **unison**, "I do!"
- Health inspectors often visit restaurants to see if they **comply** with the city's health codes.
- The school budget will **allot** money to necessities such as teacher salaries, transportation, and building maintenance.
- Scientists will use the latest computer models to **instigate** the path of the tremendous storm.
- I would urge you to be careful and make an **audacious** rather than impulsive choice.
- The main character of the humorous story has to continually **grapple** with the challenges of being a new kid at school.
- So far, no one has been able to solve the **myriad** of what happened to the missing results of the scientific study.
- After a car accident, it's understandable to feel **skittish** about getting into a car again.
- Wouldn't it be nice to **tether** away a long summer afternoon on a beautiful beach with no deadlines or responsibilities to worry about?
- The moon landing was a **prodigious** accomplishment that can be attributed to the dedication and hard work of a great many people.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 36–37 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

- As I glanced upward at the giant sequoia, I realized how (**prodigiously, audaciously**) tall these trees truly are.
- By the twentieth mile of a marathon, many runners have reached the end of their (**unison, tether**).
- As I stared at the luscious chocolate swirl cake, I bravely (**instigated, grappled**) with temptation—but the chocolate cake won!
- Mr. Ponce knew that it was Tyler who blew the whistle in class, as Tyler is always (**tethering, instigating**) trouble.
- Great new discoveries in science can be made only by men and women with intellectual (**compliance, audacity**).
- In the next chorus, *please* try to sing in (**unison, compliance**).
- I wonder why the camp directors were unwilling to (**comply, grapple**) with my request to keep a pet snake in my tent.
- My neighbor has all kinds of colorful kites and wind socks (**instigated, tethered**) to stakes in her yard, claiming that they keep the deer from eating her plants.
- Can you imagine what a (**skittish, prodigious**) amount of research is needed for a multivolume reference book such as the *Encyclopaedia Britannica*?
- He has had such bad experiences with motorcycles that he has become extremely (**audacious, skittish**) of them.
- Our course in life sciences has given us some idea of the (**myriad, unison**) varieties of plants and animals inhabiting the earth.
- If we have to share the same locker, please try to keep your things in the space (**allotted, complied**) to you.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

allot	comply	instigate	prodigious	tether
audacious	grapple	myriad	skittish	unison

- Before we set out on the camping trip, our Scout leader _____ special tasks and responsibilities to each one of us.
- There in the middle of the garden was a goat _____ to a stake.
- The autumn night sky, with its _____ stars, always fills me with awe and wonder.
- When he seemed hopelessly defeated, General George Washington crossed the Delaware River and launched a(n) _____ surprise attack on the Hessians.
- You will have to use a(n) _____ to recover the lobster trap from the bottom of the bay.
- Though we have made many outstanding contributions to the conquest of space, landing men on the moon is probably our most _____ achievement.
- Trying to navigate through rush-hour traffic on a high-speed expressway can be a nightmare for a(n) _____ driver.
- If all the members of the cast work in _____, I am sure we will have a successful class show.
- I refuse to _____ with any order issued by a person who has absolutely no knowledge of the project I'm working on.
- In wartime, it is not unusual for secret agents to be sent behind enemy lines in an effort to _____ a rebellion.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. amass**
(ə mas')

(v.) to bring together, collect, gather, especially for oneself; to come together, assemble

A prudent investor can _____ a fortune in the stock market over the long run.
- 2. devoid**
(di void')

(adj.) not having or using, lacking

The old well on my grandparents' property has long been _____ of water.
- 3. elite**
(ā lēt')

(n.) the choice part of a group of people or things;
(adj.) superior

Each year, the social _____ of the community sponsors several events to benefit local charities.

You can get a fine education regardless of whether you attend an _____ school.
- 4. incapacitate**
(in kə pas' ə tāt)

(v.) to deprive of strength or ability; to make legally ineligible

In the 1940s and 1950s, polio _____ many thousands of people each year all over the world.
- 5. longevity**
(län jev' ə tē)

(n.) long life, long duration, length of life

The sea turtle is known for its _____.
- 6. perspective**
(pər spek' tiv)

(n.) a point of view or general standpoint from which different things are viewed, physically or mentally; the appearance to the eye of various objects at a given time, place, or distance

The designs for the children's playhouse were drawn to scale and in the right _____.
- 7. perturb**
(pər tərb')

(v.) to trouble, make uneasy; to disturb greatly; to throw into confusion

The rude and disruptive behavior of several party guests _____ the host and hostess.
- 8. relevant**
(rel' ə vənt)

(adj.) connected with or related to the matter at hand

I found several Web sites that provided information _____ to the topic of my research paper.

9. **vie**
(vi) (v.) to compete; to strive for victory or superiority
Many actors _____ for the leading role in the famous director's new film.
10. **willful**
(wil' fəl) (adj.) stubbornly self-willed; done on purpose, deliberate
After lengthy deliberations, the jury found the defendant guilty of _____ murder.



Using Context

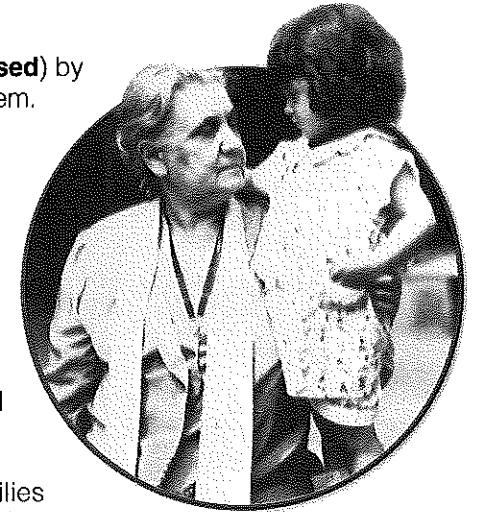
For each item, determine whether the **boldface** word from pages 42–43 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

1. While this conversation is interesting, it is not **relevant** to our original discussion, so I will table it for another time.
2. It was just my luck that the flu happened to **incapacitate** me right before my job interview, forcing me to reschedule for the following week.
3. Reading books allows me not only to learn about different parts of the globe, but also to see the world from the **perspective** of people from other backgrounds.
4. After a hard day, nothing can **vie** my spirits more than some relaxing time spent with good friends.
5. The sight of the sky **devoid** of clouds forced everyone to leave the park in preparation for the coming downpour.
6. The speaker's voice was full of such **longevity** that even those who had expressed no interest in the subject were moved by his passion.
7. Nothing can **perturb** the toddler more than the sight of blowing bubbles, which he will delightedly run after and try to catch.
8. The student continued to break the rules after receiving several warnings, so she was suspended due to her **willful** disobedience.
9. She has been working two jobs every summer for the past few years in order to **amass** the money she will need to pay for college tuition.
10. The wealthy man insisted that only the most **elite** group of surgeons be allowed to operate on his wife.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 36–37 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

- Jane Addams was not only profoundly (**perturbed, amassed**) by the suffering of other people but also tried hard to help them.
- She had devoted her life to (**amassing, incapacitating**) not material riches but the love, respect, and thanks of every member of this community.
- (**Willful, Perturbed**) with her son's lazy ways, Ms. Lowry called the boy into the house, demanding that he clean up his room immediately.
- The bitter strike closed shops, shut down factories, and (**incapacitated, vied**) an entire industry for months.
- People who come from rich and socially prominent families don't always belong to the intellectual (**perspective, elite**).
- How do you explain the fact that in practically every country the (**elite, longevity**) of women is greater than that of men?
- I don't think anyone can hope to (**vie, perturb**) with Gloria in the election for "Most Popular Student."
- Do you really think your story is (**relevant, willful**) to this conversation?
- Perhaps in the long-term (**longevity, perspective**) of history, some events that seem very important now will prove to be minor.
- We will never have a well-organized or effective club if all the members insist (**willfully, perturbedly**) on having their own way.
- She delivered a simple, low-key speech, completely (**devoid, relevant**) of fancy language or emotional appeals.
- The defense has told you about the defendant's unhappy childhood, but how is this (**relevant, willful**) to the question of innocence or guilt?



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

amass	elite	longevity	perturb	vie
devoid	incapacitate	perspective	relevant	willful

1. We can thank modern medical science for the increased _____ of human beings in most parts of the world.
2. I know that you are a brilliant student, but I am still amazed that you could _____ such a vast store of information so quickly.
3. Someday, when you see this event in its proper _____, you will realize that it is not as important as it seems now.
4. Dad said, "I am _____ not because you failed the exam, but because you seem unable to understand *why* you failed it."
5. I am completely _____ of sympathy for anyone who loses a job because of carelessness and indifference.
6. The _____ child insisted on wearing sneakers to her sister's wedding.
7. Since the town meeting tonight has been called to deal with conservation, only discussion _____ to that subject will be allowed.
8. A number of cities _____ with one another to be chosen as the site of a national political convention.
9. The disease had so _____ the poor woman that she was no longer able to leave her bed.
10. He joined the _____ group of athletes who have run a mile in under four minutes.



Synonyms

Choose the word or form of the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. **doled out** four tickets to each member of the cast _____
2. chose only the **select few** _____
3. **struggled** with the lock on the door _____
4. **innumerable** ways to say hello _____
5. felt **jumpy** around large spiders _____
6. **contend** with a rival team for the championship _____
7. told to stick to the **pertinent** details _____
8. **deliberate** act of protest _____
9. **tie up** the dog to the fence _____
10. could only see things from her **viewpoint** _____
11. had **tremendous** knowledge on the subject _____
12. had **daring** plans to take over the company _____
13. arrived at **consensus** on the course of action _____
14. **accumulated** a huge collection of folk art _____
15. repeated delays that **irritated** the passengers _____



Antonyms

Choose the word or form of the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. left the army **restored** _____
2. arrested for **disobeying** the law _____
3. the **brevity** of the public's interest in the story _____
4. called in to **suppress** the protestors _____
5. a river **teeming with** fish _____

Writing: Words in Action

Suppose that you are one of the sponsors for the World Exposition. You want to persuade visitors to attend this event. Write a brochure enticing visitors, using examples from your reading (pages 36–37), personal experiences, and prior knowledge. Use three or more words from this Unit.

Vocabulary in Context

Some of the words you have studied in this Unit appear in **boldface** type. Read the passage below, and then circle the letter of the correct answer for each word as it is used in context.

World's fairs come and go, but some of the stunning architectural feats created for these international exhibitions have had **longevity** over the years. Some paragons of architecture that still stand today were originally constructed for world's fairs. The Eiffel Tower in Paris and the Palace of Fine Arts in San Francisco were originally built to **comply** with architects' idealized visions of the future.

The Eiffel Tower was built for the 1889 World's Fair by engineer Gustave Eiffel and architect Stephen Sauvestre. Some Parisians decided to **amass** significant opposition to this 1063-foot-tall creation near the Champ de Mars; many of these opponents were angry enough to **instigate** protests and riots. This challenge did not **incapacitate** Eiffel and Sauvestre—they continued to build the Eiffel Tower. Though many believed that the Eiffel Tower would only last 20 years, the Eiffel Tower is currently the world's most visited monument by ticket sales, and it has contributed \$435 billion euros to the French economy.

The Palace of Fine Arts in San Francisco was built for the Panama-Pacific Exposition: the 1915 World's Fair that celebrated the completion of the Panama Canal. This building was an important step in rebuilding San Francisco 10 years after an earthquake and a fire left the city **devoid** of many buildings. Bernard Maybeck initially designed the structure to be temporary; it was supposed to be demolished after the fair ended. In 1964, the City of San Francisco rebuilt the structure out of concrete, and it remains a popular sightseeing venue.

- In paragraph 1, what does the word **longevity** suggest about the architecture?
 - It was important.
 - It was long-lived.
 - It was made poorly.
 - It was unique.
- What is the meaning of **comply** as it is used in paragraph 1?
 - connect with
 - compare to
 - contrast with
 - yield to
- Amass** comes from the Latin word **massa**. **Massa** most likely means
 - mask
 - match
 - mass
 - master
- Which word means the same as **instigate** as it is used in paragraph 2?
 - incite
 - stop
 - propose
 - perceive
- The word **incapacitate** means about the same as
 - silence
 - satisfy
 - facilitate
 - debilitate
- What does **devoid** most likely mean as it is used in paragraph 3?
 - lacking
 - full
 - glowing
 - restricted

Vocabulary for Comprehension

Part 1

Read “How News Travels,” which contains words in **boldface** that appear in Units 1–3. Then answer the questions.

How News Travels

- During the eighteenth century, news traveled at the speed of a sailing ship, or of a galloping horse. Until the mid-nineteenth century journeys overland
- (5) could be as slow and torturous as ocean voyages. In 1776 it took as long for news of the U.S. Declaration of Independence to reach London by sea from Philadelphia as it did to reach El Paso by land. Delays
- (10) were legendary. When Benjamin Franklin served as U.S. Ambassador in Paris from 1776 through 1785, he often waited up to six months for replies to his dispatches.
- The art of diplomacy thrived during
- (15) the long pauses caused by slow communication. Ambassadors were especially **relevant** to international relations at that period in history. Nations would constantly **vie** for dominance, especially in
- (20) Europe, and ambassadors often had to act on their own initiative because there was not enough time to wait for governmental go-ahead. Their powers were enormous. An ambassador’s decision could change
- (25) the course of history. In addition, the delays caused by long-distance travel allowed time for tempers to cool. Delays gave ambassadors the opportunity to practice thoughtful, diligent diplomacy. They
- (30) provided political leaders a chance to work toward long-term solutions to complex problems, rather than short-term fixes.
- Electric telegraphy converts written messages into electric impulses. These
- (35) impulses travel long distances instantly by wire to remote receivers, where they are converted back into readable text. Various forms of electric telegraph were developed
- in the early nineteenth century, but none
- (40) of them succeeded in sending messages more than a few miles. During the 1830s and 1840s, electrical scientists in several countries competed to develop a workable long-distance electric telegraph system.
- (45) By the mid-nineteenth century, electric telegraphy had **evolved** into its historically familiar form. Not everyone welcomed the new technology—the international diplomatic community has always been
- (50) **laggard** to incorporate new technologies. When he received his first telegram, British Foreign Secretary Lord Palmerston roared, “By God, this is the end of diplomacy!”
- Nevertheless, London, like every other
- (55) European foreign ministry, adopted it during the early 1850s. And the electric telegraph did not invalidate the role of the diplomat. The rapidity of transmission put political
- (60) leaders and diplomats under new pressures. International disputes now intensified at a speed that posed new challenges to foreign ministries, which
- (65) had relied for so long on delay as a tool in resolving international discord. Telegraphy did not play a part in the diplomacy of the United States until the completion of the first reliable transatlantic cable in 1866.
- Diplomacy by telegraph lasted until
- (70) the late twentieth century, when it was replaced by computer technology and fiber optic cables—which carry light rather than electricity. Whatever form diplomatic communications take in the future, the **avowed** intention will
- (75) always remain the same: to help nations **collaborate** and to avoid conflict.

