

**SAMPLER**

**Grades 4-11**

# VOCABULARY FROM CLASSICAL ROOTS

Strategic vocabulary instruction through  
Greek and Latin roots



**EPS Bestseller!**

**NEW!**

- ✓ Test Generator
- ✓ Classroom Sets



**AVAILABLE  
JANUARY 2007!**  
*Vocabulary from  
Classical Roots  
for Grade 4*



**EDUCATORS PUBLISHING SERVICE**  
*Helping struggling readers succeed for over 50 years*

# VOCABULARY FROM CLASSICAL ROOTS

## What is *Vocabulary from Classical Roots*?

*Vocabulary from Classical Roots* is a challenging vocabulary series for grades 4–11. Strategies are taught for determining unknown word meanings using Greek and Latin roots. Knowledge of Greek and Latin roots helps increase vocabulary and reading comprehension, providing students with a useful, transferable technique for making sense of unfamiliar vocabulary across content areas and on standardized tests including the SAT I and II. In addition to each of the student books, the series also includes assessments that cover every word in each lesson. The teacher's key includes teaching suggestions, a glossary of literary and historical references, and answer keys.

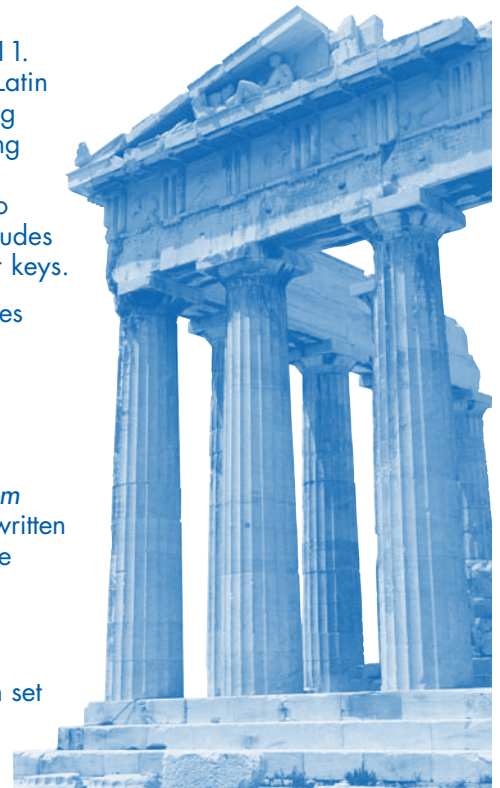
*Vocabulary from Classical Roots* is based on the latest research about best practices in vocabulary development. To download a copy of the research base, visit [www.epsbooks.com/Research](http://www.epsbooks.com/Research)

## **NEW** - Online Test Generator

Customize your own personal tests and quizzes to accompany your *Vocabulary from Classical Roots* lessons. This flexible assessment tool provides a wide variety of prewritten questions to choose from. Ready-to-use tests are also available to help teachers save valuable time.

## **SAVE MONEY** - order classroom sets

Classroom sets (25 student books) are available. Save over 35% - buy a classroom set and also receive the Teacher's Guide and Answer Key and Test Book for **FREE!**



## How is *Vocabulary from Classical Roots* organized?

Each of the eight student books in *Vocabulary from Classical Roots* is designed for one grade level. The complete series spans grades 4-11.

- Book 4, Grade 4
- Book 5, Grade 5
- Book 6, Grade 6
- Book A, Grade 7
- Book B, Grade 8
- Book C, Grade 9
- Book D, Grade 10
- Book E, Grade 11

Each lesson in *Vocabulary from Classical Roots* is based on a specific theme such as "Nature" or "The Law."

Each lesson consists of between 2-4 roots and 8-15 words. All lessons have the following format:

- An introduction to the selected roots and 8-15 words. Dictionary-style definitions include pronunciations, parts of speech, illustrative sentences, and multiple word forms.
- A list of "Familiar Words" and "Challenge Words" in sidebars. This allows for differentiated instruction and provides increased opportunities for vocabulary development.
- Exercise A asks students to apply their knowledge of roots by identifying synonyms and antonyms of key words presented in context.
- Exercise B asks students to identify the sentence in which a key word is used incorrectly. This type of exercise helps prepare students for similar exercises often found on standardized tests.
- Exercise C asks students to think critically by completing sentences with the correct form of the key words. Students must derive meaning from context as well as cross-reference word knowledge with syntax.
- Exercise D (in Books D and E only) gives students the opportunity to experience and apply context through short reading passages.

## Features for You

Literary, historical, and geographical references are included throughout the lessons.

Writing is integrated with vocabulary development; every lesson provides expository and creative writing prompts.

