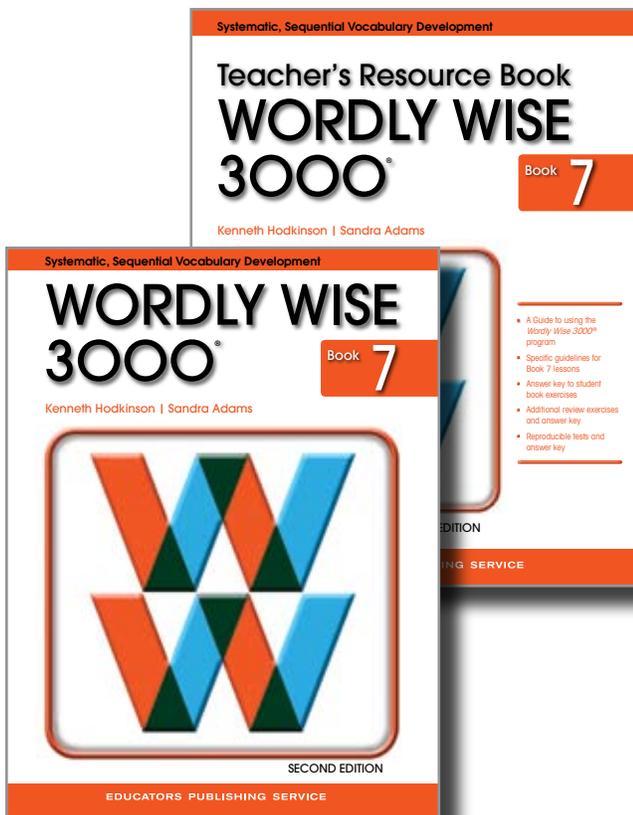


WORDLY WISE 3000®

2ND EDITION

Book **7**



Lesson 9

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



Lesson 9

Word List

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

dumbfound
dum' found

v. To make speechless with amazement.
The announcement that my cat Patch had won "best of show" **dumbfounded** me.
dumbfounded *adj.* Speechless with amazement.
The **dumbfounded** tenants stared at the eviction notice in disbelief.

ensue
en soo'

v. To follow; to come as a result of or at a later time.
When the headmaster declared the next day a holiday, shouting and clapping **ensued**.

era
er' ə

n. A particular period in history.
The **era** of space exploration began in the 1950s.

flourish
flur' ish

v. 1. To thrive or prosper.
Plants **flourish** in a greenhouse.
2. To wave in the air.
The softball player **flourished** her hat above her head to acknowledge the crowd's cheers.
n. 1. A sweeping motion.
The star of the show made her first entrance with a **flourish**.
2. A showy burst of music.
The opera begins with a **flourish** of trumpets.
3. A fancy line or curve added to something written.
His artistic nature was expressed in the **flourish** with which he signed his name.

garrison
gar' ə sən

n. 1. Soldiers stationed in a place to protect it.
The **garrison** held off the enemy for four days before capitulating.
2. A military place of protection, together with its soldiers and weapons.
The **garrison** controlled the only passage through the mountain range.
v. To provide soldiers with a place to live.
The commander had to **garrison** the troops in an old schoolhouse.

grievous
grē' vəs

adj. Causing grief or pain; hard to bear.
It was a **grievous** loss to the entire family when our pet dog Tiny died.

hoard
hōrd

v. To save and put away, especially secretly.
Squirrels **hoard** acorns for the winter.
n. Anything put away in such a manner.
My **hoard** of comic books includes several authentic 1930s Superman comics.

inundate
in' ən dāt

v. 1. To cover, as with water from a flood.
The valley was **inundated** when the dam burst.
2. To load with an excessive amount or number of something.
Fans **inundated** radio stations with requests to play the Wailers' new album.

invincible
in vin' sə bəl

adj. Impossible to defeat.
When the Yankees had a fifteen-game winning streak, we began to think they were **invincible**.

nomad
nō' mad

n. A member of a group that settles briefly in one place and then moves on to another. The Bedouins of the Sahara and Arabian deserts were **nomads**.
nomadic *adj.* (nō mad' ik) Having the characteristics of a nomad. After acquiring horses in the 1760s, the Cheyenne became **nomadic** buffalo hunters on the Great Plains.