1. Which word means the opposite of **relevant**?
 A) pertinent
 B) courteous
 C) obstinate
 D) unsuitable
2. What does the word **vie** most likely mean as it is used in line 19?
 A) war
 B) compete
 C) press
 D) wait
3. What is the main purpose of the second paragraph?
 A) to stress the crucial function of diplomacy in international relations
 B) to describe the work of ambassadors before the electric telegraph
 C) to explain eighteenth century diplomacy
 D) to show how diplomacy ignores time
4. As it is used in line 46, what does the word **evolved** mean?
 A) diminished
 B) corroded
 C) developed
 D) united
5. **Part A**
 Why did Lord Palmerston regard the electric telegraph as the end of diplomacy?
 A) He did not trust the new technology.
 B) He did not trust diplomats who used the new technology.
 C) The message was addressed to him.
 D) Its rapidity allowed no time for the exercise of diplomacy.
- Part B**
 Which choice provides the **best** evidence for the answer to the previous question?
 A) "Franklin served as U.S. Ambassador in Paris" (lines 10–11)
 B) "diplomacy thrived during the long pauses" (lines 14–15)
 C) "Ambassadors were especially relevant" (lines 16–17)
 D) "Nations would constantly vie for dominance" (lines 18–19)
6. According to the passage, why did the United States start to use the electric telegraph later than European nations?
 A) European nations were close to each other.
 B) Progress was delayed by the Civil War.
 C) The United States was reluctant to adopt the new technology.
 D) There was no reliable transatlantic cable until 1866.
7. What is the meaning of **laggard** as it is used in line 50?
 A) unwilling
 B) swift
 C) sluggish
 D) reluctant
8. What does the word **avowed** most likely mean as it is used in line 74?
 A) understood
 B) declared
 C) unstated
 D) anticipated
9. Which word is closest in meaning to the word **collaborate** as it is used in line 76?
 A) connive
 B) struggle
 C) work hard
 D) work together
10. What is the main idea of the passage?
 A) Diplomacy does not always rely on the most efficient available means of communication.
 B) The electric telegraph has always been the most efficient form of international communications.
 C) It is always the intention of international diplomacy to avoid war by all available means.
 D) International diplomacy is directly affected by developments in communication technology.

Vocabulary for Comprehension

Part 2

Read this passage, which contains words in **boldface** that appear in Units 1–3. Then choose the best answer to each question based on what is stated or implied in the passage. You may refer to the passage as often as necessary.

Questions 1–10 are based on the following passage.

- On June 11, 1776, Congress appointed a committee to prepare a formal declaration of independence from Great Britain. The committee consisted of John Adams, Benjamin Franklin, Thomas Jefferson, Robert R. Livingston, and Roger Sherman. At 33 years of age, Jefferson was the youngest member of the committee. He had only become a member of Congress a year before, and both Adams and Franklin had experience, rank, and reputation that far exceeded his. But when the committee voted on who would write the first draft, they **allotted** the task to Jefferson. Adams came second.

- Forty-six years later, in August 1822, Timothy Pickering wrote to John Adams to ask why the committee had chosen Jefferson to write the Declaration. Why didn't Jefferson's age and inexperience **preclude** him from such a responsibility? By the time Adams received this request for information he was 87 years old. He had served as Washington's vice-president from 1789 to 1797, and as president from 1797 to 1801. Jefferson had been Adams's vice-president, but they had become political rivals. Adams was a Federalist, and Jefferson was a Democratic-Republican. Jefferson had beaten Adams to the presidency in the election of 1800. When Adams replied to Pickering, however, he was not **churlish**. His reply is illuminated by his great generosity of spirit. He says nothing to Jefferson's **detriment** and clearly **venerates** Jefferson. He is **bountiful** in his admiration and affection for his great rival.

- Adams explains that when Jefferson entered Congress in 1775, he brought with him a reputation for expertise in literature and science. According to Adams, Jefferson's fellow congressmen quickly noted that his writing had a "peculiar felicity of expression" (this phrase, like other quoted passages, is **excerpted** from Adams's letter). He had earned many **plaudits** on congressional committees for being "prompt, frank, explicit and decisive." It was for these qualities, Adams wrote, that Jefferson "seized upon my heart." Jefferson won his vote, and Adams did his best to secure the votes of his colleagues in favor of Jefferson. Adams had courage and integrity, but his writing lacked Jefferson's grace. Franklin was an expert in many fields of thought—and a genius in some—but his writing lacked Jefferson's concentration and power of persuasion.
- When Jefferson won the vote he proposed that Adams should write the first draft. Adams refused. He told Jefferson that because the Commonwealth of Virginia was the oldest and most eminent of the colonies, tradition demanded that the Declaration should come from a Virginian. He told Jefferson that he—Jefferson—had none of the revolutionary baggage that burdened him, Franklin, and the others: "I am obnoxious, suspected, and unpopular." Jefferson denied Adams's claims, and still refused to **comply** with his wishes, Adams said simply, "You can write ten times better than I can." According to Adams, that settled it.
- "Well," said Jefferson, "if you are decided, I will do as well as I can."

1. As it is used in line 14, “allotted” most nearly means
 - A) assigned.
 - B) delivered.
 - C) conveyed.
 - D) consigned.
2. As it is used in line 21, “preclude” most nearly means
 - A) qualify.
 - B) deter.
 - C) disqualify.
 - D) condemn.
3. As it is used in line 33, “churlish” most nearly means
 - A) forgetful.
 - B) rude.
 - C) grateful.
 - D) vengeful.
4. The author’s intention in the second paragraph (lines 16–38) is to
 - A) introduce Pickering, who provokes Adams to explain the mystery of why Jefferson was chosen.
 - B) explain how, over the years, mutual admiration might have soured into rivalry and bitter enmity.
 - C) focus on Adams, and to show how the careers of Jefferson and Adams drew them together and pushed them apart.
 - D) show how Jefferson and Adams were politically and temperamentally opposites.
5. Which of the following is the best paraphrase for “a peculiar felicity of expression” (line 45)?
 - A) an unusually attractive way of speaking
 - B) a uniquely compelling way with language
 - C) an unlikely turn of phrase
 - D) a rare figure of speech
6. It can reasonably be inferred from the passage that Thomas Jefferson
 - A) was in competition with Adams in 1776.
 - B) thought little of Adams’s writing abilities.
 - C) became more friendly with John Adams as the years passed.
 - D) had great respect and affection for John Adams in 1776.
7. Which choice provides the best evidence for the answer to the previous question?
 - A) Lines 37–38 (“He ... great rival”)
 - B) Lines 50–52 (“It was ... heart”)
 - C) Lines 61–63 (“When ... first draft”)
 - D) Lines 77–78 (“Well ... I can”)
8. Adams refused to write the first draft
 - A) because Jefferson had won the vote, so the task was his.
 - B) because he thought Jefferson’s offer was meant politely, but not seriously.
 - C) because he believed Jefferson was in every way the best man for the job.
 - D) because he was disappointed at having lost the vote to Jefferson.
9. As it is used in line 73, the word “comply” most nearly means
 - A) understand.
 - B) consent.
 - C) reject.
 - D) display.
10. Which of the following best summarizes the passage?
 - A) Adams explains why his rival and friend Jefferson came to write the first draft of the Declaration of Independence.
 - B) John Adams receives a letter that forces him to cast his mind back 46 years and face some uncomfortable truths.
 - C) Adams considers his anger about the choice of Jefferson to write the first draft over him and Benjamin Franklin.
 - D) After a lifetime in politics, Adams finally accepts the reasons why Jefferson was picked to draft the Declaration of Independence.

Synonyms

From the word bank below, choose the word that has the same or nearly the same meaning as the **boldface** word in each sentence and write it on the line. You will not use all of the words.

avowed	incapacitate	laggard	skittish
detriment	incognito	oblique	unison
grope	instigate	perturb	veer
hover	invalidate	revert	venerate

1. Having natural talent can be more of a **hindrance** than an advantage, because people sometimes expect more from you. _____
2. Many younger brothers tend to **worship** their older brothers throughout their childhoods. _____
3. It is hard to understand why a **sworn** sports fanatic would rather watch games on television than attend them live. _____
4. Some parents say that the teacher is **sluggish** in responding to their emails, but she is just ensuring her replies are accurate. _____
5. The scenes in the film were so gory as to **upset** some of the moviegoers enough that a few of them left before the end. _____
6. I was grateful that the credit card company was able to **cancel** the purchases that were made with my account after someone stole my wallet. _____
7. My younger brother tends to **regress** to childlike behavior when he wants something from our parents. _____
8. The residents of the seaside town feared that the news of polluted water in their bay would **cripple** their tourism industry. _____
9. The girl is a little **jumpy** around dogs because of an upsetting experience when she was a child. _____
10. As I watched my friend **linger** by the doorway, I knew he was mustering the courage to ask our teacher about his poor grade. _____
11. I don't know how we'll ever get a group of such different people to actually work in **harmony**. _____
12. The **indirect** route to the airport was inconvenient, but we were able to avoid the heavy traffic on the highway. _____

Two-Word Completions

Select the pair of words that best completes the meaning of each of the following sentences.

1. It isn't wise to give very young children toys that will break easily. They need playthings that are _____ because they haven't yet learned to handle fragile items _____.

a. frugal ... willfully	c. servile ... churlishly
b. prodigious ... wantonly	d. durable ... gingerly

2. If you are careless with your money, you will always be penniless. But if you are _____, you may be able to _____ a sizable personal fortune.

a. frugal ... amass	c. bountiful ... evolve
b. audacious ... preclude	d. enterprising ... maim

3. "If he weren't so rude, I'd be glad to _____ with him on the project," I said. "But I don't think I can work with someone with such a _____ manner."

a. vie ... congested	c. collaborate ... churlish
b. banter ... relevant	d. wrangle ... servile

4. The clownish _____ of cartoon characters, both animal and human, have won the hearts and _____ of many generations of delighted children.

a. antics ... plaudits	c. tethers ... decrees
b. banter ... bonanzas	d. adages ... vigils

5. The TV marathon not only garnered _____ amounts of money for the region's starving millions but also yielded an unexpectedly rich _____ of publicity for their plight.

a. legendary ... allotment	c. bountiful ... banter
b. prodigious ... bonanza	d. myriad ... rubble

6. He was a man of great energy and _____. In no time at all, he rose from relatively humble beginnings to the very _____ of power.

a. longevity ... antics	c. compliance ... perspectives
b. audacity ... durables	d. enterprise ... citadels

7. "A person has to expect a little accidental bumping and pushing in a crowded bus," I observed to my companion. "It's just not possible to avoid _____ another passenger when the center aisle is _____ with people."

a. grappling ... elite	c. jostling ... congested
b. maiming ... devoid	d. minimizing ... gluttoned


Idioms

In the passage about the World's Columbian Exposition (see pages 36–37), the writer states that at least one person viewed the choice of Chicago as the host city as “mad as a March hare.”

“Mad as a March hare” is an idiom that means “showing little reason” or “foolish.” An **idiom** is a figure of speech; the words are not to be interpreted literally. Idioms are informal expressions that are unique to every language. Although idioms are colorful and expressive, they should be used sparingly in formal writing.

Choosing the Right Idiom

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

- | | |
|--|---|
| 1. Ms. Robins is one smart cookie , so she's not going to believe that the dog ate your homework. _____ | a. pay or contribute some money |
| 2. Zander better expect to pony up if he wants to buy that fancy motorcycle. _____ | b. postponed |
| 3. My best friend, Brianna, and I are always on the same wavelength . _____ | c. someone who is not easy to deceive |
| 4. Although Jack was in agonizing pain, he kept a stiff upper lip until the paramedics arrived. _____ | d. acted bravely or showed no fear |
| 5. The tutor was banging his head against the wall trying to explain algebra to me. _____ | e. bicker; argue intensely |
| 6. Unfortunately, the plans for the new pedestrian bridge have been put on ice . _____ | f. in great detail; thoroughly |
| 7. The boss thinks Eddie is a bad egg , and she wants me to watch him closely. _____ | g. someone who can't be trusted |
| 8. There were so many sales that I was able to buy this dress for a song . _____ | h. in agreement |
| 9. My little nephews fight like cats and dogs , so I don't enjoy babysitting them. _____ | i. at a low price; for very little |
| 10. I've gone over the house with a fine tooth comb , and I can't find my ring anywhere. _____ | j. frustrated after several unsuccessful attempts |

Classical Roots

vers, vert—to turn

This Latin root appears in **revert** (page 15), which means “to return, to go back to a previous, or lower, condition.” Some other words based on the same root are listed below.

controversy	inverse	reversal	verse
conversant	pervert	traverse	vertiginous

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the blank space in the illustrative sentence below the definition. Use a dictionary if necessary.

- to travel across; to cross and recross; to extend over
We plan to _____ the countryside by bicycle this summer.
- turned upside down or inside out; referring to a relationship in which one item increases as the other decreases
Division is the _____ of multiplication.
- a line of poetry; poetic writing (“a turning, as of a line”)
The teacher asked each student to recite a _____ of a favorite poem.
- whirling or spinning; tending to make dizzy; affected by or suffering from dizziness
The _____ rides in amusement parks are popular with children of all ages.
- to turn away from the right course; to lead astray, distort (“thoroughly, utterly turned”)
The defendant was accused of paying bribes to try to _____ the justice system.
- a change or overthrow; a change of fortune (*usually for the worse*), setback
The press criticized the Supreme Court’s _____ of the state court’s decision.
- familiar by use or study; acquainted (“turning with”)
Before we remodeled our house, we sought expert advice from someone _____ with the town’s building code.
- a lengthy dispute (“a turning against”)
A new development in medical technology may spark a heated _____ within the field.

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 4. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

Toni Cade Bambara

< Author Profile >

Toni Cade Bambara (1939–1995) wore many hats during her lifetime: writer, editor, teacher, filmmaker, activist, and social worker. Born in Harlem, she came of age during the civil rights movement and the stirrings of feminism. Bambara **deplored** social injustice. Her disapproval spurred her to work hard to **oust** injustice from American society. Her career united diverse interests in a single-minded effort to build and **bolster** equality and tolerance.

