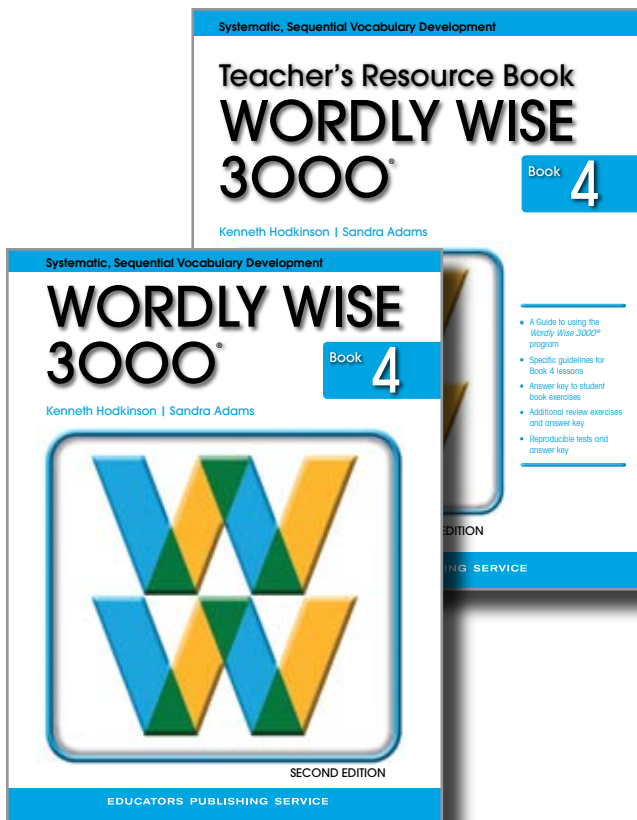


WORDLY WISE 3000®

2ND EDITION

Book **4**



Lesson 13

- » Student Book
- » Teacher's Resource Book
 - Teacher's Guide
 - Student Book Answer Key
 - Lesson Review Exercises
 - Lesson 14 Test



Lesson 13

Word List

Study the definitions of the words below; then do the exercises for the lesson.

appall

ə pŏl'

v. To cause horror, shock, or dismay.

The inspectors were **appalled** by the conditions in the prison factories.

appalling *adj.* Causing shock and horror.

The television report exposed the **appalling** treatment of the farm workers.

dejected

dī jək' təd

adj. Discouraged; low in spirits.

Jesse felt **dejected** when he couldn't find an apartment with low rent.

depend

dī pend'

v. 1. To rely on for support.

Many blind persons **depend** on guide dogs.

2. To be based on.

Whether or not I go to the concert **depends** on what my parents say.

dependable *adj.* Reliable.

If you do a lot of driving, you need a **dependable** car.

dreary

drīr' ē

adj. Sad and gloomy.

I pulled up the shades to let more light into Olga's dark and **dreary** apartment.

fanatic

fə nat' ik

n. A person whose enthusiasm for a belief is extreme.

Uncle Roger ran the restaurant for years, and he was a **fanatic** about cleanliness in the kitchen.

adj. Carrying an interest or enthusiasm to extremes.

Mr. Gradgrind was a **fanatical** believer in the importance of facts.

impact

im' pakt

n. 1. The striking of one object by another.

The **impact** of the ball bruised the catcher's arm.

2. Forceful impression.

Martin Luther King, Jr.'s "I Have a Dream" speech had a great **impact** on millions of Americans.

invade

in vād'

v. 1. To enter by force in order to take over.

The German army **invaded** Russia in June, 1941.

2. To intrude; to enter in great numbers.

I am putting a lock on my drawer so my little sister won't be able to **invade** my privacy any more.

invasion *n.* The act of invading.

The gypsy moth **invasion** caused the destruction of many Cape Cod pine trees.

isolate

ī' sə lāt

v. To cut off from others.

As soon as my brother broke out in spots the doctor **isolated** him for a week.

isolation (ī sə lā' shən) *n.* The condition of being isolated.

The cottage's **isolation** makes it appealing to someone seeking a quiet vacation.

isolated *adj.* Cut off from others.

The lighthouse keeper actually enjoyed her **isolated** life.

occupy

ä' kyoo pī

v. 1. To live in; to take up.

My Aunt Bianca's family **occupied** the apartment next to us when I was little.

2. To take over by force.

Protesting students **occupied** the school president's office.**occupation** (ä' kyoo pä' shən) n. 1. A person's job or profession.Nursing is a perfect **occupation** for my brother since he loves helping people.

2. A filling up of time or space.

The sign in the elevator said that **occupation** by more than twelve people was against the law.**reveal**

ri vēl'

v. 1. To make known.

If you **reveal** the wish you made, it might not come true.

2. To bring into view; to show.

The curtain rose to **reveal** three men sitting on top of a stone wall.**rout**

rout

n. A disorganized retreat from an attack; a total defeat.

The battle ended in a **rout** as the enemy soldiers dropped their weapons and ran.

v. To defeat completely.

The U.S. basketball players **routed** their opponents in the 1992 Olympic Games.**suspect**

sə spekt'

v. 1. To think of as probably guilty.