placate
plā' kāt

v. To stop from being angry; to calm. I was able to **placate** my friend when I explained my reason for being late.

principal
prin' səl

adj. Most important. The administration's **principal** objective is to reduce the school dropout rate.
n. 1. A person or thing that is of the greatest importance. The club owners and the players' agent are the **principals** in the dispute over baseball players' salaries.
2. The head of a school. The **principal** has the authority to hire extra teachers if student enrollment increases.
3. The sum of money owed, not including the interest. You would need \$8,479 to pay off the **principal** on the car loan.

recede
rē sēd'

v. 1. To move back or to drop to a lower level. The tide **receded** and exposed the rocks near the shore.
2. To become fainter. The blare of the music from the car's radio **receded** as it disappeared into the night.

ruthless
rūth' ləs

adj. Showing no mercy; pitiless. Disease and inadequate supplies finally terminated the **ruthless** invader Attila the Hun in fifth-century Europe.

sacrifice
sak' rə fīs

n. 1. Something given up for the sake of another. The parents made many **sacrifices** so that their children could go to college.
2. An offering to a god. In the Incan culture, **sacrifices** were often made during or after an earthquake, drought, or epidemic.
v. 1. To give up something for another. I **sacrificed** my privacy by sharing my room with my sister.
2. To offer something of value to a god. Goats and dogs were **sacrificed** at the ancient Roman festival of Lupercalia.

dumbfound
ensue
era
flourish
garrison
grievous
hoard
inundate
invincible
nomad
placate
principal
recede
ruthless
sacrifice

9A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 9. Write each sentence in the space provided.

1. (a) A flourish is (c) A garrison is
(b) a burst of music. (d) a troubling situation.
-
2. (a) A principal is (c) A hoard is
(b) an exchange for something else. (d) a collection put away secretly.
-

3. (a) speechless with amazement. (c) To be inundated is to be
(b) To be grievous is to be (d) covered with water.
-
4. (a) provide them with a place to live. (c) try to satisfy their demands.
(b) To sacrifice soldiers is to (d) To garrison soldiers is to
-
5. (a) a sum of money owed. (c) Principal is
(b) a truth by which we govern ourselves. (d) A nomad is
-
6. (a) calm that person. (c) To placate someone is to
(b) To dumbfound someone is to (d) show that person no mercy.
-
7. (a) prevented from moving. (c) speechless with amazement.
(b) To be dumbfounded is to be (d) To be invincible is to be
-
8. (a) An era is (c) a burst of music that announces an arrival.
(b) A sacrifice is (d) something that is given up for another.
-
9. (a) lack the means to support themselves. (c) Ruthless people are those who
(b) keep moving from place to place. (d) Nomadic people are those who
-
10. (a) a person of the greatest importance. (c) A flourish is
(b) An era is (d) a sweeping motion.
-
11. (a) A ruthless character is one who (c) exists only in stories.
(b) An invincible character is one who (d) cannot be defeated.
-

9B 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 9.

1. Oil is the **most important** export of Saudi Arabia.
2. John Hancock wrote his name with a **decorative sweeping line** when he signed the Declaration of Independence.
3. In Greek myths, an animal was sometimes **slaughtered as an offering** by a mortal to please the gods.
4. Some people believe you have to be **unwilling to show any pity to those with whom you have dealings** in order to succeed in business.
5. Many childhood memories **gradually became fainter and fainter** as we grow older.
6. Tennis suffered a **serious and very sad** loss when Arthur Ashe died.
7. The **period in history given the name** of “the cold war” ended in 1990 with the easing of tension between the United States and the Soviet Union.
8. If this heavy rain continues, soil erosion will **follow as a result of it**.
9. The **soldiers housed in a protected place** suffered few casualties during the attack.

dumbfound
ensue
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9C Applying Meanings

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

1. Which of the following responses might **placate** an irate customer?
(a) “Don’t blame me; I just work here.” (c) “Would you calm down!”
(b) “I’ll take care of the problem.” (d) “Let me get the manager.”
2. A town can be **inundated** with which of the following?
(a) floodwaters (c) winds of hurricane force
(b) tourists (d) requests for tourist information
3. Which of the following can **flourish**?
(a) a business (c) a tree
(b) a country (d) an incident