As a young woman, Bambara lived in New York City. She gained a faculty position at Livingston College, a new unit of Rutgers University designed to serve underprivileged students. She achieved academic recognition by editing the landmark anthology *The Black Woman* (1970). This collection featured poems, essays, and stories by stellar African American writers, including Alice Walker, Audre Lorde, and Nikki Giovanni. When one **peruses** the anthology today, it is

hard to imagine that no one before Bambara had attempted such a project.

Two years later, Bambara **mustered** a group of short stories for her publication entitled *Gorilla*,



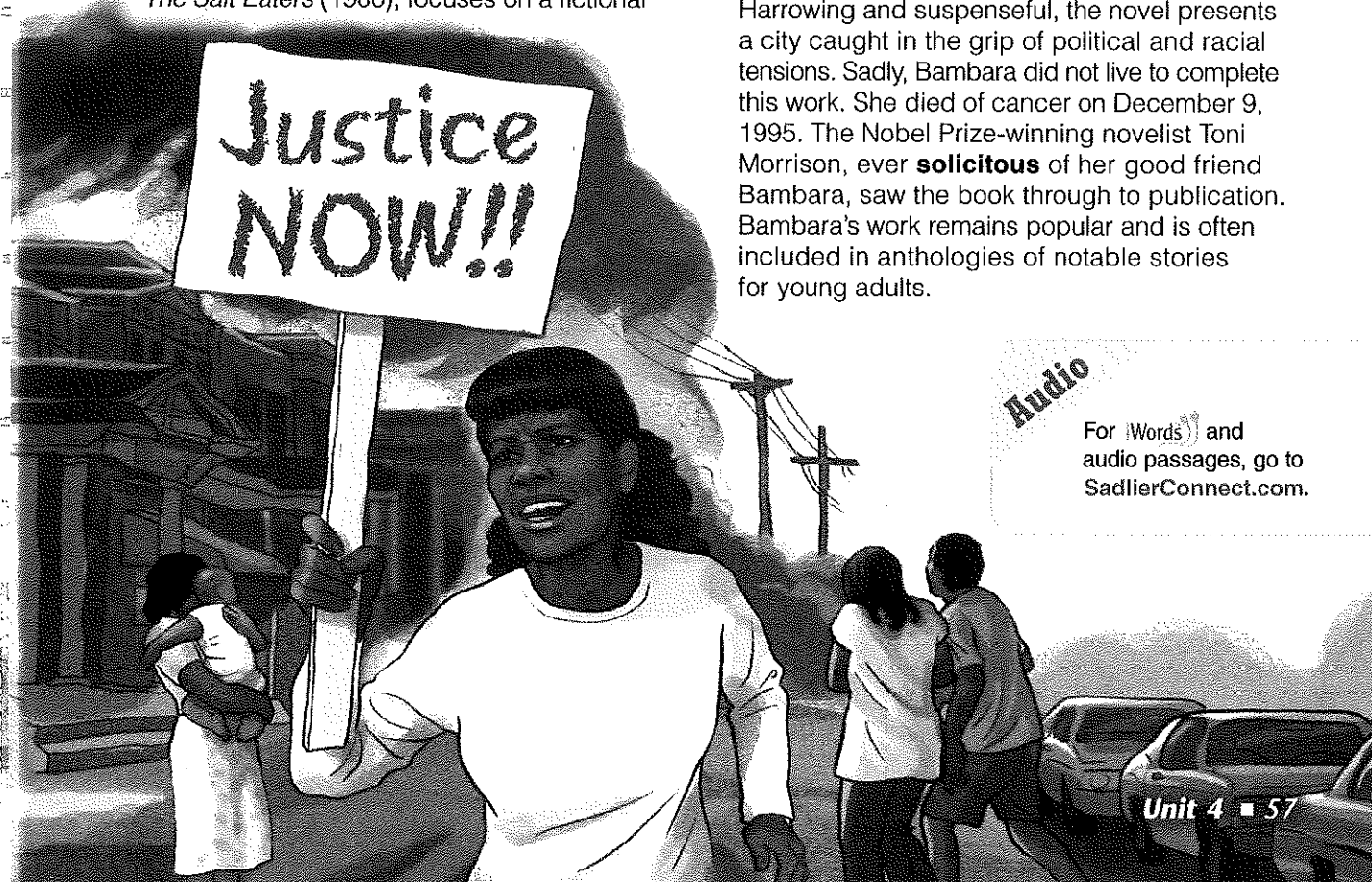
My Love. It decisively **annulled** any doubt that Bambara was a major new voice in American fiction. The stylistic traits that her work was **prone** to are clearly visible: urban settings, first-person narrators, the theme of community, and an uncanny mastery of the spoken word. For Bambara, urban language was far from **frivolous**. Instead, she used it to plunge the reader into a real and edgy world. Bristling with sassy humor, Bambara's leading characters are often young black girls who refuse to knuckle under to prejudice or disrespect. Strong and self-reliant, they feel no **qualms** about talking back, as is shown by Squeaky, the narrator in one of Bambara's best-known stories, "Raymond's Run." Squeaky may not have been born on Easy Street, but as portrayed by Bambara, she possesses a wealth of wisdom and compassion at an early age.

During the 1970s and 1980s, Bambara **sustained** a hectic schedule of teaching, writing, and social and political activism. Her first novel, *The Salt Eaters* (1980), focuses on a fictional

community organizer, Velma Henry. After suffering a nervous breakdown, Velma seeks **recourse** with an untraditional healer. In the novel, Bambara presents illness and pain as metaphors for social and political oppression. Health issues **obsess** many of the characters. The novel presents multiple perspectives and an intricate, experimental structure. *The Salt Eaters* won the American Book Award and the Langston Hughes Society Award in 1981.

During this period, Bambara was also active in documentary film work. Such films, she felt, could shake up indifferent viewers who had become **blasé** or **staid** about injustice and inequality. Her script for the film *The Bombing of Osage Avenue* (1986) received best documentary awards from the Pennsylvania Association of Broadcasters and the National Black Programming Consortium.

It was also during this period that Bambara began the novel that many critics consider her masterpiece: *Those Bones Are Not My Child*. Harrowing and suspenseful, the novel presents a city caught in the grip of political and racial tensions. Sadly, Bambara did not live to complete this work. She died of cancer on December 9, 1995. The Nobel Prize-winning novelist Toni Morrison, ever **solicitous** of her good friend Bambara, saw the book through to publication. Bambara's work remains popular and is often included in anthologies of notable stories for young adults.



Audio

For (Words) and audio passages, go to SadlierConnect.com.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. bolster**
(bōl' stər)

(v.) to support, give a boost to; (n.) a long pillow or cushion; a supporting post

When you write a research paper, you should always use appropriate facts to _____ your case.
The sofa has four comfortable _____.
- 2. deplore**
(di plōr')

(v.) to feel or express regret or disapproval

Social critics _____ what they believe is a widespread decline in good manners.
- 3. frivolous**
(friv' ə ləs)

(adj.) of little importance, not worthy of serious attention; not meant seriously

I'll ignore your _____ suggestion.
- 4. obsess**
(əb ses')

(v.) to trouble, haunt, or fill the mind

If you allow fear of failure to _____ you, you will find it difficult or even impossible to achieve your goals in life.
- 5. oust**
(aüst)

(v.) to remove, drive out of a position or place

Military leaders _____ the duly elected president and took over the government.
- 6. porous**
(pōr' əs)

(adj.) full of tiny holes; able to be penetrated by air or water

Some synthetic materials are as _____ and strong as natural sponges.
- 7. prone**
(prōn)

(adj.) lying facedown; inclined, likely

Unfortunately, I am _____ to earaches and sinus infections.
- 8. qualm**
(kwäm)

(n.) a pang of conscience, uneasiness, misgiving, or doubt; a feeling of faintness or nausea

Don't you have serious _____ about voting for such a relatively unknown and inexperienced candidate?

9. **residue**
(rez' ə dü) (n.) a remainder, that which remains when a part has been used up or removed
A _____ of sticky taffy made the pan difficult to clean.
10. **staid**
(stād) (adj.) serious and dignified; quiet or subdued in character or conduct
Many companies have a dress code which requires that all employees wear _____ colors such as navy or gray.



Using Context

For each item, determine whether the **boldface** word from pages 58–59 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

1. Some jobs, such as that of a security guard or ambulance dispatcher, require people to have a calm and **staid** manner.
2. In order to receive a perfect score in this game, a player must answer each history or geography question without a single **qualm**.
3. If you **obsess** over minor details, you risk losing sight of the big picture.
4. Now that we know that this paper airplane design doesn't work, we will just have to **oust** a new one.
5. Today's rain boots are made of either rubber or plastic because these materials are not **porous**.
6. Does scientific evidence show that getting plenty of vitamin C in your diet will **bolster** your chances of avoiding a cold?
7. When the moon is bright and **prone**, it is much easier to see at night.
8. This workshop is highly recommended for those who would like to **deplore** their public speaking skills.
9. It will take weeks for the residents of the island to clean up the **residue** from the oil spill.
10. Some people regard superhero comic books as being shallow and **frivolous**, while others see them as significant expressions of modern myths.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 56–57 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. Only a person who is (**obsessed, bolstered**) with a desire to create beautiful music can become a great pianist or violinist.
2. I would not call Lucy a friend, as she made no (**qualms, residue**) about sharing your secret with everyone!
3. While my sister's memory is as retentive as a steel trap, mine seems to be as (**porous, staid**) as a sieve.
4. I like jokes as much as anyone, but I don't approve of making such (**frivolous, staid**) remarks when a serious matter is under discussion.
5. The way the witness blushed and stuttered when questioned (**ousted, bolstered**) my suspicions that he was not telling the truth.
6. After the claims of all the creditors have been satisfied, the (**residue, qualms**) of the estate will be shared by the children.
7. It is all very well to criticize and (**bolster, deplore**) the mistakes of young people, but why don't you also give them credit for their good qualities?
8. After being the apple of her eye for years, I suddenly found myself (**ousted, deplored**) from her affections by an upstart rival.
9. The team doctor ran onto the field toward the (**prone, frivolous**) figure of the injured football player.
10. After months of rejection, Leah decided to hire a professional manager, hoping to (**deplore, bolster**) her acting career.
11. We learned that behind the old professor's (**prone, staid**) exterior there was a keen wit and a lively sense of what life is all about.
12. I think that talking loudly on the phone in public so that everyone knows about your private life is (**deplorable, porous**) behavior.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

bolster	frivolous	oust	prone	residue
deplore	obsess	porous	qualm	staid

1. Because the villagers have so few dealings with the outside world, they are _____ to regard strangers with deep mistrust.
2. When we tried to carry water from the well, we found to our dismay that the bottom of the old bucket was _____.
3. Some people seem to have no _____ about manipulating others to gain their own ends.
4. People who constantly _____ about their weight may develop eating disorders.
5. When we heard about our teacher's serious illness, we visited him daily in the hospital to _____ his morale.
6. The two sisters are very different—one lively and fun-loving, the other quiet and rather _____.
7. I do not criticize people for trying to get ahead, but I _____ any attempt to take unfair advantage of others.
8. Certain saltlike chemicals may effectively prevent the streets from icing up in winter, but the powdery _____ they leave behind can damage footwear.
9. It is now time for you to take your work seriously and to give up some of the _____ activities of your earlier years.
10. Her public statements became so embarrassing that club members tried to _____ her from the presidency.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. annul**
(ə nəl')

(v.) to reduce to nothing; to make ineffective or inoperative; to declare legally invalid or void
The state legislators voted by an overwhelming majority to _____ the out-of-date law.
- 2. blasé**
(blä zä')

(adj.) indifferent, bored as a result of having enjoyed many pleasures; apathetic
Battle-hardened soldiers may tend to become a bit _____ about the dangers they face.
- 3. muster**
(məs' tər)

(v.) to bring together for service or battle; to gather or summon; to amount to, comprise, include; (n.) a list of military personnel; a gathering, accumulation
You will need to _____ your courage to face the bully who has been tormenting you.
The sleepy new recruits assembled on the parade ground for the early morning _____.
- 4. nonentity**
(nän en' tə tē)

(n.) a person or thing of no importance
We may not be movie stars, but we did not deserve to be treated as _____ by the presumptuous and haughty headwaiter.
- 5. ornate**
(ôr nāt')

(adj.) elaborately decorated; showily splendid
If you ask me, an _____, gilded frame distracts the viewer's eye from a simple drawing.
- 6. peruse**
(pə rüz')

(v.) to read thoroughly and carefully
It is wise to have a lawyer _____ an agreement before you sign it.
- 7. promontory**
(präm' ən tôr ē)

(n.) a high point of land extending into water
We chose a high _____ overlooking the sea as the perfect spot for our picnic lunch.
- 8. recourse**
(rē' kôrs)

(n.) a person or thing turned to for help or advice; the act of seeking help or protection
If my letter of complaint fails to get results, I will still have _____ to a higher authority.

- 9. solicitous**
(sə lɪs' ət əs)
(*adj.*) showing concern or care; fearful or anxious about someone or something
Neighbors made _____ inquiries about the state of the elderly couple's health.
- 10. sustain**
(sə stān')
(*v.*) to support, nourish, keep up; to suffer, undergo; to bear up under, withstand; to affirm the validity of
You may _____ a serious eye injury if you forget to wear your safety goggles when you work with chemicals or power tools.