The police **suspect** the man who used to live upstairs of breaking in to our apartment.

2. To suppose that something is true.

I **suspect** that she knows more algebra than she thinks she does.

n. (sus' pekt) A person believed to be guilty.

The **suspect** asked to see a lawyer before being questioned.**temporary**

tem' pə rer e

adj. Lasting or made to last for a short time.

The town hall provided a **temporary** place for people to stay during the hurricane.**terror**

ter' ər

n. Great fear.

Thunder and lightening always fill my grandmother with **terror**.**terrify** v. To fill with terror or great fear.The reports of the crime in the neighborhood **terrified** the residents.**tragic**

tra' jik

adj. Causing great sadness; terrible or dreadful.

The entire nation grieved over the **tragic** death of Dr. Martin Luther King, Jr.**tragedy** (tra' jə dē) n. 1. An event that causes great pain, suffering, or loss of life.The closing of the shipyard would be a **tragedy** for Charlestown.

2. A play that ends sadly as the hero or heroine loses at the end of a great struggle.

Shakespeare wrote some of the world's greatest **tragedies**.

13A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 13. Write each sentence in the space provided.

1. (a) travel through it. (c) To isolate a place is to
(b) live in it. (d) To occupy a place is to

2. (a) A dependable person (c) takes things in stride.
(b) A dejected person (d) is in low spirits.

3. (a) Impact is (c) a desire to do good.
(b) a forceful impression. (d) Terror is

4. (a) rely on that person. (c) play a joke on that person.
(b) To appall someone is to (d) To depend on someone is to

5. (a) To reveal a place is to (c) make changes in it.
(b) To invade a place is to (d) enter it to take over.

6. (a) well cared for. (c) cut off from others.
(b) To be fanatic is to be (d) To be isolated is to be

7. (a) To suspect something is to (c) be afraid of it.
(b) bring it into view. (d) To reveal something is to

8. (a) A dreary event is one (c) that lasts a short time.
(b) that causes great sadness. (d) A tragic event is one

9. (a) To suspect someone is to (c) make fun of that person.
(b) believe that person to be guilty. (d) To appall someone is to

10. (a) A rout is (c) a path that is traveled.
(b) one who has extreme beliefs. (d) A fanatic is

appall
dejected
depend
dreary
fanatic
impact
invade
isolate
occupy
reveal
rout
suspect
temporary
terror
tragic

13B Just the Right Word

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 13.

1. Whether or not I go on the trip to the mountains will **be based** on the condition of my car.
2. The school building seems **dull and gloomy** during winter vacation.
3. A person with measles should be **kept away from other people**.
4. My job making pizza is **not expected to last for very long**, but I love it.
5. I was **shocked and dismayed** to find out that my neighbors had had no heat in their house for four days.
6. When cockroaches **moved in and took over** our kitchen, my mother called the landlord immediately.
- 7 The detective waited to question the **persons believed to be guilty of the crime** until their lawyer arrived.
8. There was a look of **great fear** in her eyes as she heard the crash of thunder.
9. The Red Sox **completely defeated** the Yankees by a score of 10 to 0.
10. *Hamlet* is one of Shakespeare's most famous **plays that end sadly as the hero loses at the end of a great struggle**.

13C Applying Meanings

Circle the letter of each correct answer to the questions below.
A question may have more than one correct answer.

1. Which of the following should you be able to **depend on**?
 - (a) a close friend
 - (b) your parents
 - (c) a stranger
 - (d) a scoundrel
2. Which of the following could you **reveal**?
 - (a) your age
 - (b) your date of birth
 - (c) your weight
 - (d) your plans for the future

3. Which final basketball score(s) would be a **rout**?
- (a) 102 to 98 (c) 110 to 108
(b) 68 to 12 (d) 72 to 10
4. Which of the following might be thought **dreary**?
- (a) a blissful afternoon (c) an afternoon spent pulling up weeds
(b) a bright hue (d) a person who lacks a sense of humor
5. Which of the following could be **temporary**?
- (a) a death (c) a shelter
(b) a job (d) a period without rain
6. Which of the following would have an **impact**?
- (a) the death of a president (c) the loss of one's job
(b) a leaf landing on the ground (d) a car hitting a tree
7. Which of the following might be **appalling**?
- (a) an increase in crime (c) the condition of homeless people
(b) world hunger (d) the number of people in prison
8. Which of the following is an **occupation**?
- (a) poet (c) uncle
(b) lawyer (d) teacher

appall
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13D Word Study

Here are nine Latin roots and their meanings. Many English words are based on these roots.

<i>tempus</i>	(time)	<i>amicus</i>	(friend)
<i>jacere</i>	(to throw)	<i>rumpere</i>	(to break)
<i>annus</i>	(year)	<i>centum</i>	(hundred)
<i>visus</i>	(to see)	<i>locus</i>	(place)
<i>solus</i>	(alone)		

Fill in the blank spaces in each sentence below with the correct Latin root and its meaning. Choose from the list of Latin roots.

- To **isolate** someone is to cut that person off from others. The word comes from the Latin _____, meaning _____.
- An **abrupt** change is one that breaks with the past and comes without warning. The word comes from the Latin _____, meaning _____.