4. Which of the following could be the length of an **era**?

(a) twenty years	(c) a couple of centuries
(b) twenty seconds	(d) a couple of hours

5. Which of the following can be **hoarded**?

(a) health	(c) food
(b) wealth	(d) solitude

6. Which of the following describes a **nomad**?

(a) is part of a group	(c) works at a 9 to 5 job
(b) has a permanent home	(d) lives mostly in cities

7. Which of the following applies to the word **principal**?

(a) it is not a noun	(c) it is a noun only
(b) it can be a noun or an adjective	(d) it is an adjective only

8. Which of the following can be **grievous**?

(a) a wound	(c) a loss
(b) a respite	(d) an insult

9D Word Study

Write a synonym for each of these words. Choose from the list of words below.

- | | | | | |
|----------|-------------|-------|---------|-------|
| consider | joy | amaze | satisfy | hasty |
| manage | overcrowded | brave | proud | beg |
-
- | | |
|--------------------|--------------------|
| 1. cope _____ | 6. haughty _____ |
| 2. congested _____ | 7. dumbfound _____ |
| 3. beseech _____ | 8. rapture _____ |
| 4. ponder _____ | 9. impetuous _____ |
| 5. gratify _____ | 10. plucky _____ |

9E Passage

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

The Spanish Conquest of Mexico

For over two hundred years, until it was overthrown by Spanish invaders in 1519, the Aztec empire in Mexico was a prosperous and highly cultivated society. Many arts and sciences **flourished**; the Aztecs developed astronomy, mathematics, engineering, agriculture, sculpture, and music to a far higher degree than did the Europeans of that **era**. At the same time, they were a warlike people, **ruthless** in battle, and their religious beliefs involved acts of extreme cruelty. Prisoners of war were offered as human **sacrifices** to their many gods. The Aztecs believed that the gods had already destroyed the world four times, and unless they were **placated** in this way, they would destroy it again.

Originally a **nomadic** people who lived mainly by hunting, the Aztecs settled on an island on Lake Texcoco around 1300. The land there was wet and swampy, but the Aztecs drained the marshes and became farmers. While their **principal** crop was corn, they also grew beans, squash, and chili peppers. Over a two-hundred-year period, they created an empire extending across central Mexico from the Gulf of Mexico to the Pacific. Its capital was Tenochtitlán, which we know today as Mexico City. In 1500, Tenochtitlán was **inundated** by a terrible flood that drowned many of its people. After the floodwaters had **receded**, the Aztecs quickly rebuilt their city, but a far worse catastrophe was to follow.

In 1519, a Spanish explorer named Hernando Cortéz landed in Mexico with an army of 600 soldiers. He established a **garrison** in what is now the city of Vera Cruz on Mexico's east coast. His plan was to destroy the Aztec army and take over their country for Spain. Because horses were unknown to the Aztecs, they were **dumbfounded** by the sight of people on horseback. They believed the Spanish soldiers to be gods and therefore **invincible**. Fighting them, the Aztecs thought, would be pointless, so Montezuma, the Aztec emperor, allowed the Spaniards to take over his city without any resistance. Cortéz now gave the orders and Montezuma became a prisoner in his own palace. The Spanish discovered a great **hoard** of gold and silver there. It was later loaded onto Spanish ships and sent to Spain although it is believed that much of the treasure was lost at sea.

When word came that Spanish soldiers had been killed in an attack on Vera Cruz, the Aztecs realized that they had made a **grievous** error in their previous thinking. These strange creatures were not gods after all! A battle **ensued** in Tenochtitlán, and although Montezuma was killed, the Aztecs drove the Spanish from their city. But their victory was only temporary. Cortéz returned in 1521 with another army that laid siege to Tenochtitlán. After eighty days, the city was forced to surrender. The rule of the Aztecs in Mexico had ended; Spanish rule had begun.

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. When did the Aztecs give up their **nomadic** way of life?