Special “Nota Bene” sections provide interesting and valuable information about word histories and etymologies.

Words are presented in multiple forms and with multiple definitions for vocabulary development that far exceeds the 240 key words.

## Benefits for Your Students

Students are able to make connections across content areas and increase their cultural and historical understanding.

Students develop their ability to respond to writing prompts incorporating key vocabulary – skills commonly encountered on standardized tests.

Students gain a better understanding of word origins and the evolution of language as well as clarification of commonly confused words.

Students are able to challenge themselves with additional words and word forms and significantly increase vocabulary.

## Scope and Sequence

	Theme	Roots Include
Book 4 – Grade 4	Good Sense Across the Grades	<i>Sens, grad, -ly</i>
	Moving Toward Numbers	<i>Mot, numer, -less</i>
	Delighted with Questions	<i>Ques, deli, -ful</i>
	A Bit of Kindness	<i>Part, grac, -ness</i>
	Different Ways to Serve	<i>Vari, serv, -ous</i>
	Finishing with Ease	<i>Eas, fin, -er/-est</i>
	Special Families	<i>Famil, speci, -ly</i>
	Action in the Office	<i>Offic, act, -ive</i>
	Stating What to Deliver	<i>Stat, trad, -al</i>
	Grateful for Classes	<i>Grat, class, -tude</i>
Book 5 – Grade 5	Organized to Solve Problems	<i>Organ, prob, -ism</i>
	Locating Top Technical Skills	<i>Loc, techn,</i>
	Going in Circles	<i>circ, cycl, uni-, bi-, tri-</i>
	Balancing Evenly	<i>equ, pend, quadr-</i>
	Moving Across and Between	<i>trans, inter, sect</i>
	Looking at Our Planet	<i>terr, aqua, marin</i>
	Exploring Distant Places	<i>astr, tele, scope</i>
	Changing Meaning (with Prefixes)	<i>semi-, in-, ig-, il-, im-, ir-, dis-, non-, un-</i>
	Creating Order	<i>civi, ord, -ity</i>
	Measuring in Math and Science	<i>therm, metr/meter, kilo- and milli-</i>
Book 6 – Grade 6	Pulling Together	<i>struct, tract, ex-</i>
	Cracking Open	<i>rupt, frac/frag, -ment</i>
	Placing the Foundation	<i>bas, pos, -ure</i>
	Connecting (with Prefixes)	<i>re-, com-/con-, col-, co-, cor-</i>
	Seeing	<i>vis, spect, super-</i>
	Hearing	<i>audi, phon, -orium/-arium</i>
	Speaking	<i>voc, dict, pre-</i>
	Writing	<i>scrib/scrip as in scribe, script, graph, auto-, bio-</i>
	Connecting	<i>soci, mem, -logy/-logist</i>
	Lowering (with Prefixes)	<i>de-, sub-, pro-</i>
Book 6 – Grade 6	Sending	<i>port, mis/mit, -ion</i>
	Turning	<i>vers/vert, contr, di-/dis-</i>
	Handling	<i>man, sol/solv, ped</i>
	Belonging	<i>poli, gen, nat, -ician, -er, -or</i>
	Illuminating	<i>spir, photo, flam, per-</i>
	Changing (with Suffixes)	<i>-ize, -ible/-able, -ible or -able</i>

	Theme	Roots Include	
Book 7 – Grade 7	Numbers	<i>unus, duo, bi, tri</i>	
	All or Nothing	<i>omnis, totus</i>	
	More or Less	<i>megas, poly</i>	
	Before and After	<i>ante, pre, post</i>	
	Creativity	<i>canto, facio, texo</i>	
	Travel	<i>trans, tele, via</i>	
	Sports	<i>curro, salio</i>	
	Animals	<i>felis, leo, piscis</i>	
	Book 8 – Grade 8	Motion	<i>per, sub</i>
		Position	<i>extra, medius</i>
Joining		<i>cum, jungo</i>	
Separation		<i>super, solvo</i>	
Sight		<i>video, specto</i>	
The Other Senses		<i>sono, voco, tango</i>	
Emotions		<i>pro, volo, zelos</i>	
The Shapes of Things		<i>circum, figura</i>	
Book 9 – Grade 9		The Person	<i>humanus, anthropos, femina</i>
		Personal Relationships	<i>mater, pater, frater</i>
	Feelings	<i>philos, phobos</i>	
	Creature Comforts	<i>dormio, lavo</i>	
	The Head	<i>cerebrum, dens</i>	
	The Body	<i>corpus, derma</i>	
	The Hands	<i>manus, dextra, digitus</i>	
	The Feet	<i>pes, ambulo</i>	
	Book 10 – Grade 10	Believing	<i>divino, theos</i>
		Thinking and Knowing	<i>mnemonikos, scio</i>
Reading and Writing		<i>littera, scribo, logos</i>	
Speaking		<i>dico, glossa, lingua</i>	
Earth and Air		<i>terra, humus, anima</i>	
Fire and Water		<i>flamma, pons</i>	
Order and Disorder		<i>ordo, kosmos in the Universe</i>	
Time		<i>tempus, novus, neos</i>	
Book 11 – Grade 11		Here and There	<i>inter, pono</i>
		Government	<i>demos, polis</i>
	Up and Down	<i>scala, sub</i>	
	Business	<i>sumo, acer</i>	
	Light and Dark	<i>lumen, monstro</i>	
	Open and Shut	<i>apo, castus, dia</i>	
	Military Matters	<i>fortis, pungo</i>	
	Good and Bad	<i>bene, male</i>	
	The Law	<i>lego, juro</i>	