3. To see properly, you need good **vision**. The word comes from the Latin _____, meaning _____.
4. A **century** is a period of one hundred years. The word comes from the Latin _____, meaning _____.
5. A **temporary** position is not expected to last a long time. The word comes from the Latin _____, meaning _____.
6. To **revise** something is to look it over and make necessary changes. The word comes from the Latin _____, meaning _____.
7. An **amiable** manner is one that is friendly. The word comes from the Latin _____, meaning _____.
8. An **annual** event is one that is held every year. The word comes from the Latin _____, meaning _____.
9. To **locate** somewhere on a map is to find a place. The word comes from the Latin _____, meaning _____.
10. To **eject** someone is to throw that person out. The word comes from the Latin _____, meaning _____.

13E Passage

Read the passage below; then complete the exercise that follows.

Anne Frank's Diary

Anne Frank was eleven years old in 1940 when the armies of Adolf Hitler, the Nazi ruler of Germany, **invaded** Holland, where she lived with her parents and her older sister. The Frank family was Jewish. They were **appalled** by Hitler's **fanatic** hatred of Jews and his plan to murder all the Jews in the countries he could control.

For two years, Anne Frank and her family lived in daily **terror** of being rounded up and taken away. Finally, the family, together with Anne's friend Peter and three others, went into hiding. Eight people **occupied** a tiny space hidden behind a bookshelf in Mr. Frank's office. They **depended** on brave friends who brought them food and news of the outside world. They hoped that Hitler would soon be defeated and their stay would be **temporary**, but after two more long years, they were still in hiding.

From 1942 to 1944, Anne Frank kept a diary in which she wrote about the things that happened every day and their **impact** on her life. Although life in these cramped surroundings was very **dreary**, Anne's diary is always interesting. In it she **reveals** her deepest thoughts and feelings. She complains of the feelings of **isolation** they all had, and she writes of their hopes of one day leading a normal life. No matter how **dejected** she felt, she always made the effort to keep the diary up-to-date.

Being discovered by the Germans was Anne Frank's greatest fear. Any unusual sounds from outside—slamming doors, heavy footsteps, German voices—could be a sign of danger. The little group had the use of a toilet, but they could not flush it during the day because someone in the building might hear it and **suspect** that people were hiding in that tiny space behind the bookshelves.

World War II ended in 1945, when Hitler's armies were **routed** in the East by the Russians and in the West by the Americans and the British. Sadly, its end came too late for Anne Frank. The Germans had found the family's hiding place the year before. Everyone was sent to Hitler's death camps, and it was in one of them, in March of 1945, two months before the end of the war in Europe, that Anne died. She was sixteen years old.

We would not know of her **tragic** story but for her diary. She left it behind when she was taken away, and her father, who managed to stay alive while in the Nazi death camp, discovered it when he returned home after the war. The diary was still there, in the place where his daughter had hidden it.

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from this lesson's word list, use one in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words).

1. What part of Anne Frank's story had the greatest **impact** on you?

2. What terrible misfortune happened to the people of Holland in 1940?

3. Why is Hitler such an **appalling** figure in the world's history?

4. What was the main reason for Hitler's actions?

5. Why did the European Jews fear the Germans?

6. What is the meaning of **occupied** as it is used in the passage?

7. How did Anne Frank's family and friends get food?

8. Why did those in hiding think their stay might be **temporary**?

9. What might those in hiding have done to make life less **dreary**?

10. Why do you think readers of her diary feel so close to Anne Frank?

11. Why do you think those in hiding complained of feeling **isolated**?

12. At what times do you think Anne Frank might have been most **dejected**?

13. What made it possible for the Frank group to stay hidden for two years?

14. What happened to Adolf Hitler's armies in 1945?

15. Why is Anne Frank's story such a **tragic** one?

FUN & FASCINATING FACTS

The word **deject** comes from the Latin roots *de*, meaning *away from*, and *jacere*, meaning *to throw*. Someone who is *dejected* is thrown, or cast down, in spirit. The word **project** (used as a verb) combines the Latin prefix *pro*, meaning *forward*, with *jacere*. To *project* something means to throw it forward or send it into space. A movie *projector* is a machine that throws an image onto a screen. Many other words are built from *jacere*, including **reject** (meaning to

throw away), **inject** (meaning *to force, drive, or throw into something*), and **eject** (*to throw out*).

The lesson word **depend** comes from the Latin roots *de* and *dependere*, meaning *to hang*. Something that is *impending* is something that is “hanging,” or about to happen.

How *Wordly Wise 3000* Book 4 Can Help in Vocabulary Development

Each Student Book in the series contains 15 (Books 2–3) to 20 (Books 4–12) lessons. Each lesson teaches 10 (Books 2–3) to 15 (Books 4–12) words and may also teach some variants of a word (such as *magnanimous/magnanimity*). Here is a sample copy of a Book 4 lesson with comments explaining its features.