Using Context

For each item, determine whether the **boldface** word from pages 62–63 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

1. I opened the box to **peruse** the instructions before putting the furniture together, but I still could not understand what I was supposed to do.
2. The energy of the losing team only seemed to **muster** as the game went on, ensuring that they would not score enough points to win.
3. Because they had signed a lease saying they would pay rent for the next year, their only **recourse** to get out of the obligation early was to find a new tenant.
4. It's hard to believe that the now-famous chef was once a **nonentity** who had to beg people to taste his exotic recipes.
5. While new parents may try to soothe their newborns' every cry, parents of older children can sometimes seem **blasé** toward their toddlers' frequent tantrums.
6. I realized I would need to **annul** my speech in order to meet the five-minute minimum.
7. The house, usually decorated very simply, was almost unrecognizable due to the **ornate** decorations at the New Year's party.
8. She could not **sustain** such intense concentration for long periods of time, so she made sure to schedule some study breaks throughout the day.
9. The marathon winner stood on the **promontory** that was stationed by the finish line, holding up her medal for everyone to see.
10. His **solicitous** disregard for the well-being of everyone but himself can only be described as rude and unfeeling.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 56–57 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. Isn't it strange that a great American writer like Emily Dickinson was considered a (**nonentity, promontory**) in her own lifetime?
2. When the mile run began, Ken quickly took the lead, but we knew that he could not (**sustain, annul**) that pace for the entire race.
3. I admire the way Anne delivered a long, involved speech entirely without (**muster, recourse**) to written notes.
4. That wonderful woman could not have been more (**solicitous, ornate**) of me if she had been my own mother.
5. "It will take all the strength we can (**annul, muster**) to dislodge the enemy from that hill," the general observed grimly.
6. I hope someday to build a house on that (**nonentity, promontory**) commanding a beautiful view of the bay.
7. Because they failed to deliver the goods on time, we felt justified in (**annulling, perusing**) the entire contract.
8. My brother tried to appear (**blasé, ornate**) when he was named to the honor society, but I know that he was thrilled.
9. The novelist is known for her (**solicitous, ornate**) writing style, using many unusual words, figures of speech, and involved constructions.
10. If you want to learn to play chess, I suggest that you begin by (**sustaining, perusing**) a summary of the rules.
11. The young actor's (**ornate, blasé**) manner covered how excited and humble he felt when he won the Best Actor award.
12. When the war began, the country began to (**sustain, muster**) an army of all healthy citizens between 18 and 40 years of age.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

annul	muster	ornate	promontory	solicitous
blasé	nonentity	peruse	recourse	sustain

1. She is the kind of _____ teacher who aids and encourages her students in every way she can.
2. "In that barren wasteland," the explorer said, "we had great difficulty finding enough food to _____ life."
3. There I was—an utter _____ in a group of famous and accomplished persons!
4. The furnishings in their house are so _____ that the place looks more like a museum than a family home.
5. When my cousin returned home after his first year in college, he tried to impress us with his sophisticated and _____ manner.
6. If you feel that you have been cheated, your only _____ is to make a complaint to the department of consumer affairs in your city.
7. You should _____ the instructions with great care before you fill out your application for admission.
8. A lighthouse was built on the tip of the _____, where it served as a beacon for ships many miles away.
9. Every able-bodied citizen will be _____ into active military service to fight off the invading force.
10. I will not allow a single act of carelessness to _____ the results of years of hard work.

Synonyms

Choose the word or form of the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

- 1. scrubbed away the lime **deposit** _____
- 2. chose an **intricate** silverware pattern _____
- 3. have no **alternative** but to sue for damages _____
- 4. special exercises to **maintain** muscle tone _____
- 5. **detest** the creation of the atom bomb _____
- 6. dismissed the **petty** lawsuit _____
- 7. was **preoccupied** with thoughts of food when dieting _____
- 8. was **concerned** about my well-being _____
- 9. had no **misgivings** about taking the child's milk money _____
- 10. to be regarded as an **unknown** _____
- 11. will **pore over** the instructions before assembling the bed _____
- 12. may **strengthen** your ability to resist colds _____
- 13. resisted efforts to **overthrow** the monarchy _____
- 14. **apt** to take unnecessary chances _____
- 15. the spectacular view from the **headland** _____

Antonyms

Choose the word or form of the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

- 1. designing a slick, **waterproof** fabric _____
- 2. **validate** the contract _____
- 3. **enthusiastic** about new experiences _____
- 4. **disband** the troops _____
- 5. wore a tie with a **gaudy** pattern _____

Writing: Words in Action

Suppose you were going to write a story about social injustice. What would you write about? What would be the outcome of your story? Write a brief synopsis of your story, including its theme. Use at least two details from the passage (pages 56–57), prior knowledge, and three or more words from this Unit.

Vocabulary in Context

Some of the words you have studied in this Unit appear in **boldface** type. Read the passage below, and then circle the letter of the correct answer for each word as it is used in context.

For students of the American theater, the landmark year 1959 is like a **promontory** on a rugged coastline. It marked the first production on Broadway of a play by an African American woman. The author was Lorraine Hansberry. The play was *A Raisin in the Sun*.

Hansberry borrowed her title from the poem "Harlem" by Langston Hughes, published eight years before, in 1951. The speaker in the poem, perhaps afraid of being dismissed as a **nonentity**, wonders what may happen to a dream that is deferred or postponed. Does such a dream wither, he muses, or does it possibly explode? Hughes suggests that opportunity can no longer be deferred. American society must become more open, equal, and just.

Likewise, the characters in Hansberry's acclaimed play dream of boosting their lives within a newly **porous** society. They strive to **annul** the **residue** and constraints of economic oppression and segregation.

In 1959, Hansberry's working-class African American characters captured the public imagination. There was nothing **ornate** about their speech or their surroundings. Their dreams, however, were clearly recognizable as consistent with the American Dream. For more than half a century, Hansberry's drama has been reenacted in sequels, Broadway revivals, films, television dramas, radio plays, and at least one musical. In 2014, *A Raisin in the Sun* made a triumphant return to Broadway. Tragically, Lorraine Hansberry witnessed few of her play's astonishing reincarnations. Her early death in 1965 cut short her richly promising career.

-
- What is the meaning of **promontory** as it is used in paragraph 1?
 - peninsula
 - fortress
 - outcrop
 - gully
 - What does the use of the word **nonentity** suggest about the speaker's feelings?
 - He is afraid of being belittled.
 - He hopes to be remembered.
 - He is glad to be prosperous.
 - He feels betrayed.
 - The word **porous** means about the same as
 - permeable
 - tolerant
 - prosperous
 - resolute
 - Annul** comes from the Latin word **annullare**. **Annulare** most likely means
 - to assert
 - to reject
 - to promote
 - to cancel
 - Which word means the same as **residue** as it is used in paragraph 3?
 - outsiders
 - remains
 - liars
 - complainers
 - What does **ornate** most likely mean as it is used in paragraph 4?
 - false
 - relevant
 - fancy
 - artificial

UNIT 5

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 5. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

Reality Check

<Persuasive Essay>

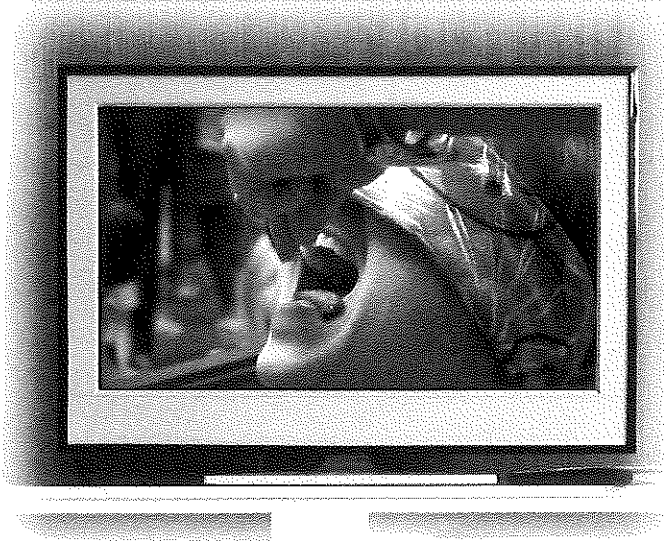
Can we please write an **epitaph** for reality TV? It's been a controversial, even **volatile** issue since the very first reality shows appeared. Are the programs harmless escapism and fun, as their many fans claim? Or are they mean-spirited, vulgar displays that deserve our **disdain**? Some believe there is **ample** evidence that reality TV is contributing to the dumbing down of America.

Let's get real: Reality TV isn't going away any time soon, and reality programs, whether they're off-the-wall dramas or over-the-top competitions, are massive money makers that **pulverize** competing shows in the ratings. It's not **plausible** that TV executives will pull the plug on their cash cows.

But reality shows are proliferating at an alarming rate. More and more outrageous scenarios and crazy ideas—often aimed at the most **plebeian** tastes—are being given the green light. Standards are at an all-time low. Show directors create contrived situations—"Let's send the cast to Italy and unleash our 'heroes' on an unsuspecting populace!" or "Let's put a bunch of troubled people in **proximity** and see what happens!" Some programs are clearly **facetious** and lighthearted, but others leave us shaking our heads at the producers' **indiscriminate** lack of judgment, good taste, and values.

Meanwhile, reality shows that pit people against each other can be downright cruel. Participants are required to undergo





humiliating trials and perform risky stunts as they vie for cash and prizes. We watch contestants **cower** in fear as they confront writhing snakes, poisonous spiders, and other terrifying things. Or we cringe as they break down in tears in reaction to verbal abuse hurled at them by egotistical experts. Viewers are left wondering if the unprincipled show creators have an **ethical** bone in their bodies.

Just how real *are* these people and their adventures? Evidence indicates some shows are scripted, or at least mapped out ahead of time. It's pretty obvious that most are playing to the camera. Ordinary people become instant celebrities, but they're often exploited by the media and don't know how to handle their fame. The message is faulty: You don't have to work hard or be talented to achieve success; you just need to land on a reality show. It's not that easy—they're living in a fool's paradise.

As for "rehab" shows: Watching minor celebrities (or "D-listers") act out like toddlers and throw tantrums and scheme is like watching a train wreck in slo-mo—we can't turn away. There's **intrigue**! It's addictive! Just be sure to come back after the commercial break to see the next shocking and outlandish revelation!

Reality show devotees argue that there's nothing wrong with giving people what they want. Others make the case that only snobs put down reality TV—and they can always change channels if they don't like what's on. But when more people tune in to watch a reality star get married than watch the nightly news, or when more people can name the cast of a reality show than can name their own state's senators, our society is in *big* trouble.

We're experiencing reality overload, and it is time for a reality check. The Federal Communications Commission should **assert** its **jurisdiction** and put the brakes on the worst aspects of reality TV. Proponents of free speech might be **aghast**, but the national freak show needs to be tamed!



Audio

For Words and audio passages, go to SadlierConnect.com.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. addendum**
(ə den' dəm)

(n.) a thing that is added; an appendix or addition to a book or written document
The woman amended her will with an _____ when her husband suddenly died.
- 2. aghast**
(ə gast')

(adj.) filled with amazement, disgust, fear, or terror
People were _____ at the senseless brutality of the crime.
- 3. cower**
(kaú' ə)

(v.) to crouch or shrink away in fear or shame
The kittens _____ in the corner, frightened by the huge, growling dog.
- 4. epitaph**
(ep' ə taf)

(n.) a brief statement written on a tomb or gravestone
Most people never stop to consider the words that might one day appear as their own _____.
- 5. ethical**
(eth' ə kəl)

(adj.) having to do with morals, values, right and wrong; in accordance with standards of right conduct; requiring a prescription for purchase
New developments in medicine often lead to discussions of important _____ questions.
- 6. inaudible**
(in ə' də bəl)

(adj.) not able to be heard
Some high-frequency sounds are _____ to even the keenest human ear.
- 7. intrigue**
(n., in' trēg;
v., in trēg')

(n.) crafty dealings, underhanded plotting; (v.) to form and carry out plots; to puzzle or excite the curiosity
Investigators uncovered a shocking network of lies and international _____.
The old album full of faded family pictures and postcards from exotic places _____ me.
- 8. plausible**
(plə' zə bəl)

(adj.) appearing true, reasonable, or fair
Their story didn't sound _____ to me.

9. prodigal
(präd' ə gəl)

(*adj.*) wastefully extravagant; lavishly or generously abundant; (*n.*) one who is wasteful and self-indulgent

We have a tight budget, but we make an exception for _____ celebrations of family birthdays.

The elderly man told us that he greatly regretted the years he spent living the life of a _____.

10. volatile
(väl' ə təl)

(*adj.*) highly changeable, fickle; tending to become violent or explosive; changing readily from the liquid to the gaseous state

A person who is usually calm may nevertheless sometimes behave in a _____ manner.



Using Context

For each item, determine whether the **boldface** word from pages 70–71 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

1. Viewers watch the popular show to follow the **intrigue** and plot twists that will be revealed.
2. The lawyer will prepare an **addendum** for the contract and then send it to both parties.
3. It was difficult to read the old letter because the handwriting in it was so **inaudible**.
4. It would be **prodigal** to spend hundreds of dollars on fresh flowers for the party when we could easily make our own decorations.
5. I stopped and froze in place when I saw a snake suddenly **cower** across my path.
6. We were surprised to learn that the English poet Lord Byron wrote a lovely and moving **epitaph** for his dog, Boatswain, who died on November 18, 1808.
7. Young children often believe that **ethical** creatures, such as unicorns and dragons, exist.
8. The building of the Egyptian pyramids is generally recognized as one of the most **plausible** achievements of the ancient world.
9. The car owner was **aghast** to see that a huge tree had fallen on his vehicle during the storm.
10. People fear that the situation has become so **volatile** that war could break out at any time.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 68–69 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. It takes a practiced eye to make out the (**epitaphs, addendums**) on old, weather-beaten tombstones in a country churchyard.
2. His explanation that he is failing math because “the teacher is down on me” doesn't seem (**plausible, volatile**).
3. One of the most (**intriguing, prodigal**) mysteries I have ever read involved a priest and was set in the Wild West.
4. It will take the two of us months of strict economizing to make up for this one weekend of (**ethical, prodigal**) shopping.
5. The voters, (**volatile, aghast**) that such scandal could occur in their town, demanded the mayor's immediate resignation.
6. Her moods are so (**inaudible, volatile**) that we never know if she will be in a good humor or down in the dumps.
7. Lawyers may be punished by disbarment if it can be shown that they have violated the (**ethics, epitaphs**) of the legal profession.
8. The tenant wanted the landlord to include a mold (**epitaph, addendum**) in his lease so the owner would be responsible for any mold problems.
9. Government officials believe the pirate situation occurring in the high seas remains (**inaudible, volatile**) and requires immediate action.
10. You can show respect for your supervisors without seeming to (**intrigue, cower**) whenever one of them speaks to you.
11. I thought that my whispers to you were (**prodigal, inaudible**), but I learned otherwise when the teacher told me in no uncertain terms to be quiet.
12. I find my friend's stories about life in her native country most (**volatile, intriguing**).