2. What is the meaning of **flourished** as it is used in the passage?

dumbfound
ensue
era
flourish
garrison
grievous
hoard
inundate
invincible
nomad
placate
principal
recede
ruthless
sacrifice

3. What is the meaning of **principal** as it is used in the passage?

4. Why would thieves find Montezuma's palace especially appealing?

5. What **grievous** event occurred in Tenochtitlán in 1500?

6. Why would neighboring tribes not want to antagonize the Aztecs?

7. What was an initial part of Cortéz's plan to conquer Mexico?

8. What shocked the Aztecs when they first saw the Spaniards?

9. How do we know that the Aztecs feared their gods?

10. What is the meaning of **sacrifices** as it is used in the passage?

11. Why did the Aztecs capitulate so readily?

12. What **ensued** after the second surrender of Tenochtitlán?

13. In what year did the Aztec **era** end?

14. What is the meaning of **receded** as it is used in the passage?

15. What is the meaning of **inundated** as it is used in the passage?

FUN & FASCINATING FACTS

Flourish and *flower* (as verbs) are synonyms; both can mean “to thrive.” We can say that the arts *flourished* in Athens in the fifth century B.C.; we can also say that the arts *flowered* in Athens at that time. Both words come from the Latin *flos*, which means “a flower.”

Don't confuse **hoard**, “something collected and stored away secretly,” with *horde*, which means “a large crowd or swarm.” These two words are homophones; they sound the same but have different spellings and meanings.

Don't confuse **principal** with *principle*, which has three meanings: (1) “a rule or truth by which we

govern ourselves (The principle of the separation of church and state traces to the First Amendment to the Constitution);” (2) “a truth from which other truths can be worked out” (One of the *principles* of plane geometry is that parallel lines never meet); (3) “a rule or law that explains how something works” (An electric bell works on the *principle* of the continuous making and breaking of an electric current).

How *Wordly Wise 3000* Book 7 Can Help in Vocabulary Development

Each Student Book contains 15 (Books 2–3) to 20 (Books 4–12) lessons. Each lesson teaches 10 (Books 2–3) to 15 (Books 4–12) vocabulary words and may also teach some variants of a word (such as *magnanimous/magnanimity*). Here is a sample copy of a Book 7 lesson with comments explaining its features.

Lesson 1

Word List

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

- astute**
əˈstjuːt

adj. Wise in a clever or practical way.
An **astute** shopper compares prices carefully before making a purchase.
- authentic**
əˈθentɪk

adj. Genuine; true.
An authority on old maps declared that the sixteenth-century chart of the Florida Keys is **authentic**.
authenticity n. (əˈθentɪsɪˈtɪ) The condition of being genuine.
Lawyers questioned the **authenticity** of the signature on the agreement.
authenticate v. To prove that something is genuine.
Only an art expert can **authenticate** the painting as one by Rubens.
- delicacy**
dɪˈlɪkəsi

n. 1. A choice item of food.
Smoked salmon is a **delicacy**.
2. Great consideration for the feelings of others.
Discussing her mistake will embarrass her unless you handle the matter with **delicacy**.
- derogatory**
dɪˈrɒɡətəri

adj. Expressing a low opinion; intended to hurt the reputation of a person or thing.
His habit of making **derogatory** comments about his co-workers made him unpopular.
- devour**
dɪˈvaɪər

v. 1. To eat up hungrily.
The wolf was about to **devour** Little Red Riding Hood when the woodcutter arrived.
2. To take in eagerly with the eyes or ears.
The children **devoured** comic books when they were younger.
- figment**
ˈfɪɡmənt

n. Something that is made up in the mind but that has no connection with reality.
The monster in the closet is a **figment** of the child's imagination.
- mythical**
mɪθɪˈkæl

adj. Imaginary; not real.
Unicorns are **mythical** creatures.
- plumage**
ˈplʊmɪdʒ

n. A bird's feathers.
Parrots have brightly colored **plumage**.
- predatory**
prɪˈdətəri

adj. 1. Living by killing and eating other animals.
Crocodiles are **predatory** reptiles.
2. Living by robbing or stealing from others.
Predatory bands of pirates once sailed the Mediterranean seeking victims.
predator n. 1. A creature that lives by killing.
A sea eagle is a **predator** that dives for fish.
2. A person who lives by robbing.
These gang members are **predators** who belong in jail.
- prior**
ˈpraɪər

adj. 1. Coming earlier in time.
I was unable to see you this morning because I had a **prior** appointment.
2. Coming before in order or importance.
The court ruled that the Native Americans had a **prior** claim to the land.