Lesson 5

Word List Study the definitions of the words below; then do the exercises for the lesson.

abrupt
ə brupt'
adj. Happening suddenly, without warning.
When the bus made an **abrupt** stop, several people were thrown off balance.

achieve
ə chev'
v. To do what one sets out to do.
Even though she was blind and deaf, Helen Keller **achieved** her goal of graduating from college.
achievement n. Something done that takes skill or effort.
Landing astronauts on the moon was a great **achievement**.

attempt
ə tempt'
v. To try; to make an effort.
When I **attempted** to leave class early, the teacher asked me to wait until the period was over.
n. A try.
The athlete cleared the bar in the high jump on her third **attempt**.

contempt
kan tempt'
n. A feeling that someone or something is bad or unworthy.
Their classmates felt nothing but **contempt** for those who refused to help the new student.

entertain
en tor tain'
v. 1. To interest and amuse.
My little brother Ramon **entertained** himself for hours with his new paints.
2. To have guests.
We **entertained** some old friends on Thanksgiving weekend.
3. To have in mind.
Lin is **entertaining** the idea of going to soccer camp next summer.

glimpse
glimps'
v. To get a quick look at.
I **glimpsed** a black bear near our campground.
n. A quick or hasty look.
I was thrilled to get a **glimpse** of Pavarotti leaving the opera house.

mock
mak'
v. To make fun of.
Cinderella's stepsisters **mocked** her for thinking she could go to the ball.
adj. Not real; pretended.
Mock turtle soup is really made of veal broth, not turtle meat.

persist
par sist'
v. 1. To keep on doing or trying.
In spite of many falls on the ice, I **persisted** and finally did a figure-eight.
2. To go on and on.
If this rain **persists**, we'll have to cut our vacation short.
persistence n. Sticking to something; not giving up.
Emil's **persistence** was rewarded when the tenth law school he applied to accepted him.
persistent adj. Refusing to give up.
The **persistent** reporter kept asking questions until she had found out all there was to know about the case.

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Each lesson opens with a word list that gives each word's definition(s), pronunciation, and sentences showing the words in context. Sentences provide directional context clues to the word's meaning (not just random information).

Since words are generally acquired in word families (or as roots), related word forms are provided in boldfaced type where appropriate.

The introduction of the vocabulary words is followed by five exercises per lesson to reinforce the meanings of those words. These give students practice in applying the definitional or contextual information they have just seen in the word list, helping them strengthen their understanding of each word's meaning.

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persuade *por swād'* v. To win someone over by arguing or asking.
Frank finally **persuaded** me to read *The Adventures of Tom Sawyer*.

persuasive *adj.* Having the power to persuade.
Mary was so **persuasive** that we agreed to help her paint her room.

phase *fāz* n. A stage in a series of changes.
The full moon is one of the **phases** of the moon.

quaint *kwānt* *adj.* Odd or unusual in a pleasing or old-fashioned way.
Wooden shoes seem **quaint** to Americans, but not to the people of Holland.

recall *ri kōl'* v. 1. To remember.
Do you **recall** what time we left for the soccer game?
2. To call or take back.
The manufacturer **recalled** the cars because of a problem in the steering.

reject *ri jekt'* v. To refuse to accept or use.
The school board **rejected** the plan for the new gym because its cost was excessive.
n. (*rē' jekt*) Something that falls short of what is acceptable.
Peter buys factory **rejects** at the pottery store for much less than the price of perfect pieces.

revise *ri viz'* v. 1. To go over carefully in order to correct or improve.
I don't like to **revise** my stories, but I have to admit they get better when I do.
2. To change in order to bring up to date.
The publishers of that dictionary **revise** it every eight or ten years.

sensitive *sen' sō tiv* *adj.* 1. Quick to notice or feel.
My doctor is very **sensitive** to my feelings.
2. Easily affected by even slight change.
Film used in cameras is very **sensitive** to light.

5A Finding Meanings Choose two phrases to form a sentence that correctly uses a word from Word List 5. Write each sentence in the space provided.

1. (a) one stage in a process. (c) A glimpse is
(b) something overheard. (d) A phase is

2. (a) An achievement is (c) Contempt is
(b) something done by making an effort. (d) something that is changed.

3. (a) loud noise. (c) A glimpse is a
(b) quick look. (d) A reject is a

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4. (a) Persistence is (c) a feeling that something is unworthy.
(b) Contempt is (d) a wish to do better.

5. (a) that is not accepted. (c) An attempt is something
(b) that goes on longer than expected. (d) A reject is something

6. (a) Sensitive people (c) are skilled at getting their ideas across.
(b) expect the worst to happen. (d) Persuasive people

7. (a) To attempt something is to (c) take it back.
(b) try to do it. (d) To revise something is to

8. (a) give up. (c) refuse to give up.
(b) To persist is to (d) To recall is to

9. (a) To mock an idea is to (c) To entertain an idea is to
(b) give it serious thought. (d) keep it to oneself.

10. (a) To recall something is (c) to take it back.
(b) To revise something is (d) to throw it with force.

5B Just the Right Word Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Lesson 5.