## Vocabulary from Classical Roots Tests

Blackline master test books are available for all *Vocabulary from Classical Roots* student books. These reproducible tests include question types commonly found on standardized tests and cover every key word in every lesson. Questions include multiple-choice sentence completions, analogies, and multiple choice questions. More challenging exercises in Test Book E ask students to provide the meaning of an unknown word using a known root, which helps students transfer and apply their knowledge. Like the student books, the test questions often include historical and cultural information. As an assessment tool, the *Vocabulary from Classical Roots* tests are invaluable; as an experience for students they are like the books—challenging, interesting, and fun. (See page 15 for a description of the Online Test Generator.)

## How do I fit *Vocabulary from Classical Roots* into my curriculum?

*Vocabulary from Classical Roots* can be easily incorporated into any language arts curriculum. The student books can be used to teach valuable vocabulary strategies as well as word origins and etymologies. The books can be used independently or as part of a larger language arts or spelling program. The exercises can be assigned as homework, small group work, or they can be incorporated into a whole class lesson.

# VOCABULARY FROM CLASSICAL ROOTS



## Sample Lessons and Tests

Try a lesson from *Vocabulary from Classical Roots* with your students. Go to [www.epsbooks.com/VCR](http://www.epsbooks.com/VCR) and download the lesson from the book level you need. You'll find free Lessons, Answer Keys, and Tests for many of the books in the series!

## Skills Covered

- Greek and Latin roots
- Word origins and etymologies
- Synonyms and antonyms
- Analogies
- Word usage
- Word forms
- Critical thinking
- Dictionary and glossary use
- Editing sentences
- Homophones
- Multiple meanings
- Parts of speech
- Prefixes
- Suffixes
- Spelling
- Syllables
- Test taking/assessment
- Writing



Download a free ready-to-use lesson from *Vocabulary from Classical Roots Book 5* at [www.epsbooks.com/VCR](http://www.epsbooks.com/VCR)

LESSON 5: LOOKING AT OUR PLANET

Challenge Words with Root AQUA

- aqueduct
- aqueous
- aquifer

- 2. aquamarine** (ă' kwə mə rēn)  
adj. A bluish-green color.  
We watched as the artist mixed small amounts of both blue and green paints to make just the right shade of aquamarine for the seascape.
- 3. aquaculture** (ă' kwə kəl chər)  
n. The science of raising plants and animals in water.  
To see how aquaculture worked, we visited an oyster farm on the coast of Maine.



Familiar Words provided for each root help students activate prior knowledge and meet curriculum standards.

TERR (from the Latin word *terra* meaning "land")

Familiar Words with Root TERR

- extraterrestrial
- terrarium

Challenge Words with Root TERR

- terrazzo
- terrestrial

- 4. Mediterranean** (me dī tərē ān)  
n. A large sea between continents, southern Europe, and northern Africa.  
At the western end of the Mediterranean Sea is the Strait of Gibraltar.
- NOTA BENE**  
The Mediterranean Sea was the center of the Roman Empire. See from the map above the two huge lands (*terrae*) that surround it.
- 5. subterranean** (səb tə rē ān)  
adj. Under the earth.

Challenge Words for each root give teachers the opportunity to help students expand their vocabulary beyond curriculum standards.

LESSON 5

# Looking at Our Planet

The root *aqua* as in *aquarium* means "water." The root *terr* as in *terrarium* means "land." In each of the following key words, underline the root.