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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Lesson 2

<p>scavenge skav' ənj</p> <p>slaughter slɑt' ə</p> <p>solitude səl' ə tʊd</p> <p>ungainly un' gən' əl</p> <p>vulnerable vul' nər ə bəl</p>	<p>v. To search through or pick over; looking for something usable. People with metal detectors scavenge the beach looking for coins. scavenger n. 1. Someone who scavenges. After the fire, scavengers looked through the debris, hoping to find something of value. 2. An animal that feeds on dead or decaying matter. Vultures, hyenas, and other scavengers are an important part of nature's clean-up crew.</p> <p>v. 1. To kill in order to obtain meat. The hogs are fattened up before they are slaughtered. 2. To kill people or animals in large numbers or in a cruel way. For centuries, whales were slaughtered for their oil and other valuable products. n. 1. The killing of an animal for food. The slaughter of beef cattle should be carried out as swiftly and painlessly as possible. 2. The act of killing on a large scale or in a cruel way. Those who drink and drive contribute to the slaughter on the nation's highways.</p> <p>n. The condition of being alone or at some distance from people. We enjoyed the solitude of a walk on the deserted beach.</p> <p>adj. Moving in a clumsy or awkward way. Walruses, graceful in the water, are ungainly creatures on land.</p> <p>adj. Open to attack; easily injured physically or emotionally. Starving people are more vulnerable to disease than those who are well fed.</p>
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2A Finding Meanings Choose two phrases to form a sentence that correctly uses a word from Word List 2. Write each sentence in the space provided.

astute authentic delicacy derogatory devour figment mythical plumage predatory prior scavenge slaughter solitude ungainly vulnerable	1. (a) To authenticate is to (b) To scavenge is to	(c) prove to be a fake. (d) search for something usable.
	2. (a) Plumage is (b) being cut off from society.	(c) Delicacy is (d) a bird's feathers.
	3. (a) that isn't real. (b) An astute creature is one	(c) A mythical creature is one (d) that moves awkwardly.
	4. (a) A figment is (b) A delicacy is	(c) a choice item of food. (d) an awkward situation.

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5. (a) Authenticity is (b) Solitude is	(c) the fear (d) the quality of being genuine.
6. (a) A predator is (b) a creature that is easily hurt.	(c) something that is imagined. (d) A figment is
7. (a) A prior commitment (b) is one made earlier.	(c) is one made in a hurry. (d) An astute commitment
8. (a) An ungainly person (b) A vulnerable person	(c) is one who takes from others. (d) is one who is easily hurt.
9. (a) Slaughter is (b) Solitude is	(c) killing on a large scale. (d) the condition of being overcrowded.
10. (a) An ungainly person is (b) one who is surefooted.	(c) one who robs others. (d) A predatory person is

2B 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 2.

1. People who are **able to use good judgment** are unlikely to be fooled easily.
2. The **killing on a huge scale** of the American bison almost led to its extinction.
3. While Carlotta was at camp, she **read with great eagerness** the letters from home.
4. **Persons who pick over objects that have been thrown away** are not allowed at the town dump.
5. It's obvious that this coin marked 55 B.C. is not **genuine** but must be a fake.
6. There is some unfinished business left over from a **meeting that took place before the present** meeting.
7. I felt very **clumsy and not at all graceful** when called upon to dance in public.

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.