1. This thermometer is very **quick to show changes** to the temperature.

2. His top hat and long cape seemed **pleasingly old-fashioned** to the audience.

3. The **unexpectedly sudden** change in the weather surprised everyone.

4. Juanita **did what she set out to do, which was to get** a perfect score on the test.

5. We **had people staying with us** almost every weekend last summer.

abrupt
achieve
attempt
contempt
entertain
glimpse
mock
persist
persuade
phase
quaint
recall
reject
revise
sensitive

In the first exercise, Finding Meanings, students draw on their knowledge of the words' definitions to form sentences. The repeated use of words through this exercise and the ones that follow helps students build a full and flexible understanding of the vocabulary words.

In the second exercise, Just the Right Word, phrases expressing the meanings of vocabulary words are highlighted in sentences; students replace them with the correct word from the word list.

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6. If the fog **goes on for a long time**, the plane will be unable to leave on time.

7. The coach **made fun** of the shortstop's unusual way of running.

8. I **caught a quick look at** him through the window of the bus.

9. She needs to **make changes in** her speech before she gives it.

10. Each **stage in the series of changes** must be carefully planned or the project will fail.

5C Applying Meanings Circle the letter of each correct answer to the questions below. A question may have more than one correct answer.

1. Which of the following can be **sensitive**?
 (a) a person's clothing (c) a person's feelings
 (b) a person's hearing (d) a person's skin

2. Which of the following might a person think **quaint**?
 (a) a full moon (c) a hundred-year-old toy
 (b) an old Valentine card (d) pictures in a 1910 book of fairy tales

3. Which of the following might a person **glimpse**?
 (a) someone leaving a crowded room (c) a loud noise
 (b) a letter someone is trying to hide (d) a strange smell

4. Which of the following can a person **achieve**?
 (a) a goal one sets for oneself (c) curly hair
 (b) a calm frame of mind (d) high marks on a test

5. Which of the following would you probably **reject**?
 (a) a chance to attend college (c) bad advice
 (b) an offer of a ride from a stranger (d) an unworkable plan

6. Which of the following might be **persistent**?
 (a) a flash of lightning (c) a back pain
 (b) cold and rainy weather (d) a bad smell

In Applying Meanings, the third exercise, students answer questions that use the vocabulary words in a specific context. To select the correct answer, students need to use their full knowledge of each word's meaning.

The fourth exercise provides more sophisticated word study. In the Word Study activity, students may identify synonyms and antonyms, explore how prefixes and suffixes change word meanings, learn about Latin word roots, or distinguish between homophones.

The vocabulary words appear in a box on every two-page spread in the lesson so that students do not have to flip back to the Word List to see their word choices.

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7. Which of the following can be **revised**?
 (a) a written contract (c) a set of calculations
 (b) a person's height (d) a weather forecast

8. Which of the following might be **entertaining**?
 (a) a magician's tricks (c) a bus timetable
 (b) a football game (d) an aching tooth

5D Word Study Some things have just one part, and some things have more than one part. A brick has just one part. So does a baseball bat. A box has a bottom, four sides, and a top. Your body is made up of a head, a trunk, and four limbs.

Some words, too, have just one part, and some words have more than one part. There are names for these different parts. The main part of a word is called its *root*. You will remember roots from Lesson 3. Our word *patriotic* is formed from the Latin root *pater*, meaning "father."

A *prefix* is the part of a word that comes before the root. The prefix *un-* turns a word into its opposite. It turns *interesting* into *uninteresting*. *In-* is another prefix that does the same thing. It turns *sane* into *insane*. Note that *in-* changes to *im-* before the *m* sound. This makes it easier to say.

Change each of the words below into its opposite by adding one of the following prefixes: *un-*, *in-*, or *im-*. Check each of your answers in a dictionary to be sure you have formed an actual word.

- patriotic _____
- remarkable _____
- mature _____
- affected _____
- sufficient _____
- complete _____
- developed _____
- persuasive _____
- modest _____
- sensitive _____
- active _____
- prepared _____

abrupt
 achieve
 attempt
 contempt
 entertain
 glimpse
 mock
 persist
 persuade
 phase
 quaint
 recall
 reject
 revise
 sensitive

In the final section, Passage, students read an original passage that incorporates all of the vocabulary words from the lesson. The vocabulary words are integral to the understanding of the text and thus contribute to students' comprehension rather than distracting them from the content by focusing on vocabulary. The ultimate goal of the *Wordly Wise 3000* series is to have students develop vocabulary so that they can read with greater fluency.

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5E Passage Read the passage below; then complete the exercise that follows.

A Life That Changed

Hans Christian Andersen's famous story "The Ugly Duckling" tells of a little duckling that looks different from others and is **mocked** by them for being odd. The little creature turns out not to be a duck at all but a beautiful swan. From a quick **glimpse** into the life of the author, we learn that a dramatic change took place in Andersen's own childhood, and that he also took a long time to fit in and to find a special place for himself.

Hans Christian Andersen was born in Denmark in 1805. His father was a shoemaker who struggled to make a living. Hans always felt loved by his parents, and had a happy childhood. He had no brothers or sisters, and he was a **sensitive** child who lived in a private world of his own. His greatest joy was a toy theater his father made for him. The little boy **entertained** his parents by putting on plays, dressing the people of his little toy theater in **quaint** clothes that he made himself.