**Key Words**

aquaculture	aquatic	subterranean	terrain
aquamarine	Mediterranean	terrace	territory

### Using ROOT CLUES

The roots *aqua* (water) and *terr* (land) give you clues about meaning. When you spot one of these roots in a word, you have a key to the word's meaning. Use the underlined root clues to help you match the following columns:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. _____ sub <u>terr</u> anean | A. color of sea <u>water</u>      |
| 2. _____ <u>aqua</u> culture   | B. under the <u>land</u>          |
| 3. _____ <u>terr</u> itory     | C. large area of <u>land</u>      |
| 4. _____ <u>aqua</u> marine    | D. farming <u>water</u> creatures |

The root clues did not give you complete definitions as the following dictionary listings will. But they got you started by giving you *part* of the meaning. Sometimes that *part* helps you figure out the word.

**AQUA** (from the Latin word *aqua* meaning "water")

Familiar Words with Root AQUA

- aquarium
- Aquarius

- 1. aquatic** (ə kwə' tik)  
adj. Living in, or having to do with, water.  
Whales, dolphins, shrimp, and guppies are all aquatic creatures.

Key words include high-utility roots and affixes that link to grade-level standards and content-area curriculum.

**Extend Your Vocabulary** exercises help students use root and affix clues to determine the meaning of unfamiliar words.



**EXERCISE C: EXTEND YOUR VOCABULARY**

The "science/scientist" suffixes: *-logy/-logist*

Sociology is the science that examines the ways people live together in societies. A sociologist is a person who studies sociology or who works in the field of sociology.

The "science/scientist" suffixes *-logy/-logist* are derived from the Greek word *logos*, meaning "word." The suffix *-logy* appears on the word for a science. The suffix *-logist* appears on the word for a person who studies or works in that field of science.

Look at the following words; see if you can fill in the blanks with the correct name for each science.

geology      biology      psychology      paleontology      zoology

1. The science of life is \_\_\_\_\_.
2. The science of animal life is \_\_\_\_\_.
3. The science of soil and rocks is \_\_\_\_\_.
4. The science of emotions and behavior is \_\_\_\_\_.
5. The science of fossils of prehistoric animal and plant life is \_\_\_\_\_.

person who works in each science.  
 \_\_\_\_\_ is a \_\_\_\_\_.  
 \_\_\_\_\_ is a \_\_\_\_\_.  
 \_\_\_\_\_ is a \_\_\_\_\_.  
 \_\_\_\_\_ area of study, a science."  
 \_\_\_\_\_ person who works in an area of study, a scientist."

**LESSON 6**

**Connecting**

The root *soci* as in *social* means "being part of a group." The root *mem* as in *memory* means "remembering." In each of the following key words, underline the root.

*Key Words*

antisocial	association	commemorate	dissociate
memento	memorandum	memorial	remembrance
society	sociologist		



**Using ROOT CLUES**

The roots *soci* (a group of people) and *mem* (remembering) give you clues to meaning. When you spot one of these roots in a word, you have a key to the word's meaning. Use the underlined root clues to help you match the following columns:

- |                              |   |
|------------------------------|---|
| 1. _____ <u>soci</u> ologist | A. to come together for <u>remembering</u>            |
| 2. _____ <u>memento</u>      | B. a person who studies a <u>group of people</u>      |
| 3. _____ <u>commemorate</u>  | C. against a <u>group of people</u>                   |
| 4. _____ <u>antisocial</u>   | D. an object for <u>remembering</u> something special |

The root clues did not give you complete definitions, as the following dictionary listings will, but they helped you with each word by giving you part of the meaning. In addition, the prefix clue *anti-*, meaning "against," was helpful with the word *antisocial* and the prefix clue *com-*, meaning "together," was helpful with the word *commemorate*.

**SOCI** (from the Latin word *socius* meaning "companion")

*Familiar Words with Root SOCI*

- associate
- social
- social studies

- 1. antisocial** (an ti sō' shəl)  
 adj. 1. Unfriendly; not enjoying the company of others.  
 When our co-worker rushed past us without a greeting, we thought she was antisocial; then we saw the emergency and realized she was going to help.

**Using Root Clues** exercises provide students with strategies to unlock the meaning of unknown words.

LESSONS 9 AND 10: CREATIVITY

EXERCISE 10A

Circle the letter of the best **SYNONYM** (the word or phrase most nearly the same as the word in bold-faced type).

- welcome **beneficence** a. skill in a craft b. kind thoughts  
c. good deeds d. good looks e. good fortune
- an unconvincing **pretext** a. introduction b. explanation  
c. primer d. first draft e. excuse

Circle the letter of the best **ANTONYM** (the word or phrase most nearly opposite the word in bold-faced type).

- a(n) **efficacious** remedy a. efficient b. imaginative c. strong  
d. useless e. powerful
- to let good feelings **accrue** a. decrease b. gather c. develop  
d. to be exchanged e. to be wasted
- a **facile** worker a. skillful b. clumsy c. talkative d. reluctant  
e. friendly

EXERCISE 10B

Circle the letter of the sentence in which the word is used incorrectly.