12 Lesson 9

8. People who like **the condition of being all alone** make good lighthouse keepers.

9. I try to ignore statements that are **intended to hurt someone's reputation**.

10. The counselor asked questions about the student's family with **much consideration for his feelings**.

1C Applying Meanings Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

- Which of the following might be **vulnerable**?
(a) a young child (c) an undefended city
(b) a wounded animal (d) a trusting person
- In which of the following places might you find **solitude**?
(a) a busy airport (c) a log cabin in Alaska
(b) a crowded theater (d) an uninhabited island
- Which of the following can be **astute**?
(a) a reply (c) a solution
(b) a person (d) an advertisement
- Which of the following occurred **prior** to 1990?
(a) the 2000 Olympics (c) the 1984 Olympics
(b) the 2004 World Series (d) the 1993 Florida hurricane
- Which of the following are **mythical** creatures?
(a) mermaids (c) dragons
(b) unicorns (d) dinosaurs
- Which of the following are **predators**?
(a) wolves (c) spiders
(b) gorillas (d) sharks
- Which of the following might be **devoured**?
(a) important news (c) a batch of cookies
(b) an interesting novel (d) elevator music
- Which of the following is a **derogatory** remark?
(a) "You're stupid."
(b) "It's too expensive."
(c) "You're a saint."
(d) "You could do better."

astute
authentic
delicacy
derogatory
devour
figment
mythical
plumage
predatory
prior
scavenge
slaughter
solitude
ungainly
vulnerable

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 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.

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

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2D Word Study Each group of four words below contains two words that are either synonyms or antonyms. Circle these two words; then circle the S if they are synonyms, the A if they are antonyms.

1. derogatory	ungainly	authentic	fake	S	A
2. impartial	mythical	prior	real	S	A
3. astute	ungainly	stupid	precise	S	A
4. figment	slaughter	killing	solitude	S	A
5. irrelevant	earlier	prior	derogatory	S	A

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

- NIBBLE : DEVOUR ::**
(a) abate : increase (c) guess : estimate
(b) lose : scavenge (d) annoy : infuriate
- PREDATOR : PREDATORY ::**
(a) author : authentic (c) precision : precise
(b) victim : vulnerable (d) solitude : alone
- DELICACY : EAT ::**
(a) jewelry : wear (b) beverage : drink
(c) food : refrigerate (d) nose : smell
- PLUMAGE : BIRD ::**
(a) wheels : car (b) feather : wings
(c) water : boat (d) scales : reptile
- GRACEFUL : UNGAINLY ::**
(a) slow : slower (b) flattering : derogatory
(c) mythical : imaginary (d) prior : earlier

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.

14
Lesson 2

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

The Last Dodo

If someone called you a "dodo," you would probably be insulted. It is a **derogatory** term that describes someone who is not very **astute**. The English word comes from the Portuguese *douo*, which means "a foolish person." Dodo was the name Portuguese settlers gave to a large bird that inhabited the island of Mauritius in the Indian Ocean. Some people think of the dodo as a **mythical** creature, but it was a real bird, and its story is a sad one.

For thousands of years, until the island of Mauritius was discovered by Portuguese sailors in 1507, this odd-looking bird lived in peaceful **solitude**. Because there were no **predatory** animals on the island, it had long since lost the ability to fly. And since it had no natural enemies, it was very trusting and made no attempt to flee when approached by humans. Because of this, the Portuguese considered the bird stupid and gave it the name by which we know it—the dodo.

Even if it had been less trusting of humans, the dodo would still have been **vulnerable** because it was too fat and **ungainly** to run very fast. The settlers on the island found that dodos, although a little tough, were good to eat and **slaughtered** them in large numbers. Domesticated animals brought to the island by the settlers added to the dodos' problems. The female dodo laid a single large white egg, which it deposited on the ground, usually in a tuft of grass. **Prior** to the arrival of the first settlers, the eggs had lain undisturbed until they hatched. To the dogs that now roamed the island, these eggs were a **delicacy**, so the dogs **scavenged** the island and **devoured** any dodo eggs they found. The dodo was last seen alive in 1681, and none is believed to have survived after that date.

As time passed, people began to wonder if the dodo had ever existed. Drawings done by artists who had visited Mauritius showed a bird somewhat larger than a swan, with a long neck, a large head, an enormous black bill, and a short, tufted tail. Its **plumage** was grayish in color over most of its body and white on its breast. Most people who saw these pictures thought that such an odd-looking creature must be a **figment** of the artist's imagination; at that time, there was no way of knowing whether they provided an **authentic** record of an actual creature.

Then, in 1889, a large number of dodo bones were discovered in a swamp on Mauritius. Several skeletons were reconstructed from them and later displayed in museums in London and Paris. They are all that remain of this odd-looking but rather lovable bird.