When Hans was eleven his father died, and the young boy's life changed **abruptly**. He had to go to work, but he failed at every job he **attempted**. His fellow workers could not understand the strange boy who spent all his time **daydreaming**, and they treated him with **contempt**, making his life miserable. When he was fourteen, Hans **persuaded** his mother to let him go to the big city of Copenhagen, where he tried to get work as an actor, but was unsuccessful. He also tried dancing and singing, but he was not very good at these either. He tried writing plays, but they were **rejected** by theater owners. In this **phase** of his life, he didn't seem to fit in anywhere.

But Hans Christian Andersen **persisted** in his efforts to be a writer. Over the next fifteen years he wrote poems, travel articles, and novels, as well as plays. He worked very hard, taking care to **revise** each sentence carefully until he got the words just right. No one paid much attention to his work, however, until he began writing fairy tales. He did not have to search for ideas for these; all he had to do was **recall** the stories his father had told him when he was a little boy. He wrote more than a hundred and fifty wonderful fairy tales, at last **achieving** fame and becoming one of the best-loved writers in the world. You will read one of his stories in the next lesson.

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from this lesson's word list, use one in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words).

1. How do you think a **sensitive** person like Andersen might have responded to cruel remarks?
2. What was one of Andersen's favorite childhood activities?
3. Why did the people in Hans's toy theater look so charmingly old-fashioned?

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4. What caused an **abrupt** change in Andersen's life when he was a child?
5. What might Andersen have said to **persuade** his mother to let him go to Copenhagen?
6. Why must Andersen's mother have been pessimistic about his chances of success?
7. How do you know that Andersen was not popular with his fellow workers?
8. Was Andersen's playwriting successful?
9. What jobs did Hans try during the **phase** of his life when he didn't fit in anywhere?
10. In your opinion, what was Andersen's greatest **achievement**?
11. What helped give Andersen ideas for stories?
12. How can you tell that Andersen was usually not satisfied with his first version of a story?
13. What quality did Andersen have that helped him succeed?

After reading the passage, students answer questions about it. If a vocabulary word is not used in the question, students must use it in their response. In this way, each word is reviewed once again. Although the questions are about the content of the passage, students need to understand the meanings of the vocabulary words in order to be able to answer them.

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14. Why do you think the people Andersen worked with mocked him?

15. Why might the story of the Ugly Duckling be of special interest to Andersen's readers?

FUN & FASCINATING FACTS

The Latin *abruptus* means "broken" and forms the root of the adjective **abrupt**. If there is an *abrupt* end to something—a speech, for example—it means it was broken off suddenly and unexpectedly.

Other words formed from this root include *interrupt* (When you *interrupt* a conversation, you break into it) and *disrupt* (If you *disrupt* a meeting, you break it up).

The *Wordly Wise 3000* lessons work sequentially, with each exercise requiring more precise knowledge of the vocabulary words than the previous exercise. This systematic approach to vocabulary instruction enables students to actively participate in the process of their own word learning by thinking about the various meanings of each word and applying what they know.

A boxed feature called Fun & Fascinating Facts appears at the end of each lesson. This feature provides explanations or short stories about word origins and word families. Telling stories about words conveys a sense of fun about language and encourages students to become interested in learning words in general.

Every fourth lesson is followed by a crossword puzzle or hidden message puzzle that incorporates the words from the previous four lessons, giving students a playful way to revisit the words they now know as their own.

66 Review for Lessons 5-8

Crossword Puzzle Solve the crossword puzzle below by studying the clues and filling in the answer boxes. Clues followed by a number are definitions of vocabulary words in Lessons 5 through 8. The number gives the lesson from which the answer to the clue is taken.

1	2	3		4	5		6	7	
				8			9		
10									
			11						
12			13				14		
				15			16		
	17	18					19		20
			21				22		23
							24		
25			26				27		
				28					

Clues Across

1. To give out (7)
5. To win over by arguing or asking (5)
8. To change in some way (7)
9. An animal that is being hunted (8)
10. The topmost part; the outer layer (8)
11. A part or share of the whole (8)
12. Twice as much
14. Each separate item on a list (8)
15. Skilled at tricking others (6)
17. Dull and without color (6)
19. Adam and _____
21. To make pure (6)
23. To take by force of the law (7)
25. Eight, _____, ten
26. A large room (8)
27. Having nothing left out (6)
28. Place where something is (8)

Clues Down

2. To be around on all sides (7)
3. To remember (5)
4. To interest and amuse (5)
5. To go on longer than expected (5)
6. Opposite of open
7. Happening suddenly without warning (5)
12. To go to a lower level (8)
13. To hold closely (7)
14. Used to see with
16. Opposite of no
18. To say you won't accept (5)
20. Very strict or harsh
22. To throw out (7)
24. Showing a strong interest; eager (7)

Lesson 13

13A Finding Meanings p. 104

1. d—b 5. b—d 8. d—b
2. b—d 6. d—c 9. a—b
3. a—b 7. d—b 10. d—b
4. d—a

13B Just the Right Word p. 105

1. depend
2. dreary
3. isolated
4. temporary
5. appalled
6. invaded
7. suspects
8. terror
9. routed
10. tragedies