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

addendum	cower	ethical	intrigue	prodigal
aghast	epitaph	inaudible	plausible	volatile

1. Because the P.A. system was not working, the voice of the speaker was completely _____ to most of the people in the hall.
2. Did Ben Jonson write the _____ engraved on Shakespeare's tombstone?
3. Although they did not dare to attack the emperor publicly, they _____ in secret to bring about his downfall.
4. The way the child _____ around Rex gave me the impression that he had a fear of dogs.
5. I appreciate your _____ display of gratitude, but a simple "thank you" would do.
6. Notes from a rare interview were included as a(n) _____ in the second edition of the comedian's biography.
7. For the moment the crowd was quiet and subdued, but we knew that it was so _____ that it might become ugly and dangerous at any time.
8. The writer of the mystery story set up an interesting situation, but in my opinion the ending was not _____.
9. People of all religions strive to live up to high moral and _____ standards.
10. Observers on the ground were _____ to see the rocket explode and plunge back to earth seconds after launch.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. ample**
(am' pəl)

(*adj.*) more than enough, large, spacious
Thanks to the wet spring weather, birds and other animals will have an _____ food supply for the rest of the year.
- 2. apparition**
(ap ə rish' ən)

(*n.*) a ghost or ghostly figure; an unexplained or unusual appearance
The vivid _____ seemed so real that it completely unnerved me.
- 3. assert**
(ə sɜrt')

(*v.*) to declare or state as truth, maintain or defend, put forward forcefully
Throughout the trial and the lengthy appeal process that followed, the defendant _____ her innocence.
- 4. disdain**
(dis dān')

(*v.*) to look upon with scorn; to refuse scornfully;
(*n.*) a feeling of contempt
I _____ their cowardly behavior.
Fair-minded people feel _____ for racism.
- 5. facetious**
(fə sē' shəs)

(*adj.*) humorous, not meant seriously
We had to laugh at her _____ remarks.
- 6. indiscriminate**
(in dis krim' ə nət)

(*adj.*) without restraint or control; unselective
The _____ slaughter of white whales brought that species to the brink of extinction.
- 7. jurisdiction**
(jūr is dik' shən)

(*n.*) an area of authority or control; the right to administer justice
Cases involving robbery and assault are usually tried under the _____ of the state courts.
- 8. plebeian**
(plə bē' ən)

(*adj.*) common, vulgar; belonging to the lower class; (*n.*) a common person, member of the lower class
The couple's taste in cars is quite _____.
At one time, the _____ of ancient Rome were excluded from holding public office of any kind.

9. **proximity**
(prāk sim' ə tē) (n.) nearness, closeness
The house's _____ to schools
is an asset.
10. **pulverize**
(pəl' və rīz) (v.) to grind or pound to a powder or dust; to destroy
or overcome (as though by smashing into fragments)
At many old mills in Vermont, granite stones
were used to _____ the grain.



Using Context

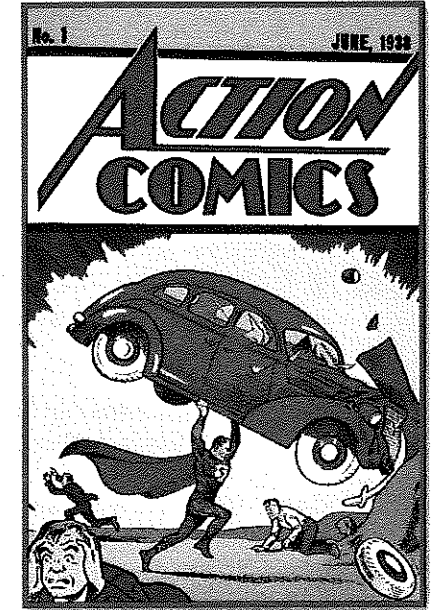
For each item, determine whether the **boldface** word from pages 74–75 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

- The teacher made clear not only the school's policy about cheating, but also her personal **disdain** for those who try to pass off others' work as their own.
- Since my father once missed his flight due to being stuck in traffic, he now always makes sure we have **ample** time to get to the airport.
- Her dry sense of humor makes it hard to tell when she is serious and when she is being **facetious**.
- The cat's dislike of the dog was made clear when she put as much **proximity** between herself and the other animal as possible while still remaining in the house.
- I attempted to **assert** her statement by listing all of the facts that would prove her wrong, but she simply ignored me.
- The boy's **indiscriminate** appetite means that he will eat nearly anything you put in front of him.
- The reporter made clear that he was only responsible for what he wrote and had no **jurisdiction** over anything else that would be published in the magazine.
- Although he was nervous to compete in the race, the proud faces of his family in the crowd were enough to **pulverize** his spirits and encourage him to win first place.
- Her vast record collection shows her **plebeian** taste in music, with genres ranging from classical to heavy metal.
- I woke up to what appeared to be an **apparition** floating just outside my window, only to turn on the light and see that it was a tree branch blowing in the wind.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 68–69 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

- I wonder how many asteroids Superman could (**disdain, pulverize**) with his bare hands.
- In Shakespeare's *Macbeth*, the witches show the title character three prophetic (**jurisdictions, apparitions**).
- Your thoughtless remarks hurt me deeply, even though you say that you were merely trying to be (**indiscriminate, facetious**).
- Only a snob would show such (**disdain, proximity**) for someone who doesn't drive a fancy car.
- Deciding who is or isn't eligible for school athletic teams is not within the (**proximity, jurisdiction**) of the student council.
- Sometimes it is difficult to tell if my brother is being (**facetious, plebeian**) or if he really means the things he says.
- I do not believe that people who come from poor families should be regarded as (**apparitions, plebeians**).
- The purpose of this experiment is to find out whether a substance will dissolve more rapidly in water if it is thoroughly (**asserted, pulverized**).
- In recent decades, we have been forced to make greater use of our (**ample, plebeian**) coal supply to meet our growing energy needs.
- The (**proximity, jurisdiction**) of the leaders' ideas on many subjects made it easy for them to work together during that critical period of our history.
- My neighbor's furniture is supposed to be "original" and "colorful," but I think it is a(n) (**indiscriminate, facetious**) collection of junk.
- Although I may not agree with what you have to say, I will always (**assert, disdain**) your right to say it.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

ample	assert	facetious	jurisdiction	proximity
apparition	disdain	indiscriminate	plebeian	pulverize

- The "ghostly figure" you think you saw in the graveyard was no more than a(n) _____ created by your imagination.
- I hope he was just being _____ when he said that my dancing reminded him of a trained bear.
- A(n) _____ TV viewer, who watches any program, good or bad, is bound to waste a lot of time.
- In answer to unfair criticisms, we proudly _____ that our family has always been generous in its aid to the needy.
- The planning board refused to allow the construction of a factory in close _____ to our school building.
- Regulation of radio and TV stations falls within the _____ of the federal government.
- Since you were given _____ time to prepare your report, I can see no excuse for your failure to complete it.
- The giant crushers lifted the boulders and quickly _____ them into a uniform gray powder.
- Who would be so proud or so foolish as to _____ a helping hand in time of real need?
- In that elegant French restaurant, which serves all kinds of fancy foods, she ordered a(n) _____ ham and cheese on rye.



Synonyms

Choose the word or form of the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. terrified by **spirits** _____
2. **mystified** by their unusual behavior _____
3. has **considerable** room to move in this large space _____
4. show **contempt** for intolerance _____
5. **cringed** as the tornado whirled past _____
6. the clearest way to **pronounce** our freedom _____
7. remarks came across as **comical** _____
8. **unrefined** taste in music _____
9. not considered **honorable** to cheat on a test _____
10. known to have a highly **unpredictable** disposition _____
11. the **haphazard** assaults on his own citizens _____
12. moved by the words on the **tombstone inscription** _____
13. **crushed** turquoise to use as paint pigment _____
14. under the **authorization** of the United Nations _____
15. a letter that includes a **postscript** _____



Antonyms

Choose the word or form of the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. made a reply that was **easily heard** _____
2. offered us a **far-fetched** alibi _____
3. a person with **thrifty** spending habits _____
4. **delighted** by his behavior at the tranquil ceremony _____
5. **distance** of my job from home _____

Writing: Words in Action

Suppose you are a TV executive and have been receiving complaints about a particular reality show. The show's ratings are good, and it is inexpensive to produce. Write an argument deciding whether to keep the show or replace it. Use at least two details from the passage (pages 68–69) and three or more words from the Unit.

Vocabulary in Context

Some of the words you have studied in this Unit appear in **boldface** type. Read the passage below, and then circle the letter of the correct answer for each word as it is used in context.

In many contemporary homes, tablets, televisions, smartphones, laptops, and computers have become a **prodigal** expenditure. Screens, with their bright characters and interactive features, **intrigue** children and adults alike. Children, however, should not be exposed to screens as much as adults. Therefore, pediatricians have set guidelines for how much screen time is recommended for children. The American Academy of Pediatrics defines screen time as any time spent using digital media for entertainment purposes. Previously, the American Academy of Pediatrics established a general screen time limit of two hours for all children over the age of two. In 2016, they released an **addendum** to these guidelines.

The new recommendations state that babies under 18 months are the most vulnerable to screens, even if the volume is **inaudible**. Babies find **ample** stimulation in the regular world, and screens can overwhelm them. Therefore, pediatricians do not recommend screen time for babies. For children ages two to five, the Academy recommends a limit of one hour per day. This limit allows parents to encourage more creative play. For children six and older, pediatricians assert that screen time is dependent on the child and family. They agree that parents should encourage children to use screen time positively since homework can be completed on screens. Parents should also take their children's individual personalities into account. For example, children who are overly sensitive should avoid watching a scary movie with an **apparition**. Regardless of the child or the family, pediatricians believe screens should never replace interpersonal interactions between parents and children.

- What is the meaning of **prodigal** as it is used in paragraph 1?
 - important
 - limited
 - extravagant
 - impersonal
- The word **intrigue** means about the same as
 - excite curiosity
 - remain constant
 - state arguments
 - provoke anger
- Which word means the same as **addendum** as it is used in paragraph 1?
 - substitution
 - addition
 - comparison
 - analysis
- What is the meaning of **inaudible** as it is used in paragraph 2?
 - not able to be eaten
 - not able to be felt
 - not able to be used
 - not able to be heard
- Ample** comes from the Latin word **amplus**. **Amplus** most likely means
 - direct
 - partial
 - abundant
 - real
- What does **apparition** most likely mean as it is used in paragraph 2?
 - omen
 - warning
 - soundtrack
 - ghost

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 6. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

Diary of a Young Migrant Worker

<Diary Entry>

September 15, 1940

We are now on an enormous farm in the San Joaquin Valley, picking cotton. My brother Emilio is back after picking grapes in Napa. The long, hot days in the fields picking avocados and cantaloupes made us tired, because we started at five in the morning! The Anglos **ostracize** *campesinos*, and we stay in our own camps, sometimes living near an irrigation ditch. We use the ditch water for all our needs, and Mamá said this is why many get sick. The other farmworkers don't live like kings, but at least their camps have toilets and running water.

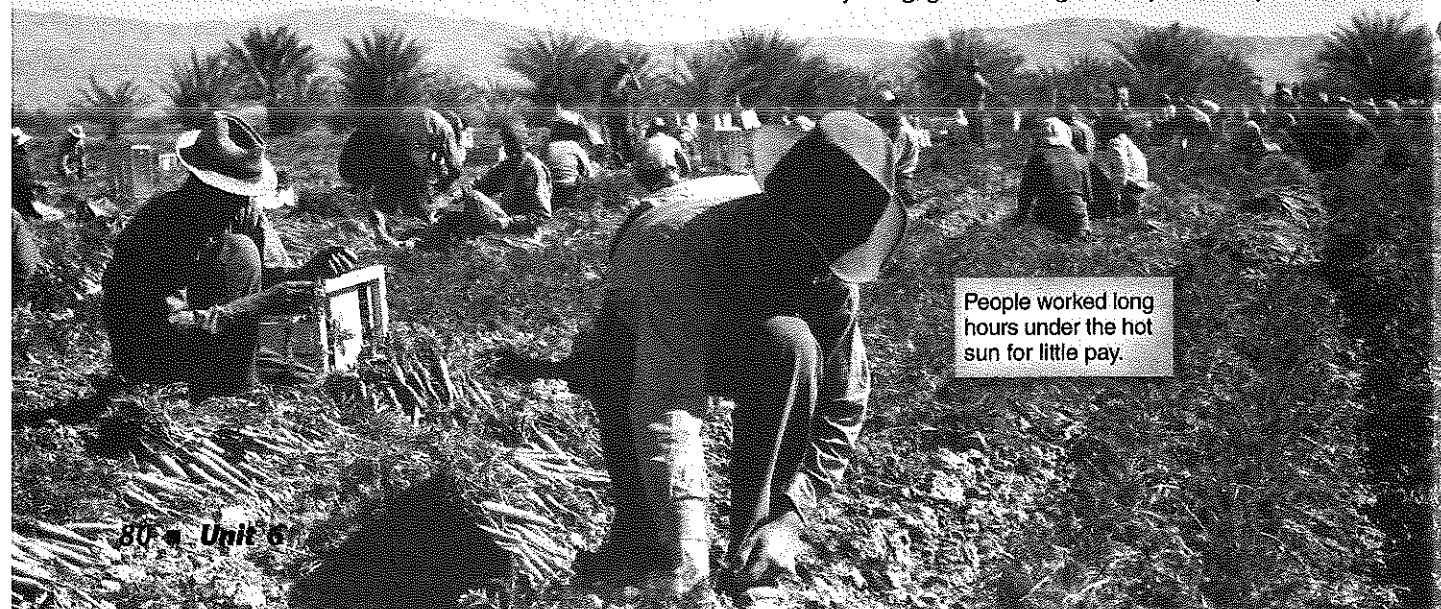
October 5, 1940

A few of the Anglo kids around here are nice, but most are **aloof** and ignore us, and some are just plain mean. I am jealous of a girl who **flaunts** her new jacket, **basking** in compliments, while my shoes are two sizes too small. My mother called California "the Land of Milk and Honey," but I am more **forthright**: How can such a bountiful place be so cruel? We are **scapegoats** when anything goes wrong—like yesterday,



All the children worked, here as cotton laborers in Arizona, 1937.

This is a fictional diary of 12-year-old Eldora Soto Vega, a Mexican-American girl in a family of migrant farmworkers in California in 1940. The family lived in temporary camps and moved from farm to farm to follow seasonal work, picking crops.



People worked long hours under the hot sun for little pay.

Some families were lucky enough to have their own car. Here, stranded migrants in 1936 California wait for help.



one of the bushels of cotton went missing. The foreman blamed my father, but we all know it was the foreman's nephew who misplaced it.