- When we protested a plan, the director **mollified** us with a speech.
  - After coming in tardy, the student **mollified** the teacher by answering every question.
  - The city council might **mollify** the protesters for a skateboard park by building one together.
  - We **mollified** the waffle maker by turning it off.
- Advertisers try to convince consumers that their products are **efficacious** than another.
  - Spending twenty-four hours a day in teaching self-reliance is **efficacious**.
  - The violinist bowed in a **facile** manner to the audience.
  - In 1876 Lydia Pinkham discovered that "seeds, and alcohol that are **facile** and lasting" in curing ailments.
- Although often entertained by the speaker, the audience was **facile** to be informative.
  - The **facile** needles of a sewing machine are sharp.
  - Using a fishing rod with **facile** hooks is a waste of time.

Exercises increase understanding and help familiarize students with question types often encountered on standardized tests.

"Familiar" and "Challenge" words allow students to use prior knowledge and extend their understanding beyond the key words.

"Nota Bene" sections give useful hints about word etymologies and commonly confused words.

LESSON 10

*Facile princeps.*  
Easily the leader.

Key Words

accrue	efficacious	faction
beneficence	excrecence	mollify
context	facile	pretext
crescendo	facsimile	

**Familiar Words**  
adolescence  
concrete  
crescent  
crew  
decrease  
increase  
recruit

**Challenge Words**  
concrecence  
convalescent  
Creole  
fluorescence  
luminescence  
opalescence  
phosphorescence  
senescence

**CRESCO, CRESCERE, CREVI, CRETUM** <L. "to grow," "to increase"

1. **accrue** (ə krōō') [*ac = ad* <L. "to," "toward"]  
*intr. v.* To come as a natural increase or advantage.  
Satisfaction **accrues** when people earn their living doing what they truly enjoy.  
**accrual, n.**

2. **crescendo** (krī shēn'dō, krī sēn'dō)  
*n.* A gradual increase in sound, often referring to music.  
As the parade approached, the drum beat rose in a deafening **crescendo**.

**NOTA BENE:** *Crescendo* can also be used as an adjective ("a *crescendo* effect") and an adverb ("the band played *crescendo*").

3. **excrecence** (ĕk skrēs'əns) [*ex* <L. "from," "out of"]  
*n.* Abnormal growth or outgrowth.  
Pictographs of mythological creatures often show **excrecences**: extra faces, arms, or legs.  
**excrement, adj.**



**NOTA BENE:** The familiar and challenge words with the suffix *-escent* or *-escence* derive from *crescere*, "to grow." They express the idea of growing: *adolescence*, *crescent*, *convalescent*, *fluorescence*, etc.

## REVIEW EXERCISES FOR LESSONS 3 AND 4

Built-in review promotes retention.

**1** Circle the letter of the best answer to the following analogies.

1. *ponere* : *sequi* : :
  - a. to flee : to serve
  - b. to place : to follow
  - c. to burden : to follow
  - d. to place : to turn
  - e. to stretch : to carry
2. obsequious : subservient : :
  - a. impostor : truthful
  - b. exorbitant : excessive
  - c. mediocre : outstanding
  - d. expound : remain silent
  - e. subsequent : previous

**2** Matching: On the line at the left, write the letter of the word with the same meaning as the prefix in the left-hand column.

- |       |   |            |
|-------|---|------------|
| _____ | 1. <i>extra</i> as in <i>extraneous</i> | A. under   |
| _____ | 2. <i>sub</i> as in <i>subsequent</i>   | B. before  |
| _____ | 3. <i>ex</i> as in <i>excerpt</i>       | C. from    |
| _____ | 4. <i>in</i> as in <i>impose</i>        | D. with    |
| _____ | 5. <i>cum</i> as in compound            | E. in      |
| _____ | 6. <i>pro</i> as in <i>proponent</i>    | F. outside |

**3** Writing or Discussion Activities

1. Which of the words listed below can best be used to describe an *extrovert*? Select three that seem the most appropriate to you. Justify your choice by writing a sentence for each, giving particular details that explain what an *extrovert* might do or say.
 

compound	expound	mediate
exhilarate	proponent	impose
2. If you were to read the following headlines in the newspaper, what would each one tell you? For each headline, write a short paragraph that explains what might be happening. Be imaginative in giving colorful details. If you need a model for such a paragraph, find an example in your daily newspaper.
  - a. Subsequent Discoveries Exonerate Impostor
  - b. Proponent of Exposition Confesses Mediocrity
  - c. Extraneous Buildings Impose Exorbitant Cost

Writing and discussion activities provide useful extensions and develop critical thinking.