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 drastic change occurred in the dodos' living conditions in 1507?
2. What is the meaning of **prior** as it is used in the passage?

astute
authentic
delicacy
derogatory
devour
figment
mythical
plumage
predatory
prior
scavenge
slaughter
solitude
ungainly
vulnerable

Wordly Wise 3000: Book 7

3. What was it about the dodo's nature that made it easy to catch?
4. What was it about the dodo's physical condition that made it easy to catch?
5. What other names of birds are **derogatory** when applied to humans?
6. How was the existence of the dodo **authenticated**?
7. What did the Portuguese think of the dodo's intelligence?
8. What is the meaning of **delicacy** as it is used in the passage?
9. What color were the feathers of a dodo?
10. What is the meaning of **devoured** as it is used in the passage?
11. Why did many people believe the dodo to be a **figment** of an artist's imagination?
12. What did many people come to think about the dodo before the discovery of the bones?
13. What is the meaning of **slaughtered** as it is used in the passage?

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.

16 Lesson 2

14. What is the meaning of **predatory** as it is used in the passage?

15. How would you describe the dogs that lived on the island?

FUN & FASCINATING FACTS

The Latin for *feather* is *pluma*. In addition to the word **plumage**, this Latin root gives us the English word *plume*, which is a noun, meaning "a large feather or group of feathers," and a verb, meaning "to smooth its feathers." (Birds *plume* themselves with their beaks.) The French word for *pen* is *plume* and comes from the same Latin root. Pens were once made from large feathers with the ends split to hold ink.

The Latin *solus* means "alone" or "without company" and forms the root of a number of English words in addition to **solitude**. *Solitaire* is a card game for just one person. *Solitary* means "alone" or "without company." *Solo* means "performed by one person."

The 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 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.

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Review for Lessons 1-4

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 words in Lessons 1 through 4. The number gives the word list in which the answer to the clue appears.

Clues Across

- To become weaker; to decrease (1)
- Forceful anger; fury (3)
- Something that exists only in the mind (2)
- Wise in a clever or practical way (2)
- To gain ownership (4)
- To keep in good condition (4)
- Something fake or false (1)
- Imaginary; not real (2)
- A deadly disease that spreads rapidly (3)
- To eat up hungrily (2)
- Having the ability to do what is needed (4)
- Comes before D E F
- To make like new again (4)
- To direct or manage activities (4)
- Four score

Clues Down

- To present as a gift (3)
- To figure out roughly (1)
- Something that brings about a result (1)
- Lacking; empty (3)
- A luminous body in the night sky
- Opposite of *smooth*
- To pay attention to (3)
- Large country in central Africa
- A choice item of food (2)
- Exact; accurate (1)
- To receive after the death of someone (4)
- Not frank or honest (3)
- Birds' feathers (2)
- Excessive _____ on the highway can kill.
- A long, slow, and difficult journey (1)

Name: _____

Date: _____

Lesson 9

1. The Aztecs gradually dropped their _____ ways and became city dwellers.
2. The Aztecs were fierce warriors. They seemed _____ to the neighboring tribes they conquered as they extended their empire.
3. The Aztecs administered their empire efficiently. Over time it _____ and eventually extended across the width of Mexico.
4. The people of Tenochtitlán lived in fear. Their gods were _____ and if angered would destroy the world as they had done several times before.
5. Great efforts were made to keep the gods happy. After a battle, prisoners of war were _____ as offerings to them.
6. In 1500, the water level in the lakes surrounding Tenochtitlán rose. Many died when floodwaters _____ the city.
7. The Aztecs had never seen horses. It's not surprising that the sight of armored men on horseback _____ them.
8. The Aztecs believed the Spanish were godlike and couldn't be killed. Since it was useless to fight them, they were forced to _____ the enemy.
9. Before long, the Aztecs discovered the Spanish were not immortal. This occurred when they attacked the _____ at Vera Cruz, killing some soldiers.
10. Montezuma led the Aztecs in battle against the Spanish invaders. It was a _____ loss to his followers when he was killed.
11. The Aztecs drove the Spanish from their city. They believed the danger of invasion had _____ when the men on horseback left Mexico.
12. The Aztecs held off the Spanish army when it returned in 1521 and tried to enter the city. A siege _____ which lasted for eighty days.
13. With the fall of Tenochtitlán, the Spanish conquest of Mexico was complete. The _____ of Spain's rule lasted for three hundred years.
14. The Spanish took possession of vast quantities of gold and silver. These precious metals were the _____ export from Mexico during their rule.
15. Many of the treasure-laden ships bound for Spain were lost at sea. Each left a _____ of gold and silver lying on the sea bed.