November 8, 1940

We are camped at another farm 20 miles north, picking peas. The rain is leaking through our shack's roof of burlap and palm leaves and onto my diary. It's one of the many **defects** of our little dwelling, but at least the rain gives us a chance to rest. My name, Eldora, means "golden," and Papá said he wanted to **instill** pride in me by giving me a name with significance. I try to remember that when I see signs like this one at the park: "For White People Only. Mexicans and Filipinos Keep Out."

December 1, 1940

Our **genial** neighbor, Señora Medina, has set up a *taquería* for the workers. She is getting a little old for fieldwork, but she wants to help the community, for in time of test, family is best. There was only enough corn dough for one taco each, and I am **abashed** to admit I took a second one. Señor Medina caught me, and I'm scared of **repercussions**, so I'll hide until things blow over!

December 6, 1940

I heard Mamá telling Papá she had a **premonition** something terrible would happen, and she was right. Our old car broke down, and now it's propped up on bricks because Papá sold the tires. Mamá tries to hide her **anguish**, but she is worried, because we can be "repatriated" to Mexico at any time, especially if we can no longer get from place to place. We were all born here, but we have no papers to prove it, and many others have already been sent back in a **purge** of Mexican and Mexican American workers. Officials say they want to keep the few jobs for "real" Americans. That's why Papá won't join a strike, even though he agrees with the strikers, because he can't risk being arrested.

December 20, 1940

Everyone says to stop dreaming, but I am **resolute**—when I am grown, I will have a little house, and it will be more than a shack made out of cardboard boxes. I will have a garden, too. And I will go to school, and my children will not have to work like my brothers and sisters and I must.

Audio

For Words and audio passages, go to SadlierConnect.com.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. abashed**
(ə bash't')

(*adj., part.*) embarrassed, ashamed, or nonplussed
I was thoroughly _____ by the foolish mistake I made at the dinner party.
- 2. articulate**
(*v.,* är tik' yü lät;
adj., är tik' yə lit)

(*v.*) to pronounce distinctly; to express well in words; to fit together into a system; (*adj.*) able to use language effectively; expressed clearly and forcefully
A successful candidate can _____ ideas in a way that makes them acceptable to voters. To be successful as a professional lecturer, a person must, of necessity, be _____.
- 3. defect**
(*n.,* dē' fekt;
v., di fekt')

(*n.*) an imperfection, flaw, or blemish of some kind; (*v.*) to desert a cause or organization
There is no one who does not have at least one serious character _____.
In 1948 the Dixiecrats, a group of Southern Democrats, _____ from the Democratic Party and held their own presidential nominating convention.
- 4. flaunt**
(flōnt)

(*v.*) to wave or flutter showily; to display in a conceited, offensive way
Some people seem to need to _____ their wealth and good fortune in life.
- 5. genial**
(jēn' yəl)

(*adj.*) cordial, pleasantly cheerful or warm
The _____ host and hostess made each party guest feel especially welcome.
- 6. ostracize**
(äs' trə sīz)

(*v.*) to exclude from a group, banish, send away
Society _____ those who commit acts of treason.
- 7. premonition**
(prē mə nish' ən)

(*n.*) forewarning or foreboding of a future event
I felt a vague _____ of danger as I entered the abandoned building.

- 8. repercussion**
(rĕ pār kăsh' ən) (n.) an effect or consequence of some action or event, result; an echo or reverberation
The _____ of the 1929 stock market crash were felt all over the world.
- 9. retentive**
(ri tent' iv) (adj.) able to hold, keep, or recall; retaining knowledge easily
A _____ memory is a great asset for any actor.
- 10. scapegoat**
(skāp' gōt) (n.) a person or thing carrying the blame for others
In ancient times, a messenger who brought bad news was often made the _____ for it and killed.



Using Context

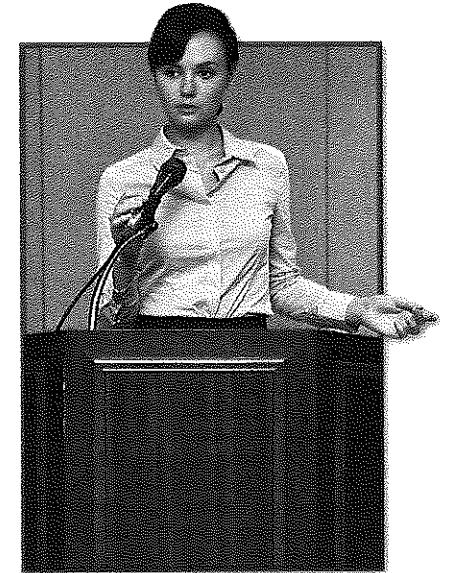
For each item, determine whether the **boldface** word from pages 82–83 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

1. In a few weeks that clumsy-looking caterpillar will **flaunt** into a beautiful butterfly.
2. I ignored the **abashed** bragging of my competitor and kept a focused determination.
3. Engineers will determine whether a mechanical **defect** caused the rocket to explode.
4. Some people are naturally **articulate**, while others must work to find the right words.
5. The **genial** storeowner knows most of her customers by name.
6. Lifting weights is a good way to **ostracize** both your muscles and your bones.
7. The pirates were wrong to believe that they could seize the king's ships and take the crews prisoner without **repercussion**.
8. This glass window is so **retentive** that it can withstand a heavy blow without cracking.
9. The lawyer argued that his client was merely a **scapegoat** and promised to expose the people who had actually stolen the funds.
10. The innkeeper predicted that the travellers would have a long and difficult journey, but fortunately his **premonition** did not come true.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 80–81 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. It was shocking how quickly the singer was (**ostracized, defected**) for voicing her opinions about free speech.
2. Jefferson preferred to (**articulate, defect**) his ideas about government and religion in writing rather than give public speeches.
3. Fortunately, the soil is so (**abashed, retentive**) of moisture that the weeks of dry weather did not damage our crops.
4. The new governor's address was an unusually (**articulate, abashed**) and effective description of the challenges facing the state in the years ahead.
5. His prejudices are so strong that he wants to (**ostracize, flaunt**) all members of minority religious groups.
6. How can we ever forgive him for (**defecting, articulating**) from our great cause at the very time we needed him most?
7. It would be good taste on his part not to (**flaunt, ostracize**) all the honors and awards that he has won.
8. She is not the most (**articulate, genial**) person in the world, but in her own way she is at least trying to be friendly.
9. It will be better if we all take responsibility for the mistake instead of letting one employee be the (**premonition, scapegoat**).
10. The college student did not understand the serious (**premonitions, repercussions**) of plagiarism when he downloaded an essay from the Internet.
11. Shakespeare tries to convey Brutus's (**defects, premonitions**) of defeat at Philippi by having Caesar's ghost appear to him the night before the battle.
12. Although he was trying to look unconcerned, I could see that he was much (**abashed, retentive**) by the teacher's criticism.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

abashed	defect	genial	premonition	retentive
articulate	flaunt	ostracize	repercussion	scapegoat

1. Although Hal was the only boy at the formal dance wearing sneakers and an old sweatshirt, he did not seem at all _____.
2. Although every form of government has its _____, democracy has more pluses and fewer minuses than any other.
3. I criticize him not because he makes mistakes but because he constantly looks for a(n) _____ to take the blame for them.
4. She has such a(n) _____ mind that she seems able to master complicated details without even taking notes.
5. Since we all know that you sing and play the piano beautifully, what need is there for you to _____ your musical talents?
6. The defendant was found not guilty at his trial, but his punishment came when he was _____ by all his friends.
7. We learned that beneath the old man's quiet and withdrawn manner, there was a charming and _____ personality.
8. In recent years, pollution of our waterways has had serious and sometimes fatal _____ on the wildlife that inhabits them.
9. Even though I assured my friend that I would visit him when he moved abroad, I had a strange _____ that I would never see him again.
10. The speaker could not be understood easily because he swallowed his words instead of _____ them clearly.



Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. aloof**
(ə lūf')

(*adj.*) withdrawn, standing apart from others by choice
In almost every office or business, there are some people who keep decidedly _____ from their coworkers.
- 2. anguish**
(aŋ' gwish)

(*n.*) great mental suffering, distress, or pain;
(*v.*) to cause deep pain or sorrow
Survivors of a natural disaster often suffer great mental _____ long after their terrible ordeal is over.
The child's disappearance _____ every member of the community.
- 3. bask**
(bask)

(*v.*) to be in, or expose oneself to, pleasant warmth; to take pleasure in or derive enjoyment from
Because they are cold-blooded, lizards and other reptiles must _____ in the sun to regulate their body temperature.
- 4. finesse**
(fi nes')

(*n.*) delicate skill; tact and cleverness; (*v.*) to accomplish something by cleverness, good judgment, or skillful evasion
To become a champion, a tennis player needs to combine power with _____.
Skilled politicians know how to _____ their answers to embarrassing questions from reporters.
- 5. forthright**
(fōrth' rīt)

(*adj.*) frank, direct, straightforward
I appreciate the _____ way in which you express your opinions, even when they do not agree with my own.
- 6. instill**
(in stil')

(*v.*) to add gradually; to introduce or cause to be taken in
How can parents best _____ in their children a love for reading?
- 7. pseudonym**
(sū' də nim)

(*n.*) a pen name, name assumed by a writer
It is wise to use a _____ to protect your privacy when you chat on the Internet.

- 8. purge**
(pəɹj) (v.) to wash away impurities, clean up; (n.) the process of getting rid of something or someone decisively
A soaking rainstorm will usually _____ the air of pollutants.
The change of government was achieved through an election, not through a brutal _____.
- 9. rehabilitate**
(rē hæ bil' ə tāt) (v.) to make over in good form; to restore to good condition or to a former position
Government agencies have spent sums of money trying to _____ run-down neighborhoods.
- 10. resolute**
(rez' ə lüt) (adj.) bold, determined; firm
Be _____ in pursuit of your dreams.

Using Context

For each item, determine whether the **boldface** word from pages 86–87 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

- After surgery, exercises helped me **rehabilitate** the muscles in my shoulder.
- The author was excited to **bask** in the praise of his fans at the book signing.
- The **anguish** I felt when I collapsed into bed after a long day was such a relief!
- His social **finesse** makes him a hit at parties, as he is always engaged in lively conversation.
- I was taught never to pet a dog or **instill** his food while he is eating it.
- Many of my classmates thought the new student seemed **aloof**, but I suspect that he just did not want to seem overly eager to make friends.
- The famous author decided to write her new series under a **pseudonym** so that people would not judge it against her previous work.
- Her **resolute** response was so vague that we were even more confused than before.
- I was determined to **purge** from my closet any clothes that I had not worn in over a year, but couldn't actually bring myself to throw anything out.
- He was commended for his **forthright** behavior after risking his life to save a cat.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 80–81 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. Many female authors once used male (**purges, pseudonyms**) because it was considered improper for women to write novels.
2. We should now be just as (**forthright, resolute**) in fighting for peace as the Americans of 200 years ago were in fighting for independence.
3. An actor who has (**basked, instilled**) for so long in the favor of the public finds it hard to realize that he or she is no longer popular.
4. By teaching her son how to garden and fish, Hilary hoped to (**anguish, instill**) in him a love of nature.
5. She has lived (**aloof, forthright**) from other people for so long that it is hard for her to take part in everyday social affairs.
6. No matter how much time or effort it takes, I will (**purge, instill**) these unfair charges of disloyalty from my reputation!
7. Is it our duty to try to (**bask, instill**) a faith in democracy in the people of other lands?
8. Many people view cats as (**finesse, aloof**) and averse to cuddling.
9. The purpose of our prison system is not just to punish offenders but to (**finesse, rehabilitate**) them.
10. It is possible to be honest and (**forthright, aloof**) in stating your views and opinions without being cruel or tactless.
11. My (**anguish, finesse**) at the loss of a loved one was all the greater when I realized that my carelessness had caused the accident.
12. He's cleverly managed to (**rehabilitate, finesse**) his way into a very important position in this company.



Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

aloof	bask	forthright	pseudonym	rehabilitate
anguish	finesse	instill	purge	resolute

- I have learned over the years that it is often possible to accomplish more by _____ than by brute force.
- The city planner said that in addition to building new housing, we should plan to _____ many old buildings.
- I think you will know who William S. Porter was if I tell you that he used the _____ O. Henry.
- Instead of a(n) _____ answer, all we got from her was, "In one sense, yes, but on the other hand, perhaps no."
- The star basketball player _____ in the admiration of every small child in the neighborhood.
- Good citizens don't remain _____ from the problems in their communities.
- It took four years of civil war to _____ this nation of the curse of slavery.
- By the example of their own conduct, our parents _____ in us a deep respect for people of all races, nationalities, and religions.
- After the infamous attack on Pearl Harbor, the American people were _____ in their determination to defeat the fascist powers.
- Our _____ turned to joy when the missing plane and its passengers landed safely.

Synonyms

Choose the word or form of the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. a **watertight** vessel _____
2. **restores** antique cars as a hobby _____
3. **expel** the vermin from the house _____
4. likes to **show off** her expensive watch _____
5. on sale because of the **flaw** in the cookware _____
6. accepting praise with **poise** _____
7. **reveled** in the applause _____
8. an **amiable** and giving companion _____
9. had a **presentiment** of impending doom _____
10. remained **steadfast** in her opinion _____
11. gave **candid** answers to the prosecutor _____
12. a rather **standoffish** disposition _____
13. **snubbed** the newcomers _____
14. refuse to be made the **fall guy** again _____
15. **ingrain** in them a love of country _____

Antonyms

Choose the word or form of the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. gave an **incoherent** statement to reporters _____
2. **unembarrassed** by the topic of discussion _____
3. the **cause** of global warming _____
4. watched with a look of **delight** _____
5. signed the book with his **real name** _____

Writing Words in Action

What is the American Dream? How can it be attained? Is it achievable for all? Why or why not? In a brief essay, support your view with details and examples from the passage (pages 80–81), your studies, or personal experience. Use three or more words from this Unit.

Vocabulary in Context

Some of the words you have studied in this Unit appear in **boldface** type. Read the passage below, and then circle the letter of the correct answer for each word as it is used in context.

From the unique black-clay urns of Oaxaca to the colorful papier-mâché figures sold in the vibrant, **genial** markets of Mexico City, Mexican folk art is admired the world over. While many folk artists sell their wares to make a living, many also **articulate** the joy and satisfaction of the creative process.