Download a free ready-to-use lesson from  
*Vocabulary from Classical Roots Book C* at  
[www.epsbooks.com/VCR](http://www.epsbooks.com/VCR)

LESSONS 3 AND 4: PERSONAL RELATIONSHIPS

19

Thematic organization allows students to make connections and understand relationships among words.

**Familiar Words**  
 fraternity

**Challenge Words**  
 confrere  
 fratricide

**Familiar Words**  
 familiar  
 family

7. **patronize** (pa'trə nīz, pat'rə nīz)  
*tr. v.* 1. To go to regularly.

We **patronize** the local grocery store.

2. To treat someone as an inferior.

"Don't **patronize** me," the patient said when the doctor dismissed her questions.

**patronizing**, *adj.*

8. **patronymic** (pāt'rə nīm'īk) [*nym* <G. *onoma*, "name"]  
*n.* Name derived from a paternal ancestor.

Peterson is the **patronymic** of Peter's son.

**FRATER, FRATRIS** <L. "brother"

9. **fraternal** (frə tūr'nəl)  
*adj.* Pertaining to brothers; brotherly.

Although separated for many years, the brothers still retained a fierce **fraternal** loyalty.

10. **fraternize** (frāt'ər nīz)  
*intr. v.* 1. To be friendly with.

The new teacher soon **fraternized** easily with her colleagues.

2. To socialize with an enemy population.

Warning the troops not to **fraternize**, the commander declared off limits all taverns and restaurants in the occupied town.

**fraternization**, *n.*

**AVUNCULUS, AVUNCULI** <L. "uncle"

11. **avuncular** (ə vūng'kyə lər)  
*adj.* Like an uncle.

We appreciated his **avuncular** gestures like trips to the ball park and treats of ice cream.

**FAMILIA** <L. "family"

12. **familial** (fə mīl'yəl)  
*adj.* Having to do with the family.

One branch of anthropology studies **familial** structures in different cultures.



*n.* **forensics** The study or practice of formal debate (used with a singular verb).

Benazir Bhutto, former president of Pakistan, excelled in **forensics** at Oxford University's famous debating society, The Oxford Union.

5. **forum** (fōr' əm, fōr' əm) (plural **forums** or **fora**)

*n.* 1. The central square or marketplace of a Roman city. (When capitalized, *Forum* refers specifically to the Forum in ancient Rome.)

In the **forum** of almost every city of the Roman Empire stood a statue of the reigning Caesar.

2. A public meeting or any situation for open discussion.

Radio and television call-in shows provide a **forum** for opinion on contemporary issues.

**NOTA BENE:** The Greeks considered forensic ability to be an essential of democracy. Forensics was a part of every noble youth's education, and forensic competitions were among the events at every session of the Olympic Games.

The word *stenorion*, which describes an extremely loud voice, derives from the name of the Greek orator Demosthenes. Another famous orator, Demosthenes, is not to be confused with the debating organization that bears his name.

**Familiar Words**  
bilingual  
linguine  
linguistic  
linguistics

**Challenge Words**  
lingual  
lingulate

**LINGUA** <L. "speech,

6. **lingo** (līng' gō)

*n.* Unfamiliar language

In Anthony Burgess's *A Clockwork Orange*, the society speak a **lingo** they call *chelloveck*, meaning "f

7. **lingua franca** (līng' fraŋka)

[*lingua franca* < Italian]

*n.* A language used by people of different tongues; usually combined with another language called *pidgin*.

Pidgin English is a **lingua franca** trading language throu

Dictionary-style definitions give pronunciation, parts of speech, and multiple word forms.

4 Writing or Discussion Activities

1. Animal fables, like those of the Greek writer Aesop, and parables like those found in the Bible, often use analogy. They teach a lesson by illustrating it with a story. Make up a story that teaches a lesson by using an illustrative analogous situation. Your lesson might be something light, such as advice to new high school students, or practical, such as how to know when someone is joking, or more serious, such as a story illustrating a moral principle.
2. Indite a eulogy for yourself, someone you admire, or a fictional or historical character. Let your diction and tone be fitting to a serious and formal occasion.
3. During the Chinese Cultural Revolution, members of the Red Guard carried and quoted from little red books titled *The Sayings of Chairman Mao*, which contained many dicta and edicts of the former Chinese leader. Make up a short collection of such pronouncements typical of a person with whom you are familiar. You might choose a teacher, family member, friend, or personality from history or fiction. Entitle your parody *The Sayings of* \_\_\_\_\_.
4. People often use circumlocutions to avoid making embarrassing, insulting, or frank statements too directly. Write some circumlocutions to soften the frankness of these statements:
  - a. If we don't eat soon, I'm going to faint.
  - b. You looked better before you cut your hair.
  - c. Your try-out was so bad you didn't even get the part of the messenger.
  - d. This place is too expensive for me.
  - e. I want to drop this class because it's boring.