13C Applying Meanings p. 105

- | | |
|---------------|---------------|
| 1. a, b | 5. b, c, d |
| 2. a, b, c, d | 6. a, c, d |
| 3. b, d | 7. a, b, c, d |
| 4. c, d | 8. a, b, d |

13D Word Study p. 106

1. *solus*, alone
2. *rumpere*, to break
3. *visus*, to see
4. *centum*, hundred
5. *tempus*, time
6. *visus*, to see
7. *amicus*, friend
8. *annus*, year
9. *locus*, place
10. *jacere*, to throw

13E Passage p. 108

1. Answers will vary.
2. Hitler's armies **invaded** their country.
3. He intended to murder all the Jews in all the countries he could.
4. He had a **fanatic** hatred of Jews.
5. They lived in **terror** that the Germans would round them up and take them away.
6. *Occupied* means "lived in."
7. They **depended** on friends to bring them food.
8. They hoped Hitler would be defeated.
9. Answers will vary.
10. She **revealed** the details of her life in hiding as well as her feelings; she was the same age as many of her readers.
11. They had no contact with the outside world and were closeted in a tiny space.
12. She must have been most dejected when the Nazis rounded up her family and when their hiding place was discovered.
13. No one **suspected** that they were hiding behind the bookshelf.
14. His armies were **routed** by the Russians, Americans, and British.
15. Answers will vary.

Name: _____

Date: _____

Lesson 13

1. The German army marched first into France and Belgium. The _____ of Holland followed soon after.
2. Holland tried to resist when Germany moved against it. Its army was _____ by the much more powerful German army.
3. Once the Dutch defenses were broken, the German army marched into Holland. Within a very short time they had _____ the entire country.
4. People found it hard to believe Hitler's intentions could be so evil. The _____ truth is that he planned to murder every Jewish person in Europe.
5. Hitler was a _____, an evil person with extreme beliefs and a very strong will.
6. Eight people lived in the cramped space behind a bookshelf in Mr. Frank's office. They were completely _____ from the outside world.
7. For two years outsiders were free to enter Mr. Frank's office. No one _____ that people were hiding behind the bookshelf.
8. The Frank family and their friends had to be extremely quiet. They were _____ that if they made noise they would be discovered.
9. The group hiding in the cramped space had to rely on each other. They tried to cheer each other up when they started to feel _____.
10. Writing in her diary was important to Anne. The activity was an escape from the _____ life she was forced to lead.
11. Anne had something to hope for while in hiding. She was _____ on Britain and America to free all of them from Nazi rule.
12. A friend of Anne's family secretly kept Anne's diary. The fact that she had kept a diary was not _____ until after the war.
13. Anne Frank's diary has sold millions of copies. It had an enormous _____ on the world when it was first published.
14. The Nazis boasted that their rule over Europe would last for a thousand years. Although their power was much more _____, lasting only from 1932 to 1945, the Nazis murdered millions of people during these years.
15. The Nazi party promised to make Germany great again. Their rule was an enormous _____ not just for Germany but also for the whole world.

Lesson 13

1. invasion
2. routed
3. occupied
4. appalling
5. fanatic
6. isolated
7. suspected
8. terrified
9. dejected
10. dreary
11. depending
12. revealed
13. impact
14. temporary
15. tragedy

Name: _____

Date: _____

Book 4, Lesson 13 Test

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

1. A fanatic is someone who
 - Ⓐ is from a large family.
 - Ⓑ is extremely enthusiastic about his or her beliefs.
 - Ⓒ has creative ideas.
 - Ⓓ has his or her own business.

2. To make an impact on someone is to
 - Ⓐ make an impression on that person.
 - Ⓑ make a deal with that person.
 - Ⓒ make friends with that person.
 - Ⓓ treat that person as your guest.

3. Julia is a fanatic comic book collector. This means that she
 - Ⓐ has a very small comic book collection.
 - Ⓑ is extremely interested in collecting comic books.
 - Ⓒ collects only valuable comic books.
 - Ⓓ is just beginning to collect comic books.

4. To isolate someone is to
 - Ⓐ teach that person a lesson.
 - Ⓑ celebrate with that person.
 - Ⓒ speak angrily to that person.
 - Ⓓ separate that person from others.

5. Someone who occupies an apartment
 - Ⓐ cleans the apartment.
 - Ⓑ delivers mail to the apartment.
 - Ⓒ lives in the apartment.
 - Ⓓ owns the apartment building.

Lesson 13

6. To protest the new land fill, we planned to occupy the lawn of city hall. What does occupy mean in this sentence?
- Ⓐ take care of
 - Ⓑ take over
 - Ⓒ surround
 - Ⓓ decorate
7. To rout your opponents is to
- Ⓐ fear them.
 - Ⓑ defeat them.
 - Ⓒ respect their athletic skills.
 - Ⓓ play almost as well as they do.
8. A tragedy is an event that causes
- Ⓐ great suffering.
 - Ⓑ a car accident.
 - Ⓒ an earthquake.
 - Ⓓ a flood.
9. To suspect someone is to
- Ⓐ get to know that person.
 - Ⓑ find that person fascinating.
 - Ⓒ worry about that person.
 - Ⓓ think that person is guilty.
10. A suspect is someone
- Ⓐ who works as a police officer.
 - Ⓑ who works as a detective.
 - Ⓒ whom others think is guilty.
 - Ⓓ who goes to jail for committing a crime.
11. What is terror?
- Ⓐ great fear.
 - Ⓑ mild anger.
 - Ⓒ great joy.
 - Ⓓ worry.