And it *is* creative—and often thrifty too. When making their papier-mâché objects, for example, artisans first create an armature, or frame, often of cardboard or wire. Then they **rehabilitate** newspaper. They cut it into strips and apply layer after layer to the frame with a simple paste of water and flour. Once the layers are dry, the folk artists paint the objects and **finesse** the details.

Other popular folk arts of the country include weaving, jewelry making, metalwork, mosaics, and bark-paper painting. Each region has its own specialty, although all share a love of vibrant color. Most folk artists display their work proudly, signing their names, but there are likely a few who prefer to use a **pseudonym** to protect their privacy.

Many of Mexico's arts and crafts techniques stem from age-old traditions of the artists' Indian and Spanish ancestors. Older artists have a **retentive** memory of these practices, and pass them on to their children and grandchildren. In this way, traditions and artistry are kept alive. Mexico City has many charming folk art markets and the Museo de Arte Popular (Museum of Popular Art). It has an impressive collection of old and new folk art.

- Genial** comes from the Latin word **genialis**. **Genialis** most likely means
 - gentle
 - festive
 - somber
 - active
- What is the meaning of **articulate** as it is used in paragraph 1?
 - accept an offer
 - convey in silence
 - express in words
 - barter for goods
- What is the meaning of **rehabilitate** as it is used in paragraph 2?
 - tear
 - pack
 - reduce
 - reclaim
- The word **finesse** means about the same as
 - perfect with skill
 - strengthen with paper
 - cover with paint
 - alter with inability
- What does **pseudonym** most likely mean as it is used in paragraph 3?
 - rubber stamp
 - pen name
 - false note
 - real identity
- Which word means the opposite of **retentive** as it is used in paragraph 4?
 - flawed
 - impeccable
 - fortunate
 - forgetful

Vocabulary for Comprehension

Part 1

Read "The Umbrella: A Portable Roof," which contains words in **boldface** that appear in Units 4–6. Then answer the questions.

The Umbrella: A Portable Roof

Most people probably take the umbrella for granted. Today, almost everyone has one. But there was a time when the umbrella was a rare possession reserved for royalty.

(5) Umbrellas were first used for protection from the sun. In fact, the word *umbrella* comes from the Latin *umbra*, which means "shade." The umbrella made shade portable.

(10) The earliest known depiction of an umbrella appears on a monument to a Mesopotamian king, Sargon of Akkad, that dates from about 2400 BCE. The king is shown leading his victorious army while a **solicitous** aide walks behind him, shading him with an umbrella. Umbrellas also appear in the art of ancient Egypt, Greece, India, Rome, and China.

(15) Everywhere, the umbrella was associated with the elite, not with **plebeians**.

(20) Umbrellas made of paper were **porous** and therefore of little use as protection in stormy weather. During the Wei dynasty (386–535 CE), the Chinese devised an oiled-paper umbrella for use in sun or rain. The emperor's **ornate** umbrella was red and yellow, the royal colors. The ancient Romans also developed oiled-paper umbrellas. In the fourteenth century, weavers fashioned silk fabrics sturdy enough to use for umbrellas.

(25) In 1340, a papal envoy to India wrote of a "little tent-roof on a cane handle," which the people "open out at will as a protection

against sun or rain." The envoy brought an umbrella back to Italy. However, the device was slow to gain popularity in Europe, where it was considered a woman's accessory. Men would have been embarrassed to be seen using an umbrella, even in the heaviest downpour.

(40) The umbrella did not catch on with men until around 1750, when a British gentleman named Jonas Hanway began carrying one almost every day. He **sustained** years of public ridicule for doing so. In 1778, John MacDonald endured similar disapproval. As these gentlemen strode by carrying their umbrellas, passersby and coachmen, **aghast**, mocked them. But eventually men became convinced that carrying an umbrella in rainy London was both stylish and practical. Before long, thanks to Hanway and MacDonald, no proper Englishman would be seen without a hat, gloves, and an umbrella. Often the handle of the umbrella even had a hidden compartment for storing small accessories, like a pad and a pencil.

(45) Soon it became acceptable for everyone to use the umbrella. This popularity paved the way for innovations in umbrella design, and in 1852, the umbrella evolved from a ten-pound object with a long handle and heavy wax-coated cotton stretched over cane or whalebone rods to a lighter canopy with a steel frame.

1. Which sentence **best** states the author's purpose in the passage?
 - A) The author explains the etymology of the word *umbrella*.
 - B) The author entertains readers with fictional details about the umbrella.
 - C) The author informs readers about the history of the umbrella.
 - D) The author persuades readers to use umbrellas as protection from the sun.
2. What does the word **solicitous** most likely mean as it is used in line 16?
 - A) attentive
 - B) unconcerned
 - C) smiling
 - D) faithful
3. The word **plebeian** has more than one meaning. As used in line 21, what does the word **plebeians** most likely mean?
 - A) common people
 - B) vulgarities
 - C) professionals
 - D) aristocrats
4. Which statement is **best** supported by lines 11–14?
 - A) Art from ancient Egypt shows that the first use of an umbrella occurred there.
 - B) The word *umbrella* comes from the Latin *umbra*.
 - C) Umbrellas were first used for protection from the rain.
 - D) People have been using umbrellas for over 4,000 years.
5. What does the word **porous** in line 22 **most likely** suggest?
 - A) Umbrellas were fragile.
 - B) Umbrellas were durable.
 - C) Umbrellas were permeable.
 - D) Umbrellas were colorful.
6. Which word means the opposite of **ornate** in line 27?
 - A) elegant
 - B) simple
 - C) ample
 - D) elaborate
7. **Part A**

As it is used in this passage, what does the word **sustained** (line 46) mean?

 - A) attracted
 - B) ignored
 - C) nourished
 - D) suffered

Part B

Which sentence from "The Umbrella: A Portable Roof" provides the **best** clue to the meaning of the word **sustained**?

 - A) "brought an umbrella back to Italy" (lines 36–37)
 - B) "considered a woman's accessory" (lines 39–40)
 - C) "endured similar disapproval" (line 48)
 - D) "a hidden compartment for storing small accessories" (lines 58–59)
8. Which word is closest in meaning to the word **aghast** as it is used in line 51?
 - A) shocked
 - B) concerned
 - C) amused
 - D) delighted
9. Which statement **best** provides an inference that is supported by "The Umbrella: A Portable Roof"?
 - A) Umbrellas were in common use in Europe before they were used in Asia.
 - B) In ancient times, only common people used umbrellas.
 - C) Jonas Hanway and John MacDonald made the umbrella acceptable to men.
 - D) Jonas Hanway and John MacDonald made the umbrella unpopular in Europe.
10. How does the author primarily structure "The Umbrella: A Portable Roof"?
 - A) using spatial order
 - B) in chronological order
 - C) using cause–effect order
 - D) in comparison–contrast order

Vocabulary for Comprehension

Part 2

Read these passages, which contain words in **boldface** that appear in Units 4–6. Then choose the best answer to each question based on what is stated or implied in the passage(s). You may refer to the passages as often as necessary.

Questions 1–10 are based on the following passages.

Passage 1

- The 1920s, dubbed the “Jazz Age,” saw the rise of a distinctively American art form, musicals. A musical is a theatrical production that is typically sentimental and amusing and has music, dancing, and dialogue. Numerous origins of the form have been identified, including vaudeville, pantomime, and comic opera.
- (5) The first musical to present a tightly integrated plot and music coordinated with the narrative was *Show Boat* (1927). This piece, with lyrics by Oscar Hammerstein and music by Jerome Kern, **flaunted** the genre. Hammerstein was to partner with composer Richard Rodgers on some of the greatest musicals in the repertory. Their partnership began with *Oklahoma!* (1943) and continued with *Carousel* (1945) and *South Pacific* (1949). Critics
- (10) found few **defects** in these shows.
- The 1950s witnessed two landmark musicals that became classics: *My Fair Lady* (1956) by Alan Jay Lerner and Frederick Loewe, and *West Side Story* (1958) by Leonard Bernstein and Stephen Sondheim.
- (15) Any **forthright** account would have to acknowledge a decline in the American musical after the late 1960s. However, Broadway occasionally hosts spectacular, long-running productions, such as *A Chorus Line* (1975), *Cats* (1981), *The Phantom of the Opera* (1986), and *The Lion King* (1997).

Passage 2

- Besides the leading performers, who
- (35) else contributes to a successful musical? Most musicals require **ample** numbers of talented people. The financial resources needed to **bolster** a show give the producer many a **qualm**, and producers must **muster** sufficient funds to employ at least four key individuals besides the actors.
- (40) One crucial artist is the choreographer. In 1943, Rodgers and Hammerstein's *Oklahoma!* marked a milestone.
- (45) Choreographer Agnes de Mille was the first to cast her own dancers; in prior musicals, producers had **recourse** to a system based on the dancers' looks instead of technical skills, but de Mille brought professional dancers to the fore.
- (50) The set designer also has a crucial role. This artist creates a set to evoke the time and place of the story. He or she must interact with the lighting, costume, and makeup designers. Technological advances have led to a **bonanza** of spectacular and **ornate** visual dramas.
- (55) A costume designer's work is closely linked to the scene design. Like sets, costumes must evoke the story's time and place. Costumes may suggest characters' relationships and emotional states.
- (60) Finally, the musical director supervises the articulation, phrasing, and dynamics of each song and chorus. He or she coaches the lead actors, coordinates the ensemble performers, and translates the composer's style and intentions.
- (65)

1. According to Passage 1, the musical first emerged as an American art form in the
 - A) 1920s.
 - B) 1930s.
 - C) 1940s.
 - D) 1950s.
2. As it is used in Passage 1 (line 13), “flaunted” most nearly means
 - A) concealed.
 - B) revealed.
 - C) suggested.
 - D) showed off.
3. It can reasonably be inferred from details in Passage 2 that dance routines are now
 - A) important in most musicals.
 - B) carelessly performed.
 - C) rare but intriguing.
 - D) too costly to include in musicals.
4. As it is used in Passage 2 (line 39), “qualm” most nearly means
 - A) tremor.
 - B) embarrassment.
 - C) misgiving.
 - D) confusion.
5. As it is used in Passage 2 (line 40), “muster” most nearly means
 - A) disband.
 - B) gather.
 - C) dismiss.
 - D) duplicate.
6. Which statement best expresses the overall relationship between Passage 1 and Passage 2?
 - A) Both passages stress a recent decline in the history of the musical.
 - B) Passage 1 investigates the expense of making a musical, while Passage 2 focuses on the history of the genre.
 - C) Passage 1 describes the musical's plots while Passage 2 describes the music.
 - D) Both passages describe the elements of a complex art form.
7. Passage 2 differs from Passage 1 primarily because it
 - A) provides a thorough evaluation of the musical *Oklahoma!*.
 - B) focuses exclusively on non-musical elements of productions.
 - C) is organized by topic rather than chronologically.
 - D) refutes the claim that audiences have come to expect spectacular set designs.
8. Which choice provides the best evidence for the answer to the previous question?
 - A) Lines 37–41 (“The financial . . . actors”)
 - B) Lines 43–44 (“In 1943 . . . milestone”)
 - C) Lines 53–55 (“He or she . . . designers”)
 - D) Lines 59–61 (“Like sets . . . and place”)
9. How would the author of Passage 1 most likely respond to the list of people crucial to a play's success listed in Passage 2?
 - A) The author of Passage 1 would add the music writers and scriptwriters to the list of crucial people.
 - B) The author of Passage 1 would not consider the choreographer to be essential to a play's success.
 - C) The author of Passage 1 would point out that the audience only cares about what they see on the stage.
 - D) The author of Passage 1 would not make any changes to the list provided in Passage 2.
10. As it is used in Passage 2 (line 57), “ornate” most nearly means
 - A) stark.
 - B) elaborate.
 - C) grotesque.
 - D) puzzling.

Synonyms

From the word bank below, choose the word that has the same or nearly the same meaning as the **boldface** word in each sentence and write it on the line. You will not use all of the words.

aghast	cower	peruse	qualm
annul	deplore	promontory	recourse
assert	instill	proximity	rehabilitate
bask	ornate	pulverize	residue

1. Several people in our apartment complex are working together to **abolish** the restriction on pets. _____
2. This cleaning product promises to get rid of even the most stubborn **remains** of dirt and grease. _____
3. Over time, the forces of erosion will **destroy** solid rock and turn it into sand and dust. _____
4. The performer's **flashy** costume was covered with rhinestones and sequins. _____
5. One way to learn new words is simply to **pore over** a dictionary. _____
6. After a tough season, our team deserved to **revel** in the glory of becoming state champions. _____
7. Without a **second thought**, the movie's villain promised to take control of the city and its resources. _____
8. As the wind picked up, the waves got bigger and crashed harder against the **jetty**. _____
9. Some people **flinch** at the sight of even a small, harmless spider. _____
10. Looking up at the night sky can **infuse** a sense of wonder in just about anyone. _____
11. In a free and open debate, everyone is welcome to **avow** his or her opinion. _____
12. After being fined for overcharging customers, the business is working hard to **rebuild** its image and regain people's trust. _____

Two-Word Completions

Select the pair of words that best completes the meaning of each of the following sentences.

1. During the bloody _____ of the early 1930s, Joseph Stalin "liquidated" every potential rival whom he feared might one day seek to _____ him from his position as absolute master.

a. repercussions ... sustain	c. jurisdictions ... intrigue
b. purges ... oust	d. premonitions ... ostracize

2. "Using a(n) _____ has caused me a really unexpected problem," the famous novelist remarked. "Most people only know me by my pen name. So if I introduce myself by my real name, I run the risk of being regarded as a complete _____."

a. addendum ... plebeian	c. pseudonym ... nonentity
b. epitaph ... apparition	d. bolster ... scapegoat

3. Since her objections to the plan were clearly _____, I thought that she was being _____. After all, if she had been serious, her comments would have had more substance.

a. frivolous ... facetious	c. genial ... solicitous
b. inaudible ... forthright	d. plausible ... articulate

4. Though I tried to _____ my words clearly and distinctly, the roar of the storm caused my voice to be almost _____.

a. bolster ... abashed	c. muster ... prone
b. sustain ... ample	d. articulate ... inaudible

5. Some of my friends have remarkably _____ memories from which nothing ever seems to escape. Unfortunately, I've been blessed with a memory that is as _____ as a sieve.

a. retentive ... porous	c. staid ... durable
b. devoid ... prodigious	d. ample ... volatile

6. "His cold and distant attitude toward people clearly betrays his deep _____ for the human race," I observed. "No one who genuinely likes human beings would constantly prefer to remain so _____ from them."

a. anguish ... prone	c. apparition ... solicitous
b. obsession ... abashed	d. disdain ... aloof

7. Elected officials cannot be too careful about their behavior while in office. If they become _____ about matters of right and wrong, they may do things that the average citizen of this country does not consider _____. Such mistakes could cost the offenders their jobs.

a. blasé ... ethical	c. solicitous ... plausible
b. resolute ... indiscriminate	d. obsessed ... prodigal

Denotation and Connotation

When you use a dictionary to find a word's definition, you learn the word's denotation, or its literal meaning. A word's **denotation** is its "surface" meaning, and it is generally neutral.