Writing and discussion activities help prepare students for writing prompts encountered on standardized tests.



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LESSONS 3 AND 4: GOVERNMENT

39

**Books D and E include extended reading passages using the words in context.**

**2** Matching: On the line at the left, write the letter of the phrase that best illustrates the numbered phrase.

- |   |  |
|---|--|
| _____ 1. the puissance of a demagogue       | A. the domination of a monarch                   |
| _____ 2. an archive of icons                | B. the power of a ruthless leader                |
| _____ 3. a redoubt of anarchists            | C. the rejection of an organized society         |
| _____ 4. the hegemony of a potentate        | D. a crowd of people in caps and gowns           |
| _____ 5. an aggregation in academic regalia | E. a collection of sacred paintings              |
| _____ 6. the renunciation of a polity       | F. headquarters of friends of Sacco and Vanzetti |

**3** Fill in each blank with the most appropriate word from Lessons 3 and 4. Use a word or any of its forms only once.

The a) \_\_\_\_\_ (ancient) Greek city-states have long been cited as the b) \_\_\_\_\_ (original model) for modern democratic governments. While nearby countries like Persia and Egypt were ruled by all-powerful c) \_\_\_\_\_s (monarchs), conditions on the Greek mainland and d) \_\_\_\_\_es (groups of islands) were e) \_\_\_\_\_ (promoting) to the development of a(n) f) \_\_\_\_\_ (social organization) where all free men had a voice in their government.

However, scholars often fail to note that this cherished g) \_\_\_\_\_ (image, representation) of democratic government was in fact a(n) h) \_\_\_\_\_ (government of the few) that i) \_\_\_\_\_ (flagrantly) excluded at least two-thirds of the population, including all women and slaves. Although early democracies in Europe and North America were similar j) \_\_\_\_\_ies (domination by one group) of privileged males, continual reforms have extended the idea of democracy to mean participation in government by all adult citizens.

VOCABULARY FROM CLASSICAL ROOTS

Exercise 9C, 6 strictures placed on "ladies," Scarlett proves herself a capable businessperson and resourceful estate manager.  
Singer Joan Baez (b. 1941) is best known for her pure soprano voice and her social activism. Her wide repertoire includes folk and political songs from many cultures.

**INTRODUCE Lesson 9**

(Book B, page 57)

Tell students that the theme of Lesson 9 is "Sight."

Display, read, and translate this Latin opening quotation from Lesson 9: *Veni, vidi, vici*. "I came, I saw, I conquered." (Note that "Veni, vidi, vici" is pronounced: /wā'nē, wē'dē, wē'kē/)

Explain that this often-quoted remark was made by the great Roman general and orator Julius Caesar.

- Point to *vidi*, explaining that this Latin word for "I saw," is related to words in English having to do with seeing. This is covered in Lesson 9.

**PREVIEW Familiar Words**

(Book B, pages 58–60)

*react, recede, recur, revise, advise, vision*

**ACTIVITY 1: re**

Display the familiar words *react, recede, recur*.

- Tell students that two meanings for *re-* are "back" and "again."
- Point to *react*. Have students show what they do when they react. Ask: In the word *react*, does *re-* mean "back" or "again"?
- Point to *recede*. Ask: When the tide *recedes*, does the water go back to the shore or go back to the sea? (back to sea)
- Point to *recur*. When an event *recurs*, does it happen for the first time or does it happen again?

**ACTIVITY 2: video, videre, vidi, visum**

Display the familiar words *advise, revise, vision*.

Read aloud each meaning below with the emphasis shown. Decide which displayed word fits and to name it:

- to give suggestions based on what is **seen** as good (advise)
- to **see** something again, such as your writing, to correct (revise)
- the ability to **see** (vision)

Ask: What shared meaning is in these words? ("to see")

Teacher guides provide additional strategies and classroom activities to promote vocabulary acquisition.

**Lesson 9 Key Word Activity Master**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Letter Clues**

Choose the word from the box that fits with each clue. Write it letter by letter. One word will be used twice.

improvise	refute	repose
ostensibly	reiterate	reticent
ostentatious	repertee	visionary
	repertoire	

**Clues**

- describes a plan for the future
- to say it again
- synonym for *shy*
- a theater group needs this
- synonym for *seemingly*
- this should be clever
- antonym for *backward-thinking*
- describes a showy gown
- to perform without a script
- to argue against
- to be at rest is to be in this

Write the circled letters in order on the lines below. You will complete the answer to this question: What was Julius Caesar talking about when he said, "*Veni, vidi, vici*"—"I came, I saw, I conquered"?