12. That movie terrified Jonah. How did it make Jonah feel?

- Ⓐ bored
- Ⓑ confused
- Ⓒ extremely angry
- Ⓓ very scared

13. A tragedy is a play that ends

- Ⓐ after two acts.
- Ⓑ sadly.
- Ⓒ happily.
- Ⓓ suddenly.

14. We occupied our time by playing dominoes. What does occupy mean in this sentence?

- Ⓐ we filled up time
- Ⓑ we wasted time
- Ⓒ we enjoyed ourselves
- Ⓓ we played all day

15. Who or what might invade a country?

- Ⓐ an enemy army
- Ⓑ that country's own army
- Ⓒ a group of tourists
- Ⓓ a river

16. Which was a tragic event?

- Ⓐ the first Moon landing on July 20, 1969
- Ⓑ the sinking of the Titanic on April 15, 1912
- Ⓒ the Winter Olympic Games in 2002
- Ⓓ the beginning of a new millennium on January 1, 2000

17. When might you wish for isolation?

- Ⓐ when you are hungry
- Ⓑ when you need advice
- Ⓒ when you want to be by yourself
- Ⓓ when you feel like going to a party

18. Who is most likely to feel isolated?
- Ⓐ Byron, who has five brothers and sisters
 - Ⓑ Mr. Barnes, who lives by himself
 - Ⓒ Connie, who works in a busy restaurant
 - Ⓓ Mrs. Diaz, who has a husband and three children
19. Which describes an invasion?
- Ⓐ Calvin's sister calls him on the phone.
 - Ⓑ Calvin's sister reads his private diary.
 - Ⓒ Calvin invites his sister to lunch.
 - Ⓓ Calvin shares a room with his sister.
20. Which phrase describes an impact?
- Ⓐ a book about meteors
 - Ⓑ a meteor in outer space
 - Ⓒ a meteor hitting the earth
 - Ⓓ a scientist who studies meteors
21. On whom can you depend?
- Ⓐ Hattie, who is unreliable
 - Ⓑ Inara, who is reliable
 - Ⓒ Joe, who is lazy
 - Ⓓ Karen, who is never on time
22. Which of these might appall someone?
- Ⓐ a cute kitten
 - Ⓑ new clothes
 - Ⓒ news of a car accident
 - Ⓓ an overdue library book
23. Our plans depend on the weather. What does this mean?
- Ⓐ Our plans affect the weather.
 - Ⓑ Our plans cause changes in the weather.
 - Ⓒ Our plans are based on what the weather is.
 - Ⓓ Our plans will definitely be ruined by the weather.

24. I suspect that they have an excellent track team. What does suspect mean in this sentence?

- Ⓐ I seriously doubt it.
- Ⓑ I suppose it is true.
- Ⓒ I am positive.
- Ⓓ I do not believe it.

For items 25–29, find the word that means about the SAME as the underlined word. Then fill in the circle next to your answer.

25. appalling

- Ⓐ exciting
- Ⓑ fascinating
- Ⓒ exhausting
- Ⓓ shocking

26. dejected

- Ⓐ sleepy
- Ⓑ discouraged
- Ⓒ envious
- Ⓓ bored

27. dependable

- Ⓐ reliable
- Ⓑ intelligent
- Ⓒ generous
- Ⓓ kind

28. invade

- Ⓐ injure
- Ⓑ intrude
- Ⓒ slay
- Ⓓ steal

29. occupation

- Ⓐ family
- Ⓑ home
- Ⓒ friends
- Ⓓ job

30. reveal

- Ⓐ glimpse
- Ⓑ suspect
- Ⓒ disclose
- Ⓓ discover

For items 31–34, find the word that means the OPPOSITE of the underlined word. Then fill in the circle next to your answer.

31. temporary

- Ⓐ short
- Ⓑ helpful
- Ⓒ annual
- Ⓓ lasting

32. dreary

- Ⓐ calm
- Ⓑ cold
- Ⓒ young
- Ⓓ cheerful

33. reveal

- Ⓐ agree
- Ⓑ argue
- Ⓒ hide
- Ⓓ discover

34. rout

- Ⓐ argument
- Ⓑ disaster
- Ⓒ war
- Ⓓ victory

Answer Key

Lesson 13 Test

1. B
2. A
3. B
4. D
5. C
6. B
7. B
8. A
9. D
10. C
11. A
12. D
13. B
14. A
15. A
16. B
17. C
18. B
19. B
20. C
21. B
22. C
23. C
24. B
25. D
26. B
27. A
28. B
29. D
30. C
31. D
32. D
33. C
34. D