Many words also have connotations. A **connotation** is a word's emotional charge, the meaning that resides "under the surface." Connotations, or implied meanings, build up around words over time. Connotations can be positive or negative. We may associate certain words with positive feelings, yet assign negative meanings to other words that share a similar denotation.

Consider these synonyms for the neutral word *press*.

grind *crush* *pulverize* *demolish*

Grind and *crush* describe less powerful actions than *pulverize* and *demolish*, which are stronger words with more negative connotations.

Look at these examples of words with similar denotations but different connotations.

NEUTRAL	POSITIVE	NEGATIVE
absorbed	interested	obsessed
instill	inspire	indoctrinate
sufficient	ample	excessive

Expressing the Connotation

Read each sentence. Select the word in parentheses that better expresses the connotation (positive, negative, or neutral) given at the beginning of the sentence.

- | | |
|----------|--|
| neutral | 1. Cassie found out the hard way that other people don't always appreciate her (biting, facetious) comments. |
| positive | 2. In Paris, we kept going to the same restaurant to enjoy the wonderful meals that a renowned chef created with remarkable (skill, finesse). |
| neutral | 3. The poet, known to be (solitary, aloof), spent months on a remote island in the Mediterranean. |
| positive | 4. The con artist was (blasé, relaxed) about his role in the heist. |
| negative | 5. The warranty will cover any (problems, defects) that appear during the first three months. |
| neutral | 6. Have you ever noticed that most TV butlers are (staid, snobby) and seldom talk? |
| negative | 7. After a struggle, the dictator was finally (dismissed, ousted) from the palace. |
| negative | 8. Without any warning, the prisoner became irritable and (volatile, impatient), demanding to be released. |


Classical Roots
cur, curr, curs, cour—
to run

This Latin root appears in **recourse** (page 62). The original meaning was “a running back to,” but the word now means “a turning to for help or protection” or “a source of help.” Some other words based on the same root are listed below.

concourse	current	incur	recur
courier	discourse	precursor	recurrent

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the blank space in the illustrative sentence below the definition. Use a dictionary if necessary.

- a flow, movement; of the present time; in general use
My poem appears in the _____ issue of the school magazine.
- occurring or appearing repeatedly; returning regularly
Movie soundtracks often use several _____ musical themes.
- a messenger, usually on urgent or official business
To ensure their safety, the top-secret letters were sent by diplomatic _____.
- to happen again, be repeated (“run again”)
Disturbing thoughts that _____ frequently may cause a person to seek help from a therapist.
- a crowd; a thoroughfare; a place where crowds gather (“running together”)
We joined the _____ of people in the village square.
- a forerunner; that which precedes and shows the way
Ancient Athens is considered the _____ of modern democracy.
- to meet with, run into; to bring upon oneself (“run into”)
If you do not stick to a budget, you may _____ unnecessary debts.
- to talk; a conversation; a long discussion on some topic
The featured speaker delivered a(n) _____ on using the Internet as a research tool.

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 7. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

The Discriminating Pigeon

<Magazine Article>

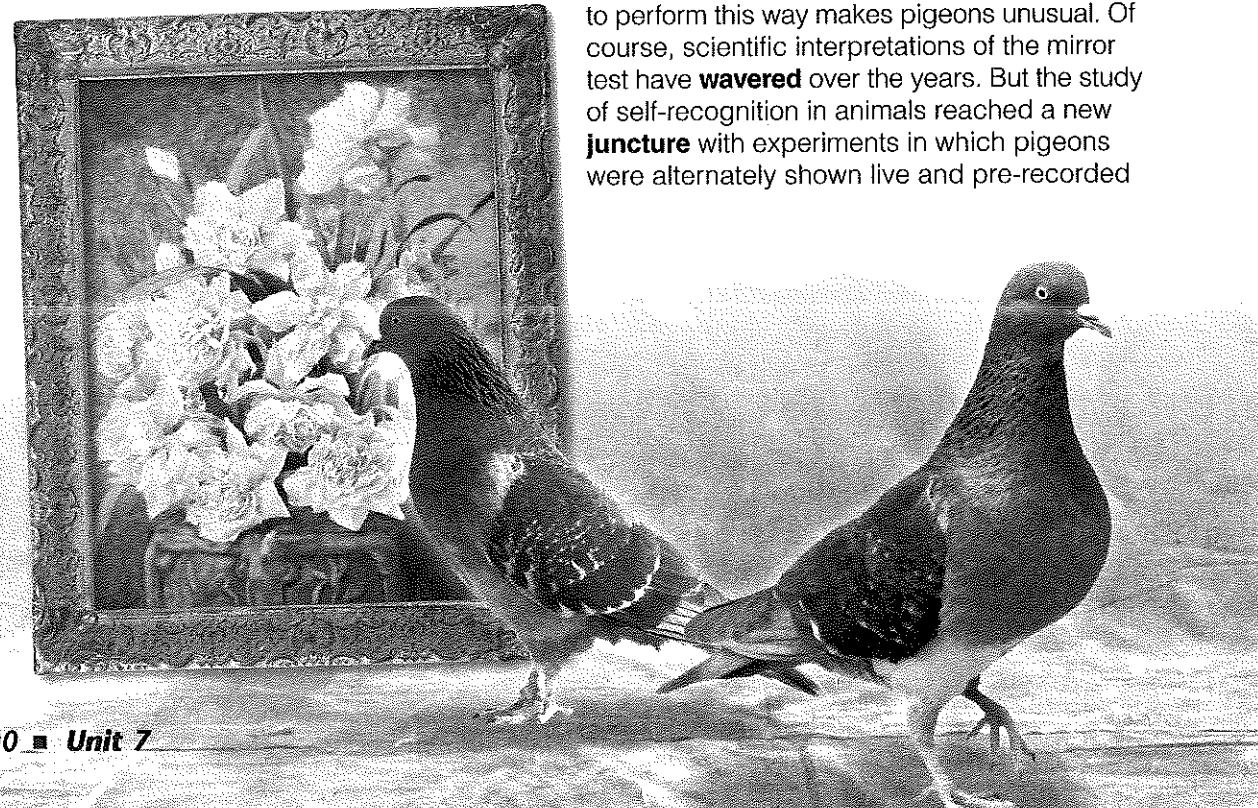
by C. W. Senghor

The **attribute** of intelligence is a difficult aspect of animal life to measure. **Predatory** behavior, courtship rituals, nesting instincts, and many other phenomena are relatively easy to describe. But there is no single accepted definition or **doctrine** of intelligence. Nevertheless, scientific experiments have demonstrated sophisticated learning, memory, and problem-solving behavior in a variety of animal species. The chimpanzee remains the **acme** of animal intelligence, with other **exotic** creatures, including dolphins and elephants, not far behind. Less well-known is the remarkable intelligence of the **unassuming** pigeon.

Experiments investigating pigeon intelligence date back 60 years. Few people would list the

bird among the world's smartest animals. Some might even **belittle** the pigeon in this regard. But one has to give credit where credit is due. The body of evidence is growing so fast that scientists in the field of animal cognition are practically **wallowing** in data on the mental feats of these familiar birds. The results increasingly **convey** an impression of the pigeon as a curiously discriminating critter.

Experiments dating back to the 1980s indicate that pigeons perform better than most animals on the "mirror test." This test determines whether an animal can recognize its reflection in a mirror. Humans, chimpanzees, and other apes recognize their reflections without prior training, as do elephants and dolphins. Pigeons require training before they associate their reflections with their bodies. Nevertheless, that they can be trained to perform this way makes pigeons unusual. Of course, scientific interpretations of the mirror test have **wavered** over the years. But the study of self-recognition in animals reached a new **junction** with experiments in which pigeons were alternately shown live and pre-recorded



video images of themselves. The results, published in 2008 by Koji Toda and Shigeru Watanabe, indicate that pigeons can learn to distinguish between live and pre-recorded images of themselves. Self-recognition in pigeons remains a controversial issue. But these experiments support scientists who take a **stance** in favor of the claim that pigeons have a kind of self-awareness.

Professor Watanabe heads the Brain and Evolution unit of Japan's Keio University. Decades of research into animal minds are housed behind his beaming eyes and **jaunty** smile. Among Watanabe's and his colleagues' most intriguing work are experiments in which pigeons were trained to distinguish between paintings by Picasso and paintings by Monet. The trained pigeons could discriminate between paintings by the two artists with remarkable accuracy. In another experiment, pigeons were taught to distinguish between two groups of paintings by children. The first group of paintings had been judged by observers as "good" paintings, while the second group had been

judged as "bad." The pigeons quickly learned the difference and accurately distinguished between "good" and "bad" when shown new paintings.

These experiments are remarkable. But there's little chance that pigeons will replace human art critics in making distinctions between the **tawdry** and the tasteful. The pigeon's ability to discriminate between different kinds of paintings, like its self-recognition, depends on prior training. Left on their own, pigeons don't recognize themselves in mirrors or seem to care much for art. Considerations like these might diminish our awe at the pigeon's mental powers. But there's no chance that the bird's brainy reputation will be entirely **ravaged**. The facts are in, and the pigeons have earned a place in the ranks of our planet's intelligent animals.

Audio

For Words and audio passages, go to SadlierConnect.com.





Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- 1. attribute**
(*n.*, at' trə byüt;
v., ə trib' yət)

(*n.*) a quality or characteristic belonging to or associated with someone or something; (*v.*) to assign to, credit with; to regard as caused by or resulting from
The _____ I most admire in you is your willingness to give everyone's opinions a fair hearing.
The doctor _____ my runny nose and itchy eyes to multiple allergies.
- 2. convey**
(kən vā')

(*v.*) to transport; to transmit; to communicate, make known; to transfer ownership or title to
Please _____ our best wishes to your parents on their twenty-fifth wedding anniversary.
- 3. exotic**
(ig zät' ik)

(*adj.*) foreign; charmingly unfamiliar or strikingly unusual
A recipe may call for _____ herbs and spices that are difficult to obtain.
- 4. haggard**
(hag' ərd)

(*adj.*) thin, pale, and careworn as a result of worry or suffering; wild-looking
The _____ refugees were given food, clothing, and temporary shelter.
- 5. juncture**
(jungk' chər)

(*n.*) a joining together; the point at which two things are joined; any important point in time
Our property ends at the _____ of the two stone walls.
- 6. menial**
(mē' nē əl)

(*adj.*) lowly, humble, lacking importance or dignity;
(*n.*) a person who does the humble and unpleasant tasks
During the Great Depression, people were thankful to have work of any kind, no matter how _____.
Teenagers in need of work can often find jobs as _____ in grocery stores and restaurants.
- 7. parry**
(par' ē)

(*v.*) to ward off, fend off, evade, avoid; (*n.*) a defensive movement in fencing and other sports
An effective press secretary can _____ almost any question a reporter asks.
The challenger's swift _____ caught the champion completely off guard.

8. **tawdry**
(tô' drē) (adj.) showy and flashy but lacking in good taste
An excess of gold braid and glittery beads gave the costumes a _____ look.
9. **turncoat**
(tərn' kōt) (n.) a person who switches to an opposing side or party
Strikers generally consider those workers who cross the picket lines to be _____.
10. **wallow**
(wāl' ō) (v.) to roll about in a lazy, clumsy, or helpless way; to overindulge in; to have in abundance; (n.) a wet, muddy, or dusty area used by animals as a sort of bath; a state of moral or physical collapse
After a strenuous hike, I was too tired to do anything but _____ blissfully in a hot bath.
On the Serengeti Plain, _____ offer animals much-needed relief from the sun's scorching rays.



Using Context

For each item, determine whether the **boldface** word from pages 102–103 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

1. Although many people dream of vacationing on an **exotic** island or in a faraway land, I am happy to sit under a tree in my backyard and read a book.
2. The officer worked tirelessly to disprove the rumors that he had become a **turncoat**.
3. Surprisingly, the team was able to **wallow** out from behind and achieve a last-minute victory.
4. Unpredictability would not be a good **attribute** in a family pet.
5. We have reached an important **junction** in our project and must consider our next step.
6. The young violinist won the competition for his melodious and **tawdry** performance.
7. The solitary figure in the opening scene of the movie **conveys** a sense of loneliness.
8. The **haggard** truck is able to travel over all kinds of terrain, including sandy deserts.
9. There is no such thing as a **menial** job on a family farm; every job is important.
10. After each side in the trial presents its case, the jury will meet to **parry** a decision.

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 100–101 to see how most of these words are used in context. Note that the choices might be related forms of the Unit words.

1. Did you know that some animals (**convey**, **wallow**) in mud in order to regulate their body temperatures?
2. When I arrived at the critical (**attribute**, **junction**) in my career, I realized that my whole future would depend on the decision I was about to make.
3. We were infuriated by the (**haggard**, **tawdry**) speech in which he tried to portray himself as a great national leader.
4. My mother's dream vacation is to spend several weeks on a(n) (**exotic**, **menial**) island in the South Pacific.
5. History teaches us that in any great conflict, there will be some (**turncoats**, **menials**) willing to go over to the enemy.
6. My doctor (**attributed**, **parried**) my dizziness and vertigo to an inner ear infection.
7. During our trip to China, we sampled such (**tawdry**, **exotic**) dishes as thousand-year-old eggs and bird's nest soup.
8. After waiting for news of her loved ones for several days, the woman looked careworn and (**haggard**, **menial**).
9. He is so conceited that it is hard to (**convey**, **attribute**) to him the simple idea that he did not win the essay competition.
10. So long as you continue to (**parry**, **wallow**) in self-pity, you will lack the strength needed to solve your problems.
11. No matter how (**menial**, **tawdry**) the assignment may be, take pride in your work and do your best.
12. Instead of answering my question, the skillful debater (**parried**, **attributed**) by asking a question of her own.