\_\_\_\_\_ the ruler of the ancient kingdom of Pontus.

Reproducible key word activities provide engaging homework exercises that strengthen the understanding of key words.

**III. Find the pair of words that has the same kind of relationship as the numbered pair. Then fill in the circle next to your answer.**

12. *holos* : *totus* ::

- A *pre* : first
- B *mono* : many
- C *nihil* : nothing
- D *pan* : omnis

Analogies using list words promote critical thinking skills.

13. omnipresent : always ::

- A omnipotent : powerless
- B vacuous : full
- C catholic : religious
- D totalitarian : complete

14. annihilate : destroy ::

- A cloister : pray
- B vaunt : jump
- C negate : cancel
- D preclude : decide

**IV. Find the BEST word to complete each sentence. Then fill in the circle next to your answer.**

15. When the Wicked Queen asks her mirror, "Who's the fairest of them all?" she demonstrates her \_\_\_\_\_.

- A aperture
- B preclusion
- C vanity
- D reclusion

16. The \_\_\_\_\_ of writing in the Middle East 8,000 years ago allowed people to keep permanent records.

- A inception
- B preclusion
- C panacea
- D aperture

Cloze procedure provides reinforcements for using context clues.



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Name : \_\_\_\_\_ Date: \_\_\_\_\_

## Vocabulary from Classical Roots

Book C

### Test: Lessons 1 and 2

**I. Find the BEST word to complete each sentence. Then fill in the circle next to your answer.**

- In the novel *The Rise of Silas Lapham*, the newly rich title character struggles to acquire \_\_\_\_\_ manners adequate for entry into Boston society.
  - autocratic
  - autonomous
  - genteel
  - humanistic
- Ruth Benedict, a professor of \_\_\_\_\_ at Columbia University, studied the culture of the Southwest American Indians in the 1930s.
  - anthropology
  - gentry
  - gynecology
  - progeny
- Josef Stalin, the Soviet premier who ordered the deaths of millions of citizens, including his friends, was a notorious \_\_\_\_\_.
  - automaton
  - feminist
  - progenitor
  - misanthrope
- Because churches and temples frequently keep records of \_\_\_\_\_ of a particular family can visit such places.
  - genealogy
  - genesis
  - genre
  - gentility
- The English poet Lord Byron suffered from a clubfoot—a(n) \_\_\_\_\_ condition that makes the ankle, heel, and toes curve out of shape.
  - autopsic
  - congenital
  - heterogeneous
  - homogeneous

Questions promote inferential thinking and encourage students to apply knowledge of roots learned throughout the lessons.

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Lesson 3	• Test • Key	• Test • Key
Lesson 4	• Test • Key	• Test • Key

Add Questions - By Word

Current Test: Sample Test

Selecting questions from:

Book 6  
Lesson 3  
Lesson 5

Categories: Key Word

STEP 1 - Select word(s):

Select	Word	# Questions Available	Category	Source
<input type="checkbox"/>	addictive	3	Key Word	Book 6 Lesson 3
<input type="checkbox"/>	avocation	3	-	-
<input checked="" type="checkbox"/>	contradict	3	-	-
<input checked="" type="checkbox"/>	dictation	3	-	-
<input type="checkbox"/>	dictator	3	-	-
<input type="checkbox"/>	predict	3	-	-
<input type="checkbox"/>	verdict	3	-	-
<input type="checkbox"/>	vocal	3	-	-

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Test Info

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Directions: Circle the correct answer.  
Page 1 Header: Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_  
Footer: My Class

Questions

Delete?	Type	#	Question	Category	Source
<input type="checkbox"/>		1.	Why might Person A contradict Person B's statement? a. because A wants to make sure that others hear B's statement b. because A agrees with B's statement c. because A thinks that B's statement is incorrect d. because A is amazed by the brilliance of B's statement	Key Word	Book 6 Lesson 3 More info >
<input type="checkbox"/>		2.	Which word provides the best clue to the meaning of <i>prescription</i> in the following sentence? On the way home, Mom and I took Grandpa's prescription to the drugstore and had it filled. a. home b. Mom c. drugstore d. filled	Key Word	Book 6 Lesson 5 More info >
<input type="checkbox"/>		3.	Which of these might be a memento? a. a sports stadium where concerts are held b. a friend who accompanies you to a concert c. a concert d. a ticket stub left over from a concert	Key Word	Book 6 Lesson 6 More info >



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