Lesson 9

1. nomadic
2. invincible
3. flourished
4. ruthless
5. sacrificed
6. inundated
7. dumbfounded
8. placate
9. garrison
10. grievous
11. receded
12. ensued
13. era
14. principal
15. hoard

Name: _____

Date: _____

Book 7, Lesson 9 Test

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

1. Who are the principals in a conflict?
 - Ⓐ all of the people involved
 - Ⓑ the main people involved
 - Ⓒ friends of the main people involved
 - Ⓓ people who are trying to teach important values

2. An era is a certain
 - Ⓐ day of the week.
 - Ⓑ period in history.
 - Ⓒ month of the year.
 - Ⓓ time of day.

3. A musical flourish is a
 - Ⓐ rhythmic drumbeat.
 - Ⓑ quiet, sorrowful tune.
 - Ⓒ showy burst of music.
 - Ⓓ hit song on the radio.

4. To garrison soldiers is to
 - Ⓐ welcome them into the armed forces.
 - Ⓑ punish them for breaking rules.
 - Ⓒ provide them with supplies.
 - Ⓓ provide them with a place to live.

5. To sacrifice is to
 - Ⓐ miss someone who has moved away or died.
 - Ⓑ give someone a gift on a special occasion.
 - Ⓒ buy something that is very expensive.
 - Ⓓ give up one thing in order to get another.

6. To flourish your hat is to

- Ⓐ decorate it.
- Ⓑ wave it.
- Ⓒ wear it.
- Ⓓ take it off.

7. To sacrifice an animal is to

- Ⓐ kill it as a religious offering.
- Ⓑ slaughter it for food.
- Ⓒ train it.
- Ⓓ sell it at an auction.

8. The actor bowed with a flourish. He

- Ⓐ moved jerkily.
- Ⓑ made a sweeping motion.
- Ⓒ moved clumsily.
- Ⓓ did a little dance step.

9. The company president was inundated with e-mail messages. This means that she received

- Ⓐ several e-mail messages filled with good wishes.
- Ⓑ a huge number of e-mail messages.
- Ⓒ one or two e-mail messages.
- Ⓓ a few e-mail messages from angry customers.

10. Which is an example of a sacrifice?

- Ⓐ Alicia's parents couldn't afford to send her to college.
- Ⓑ Akiko's mother gave up buying a car so that she could send her to college.
- Ⓒ Geeta's family could not persuade her to go to college.
- Ⓓ Luisa's parents had plenty of money. They could easily afford to send her to college.

11. Suppose a bank loans Mr. Pine some money to buy a car. What is the loan principal?

- Ⓐ the total payment that Mr. Pine makes each month
- Ⓑ the interest that Mr. Pine pays each month
- Ⓒ the amount that Mr. Pine originally borrowed
- Ⓓ the total amount that Mr. Pine has repaid so far

12. Which describes a hoard?
- Ⓐ a large group of people
 - Ⓑ some nuts that a squirrel has hidden
 - Ⓒ a cave where a bear hibernates
 - Ⓓ a prairie dog town

13. To write with a flourish is to
- Ⓐ scribble.
 - Ⓑ print neatly.
 - Ⓒ add a fancy line or curve.
 - Ⓓ write in very large letters.

Find a SYNONYM for each underlined word. Then fill in the circle next to your answer.

14. garrison
- Ⓐ battleship
 - Ⓑ sergeant
 - Ⓒ fort
 - Ⓓ commander

15. dumbfound
- Ⓐ greet
 - Ⓑ astound
 - Ⓒ capture
 - Ⓓ respect

16. flourish
- Ⓐ exist
 - Ⓑ glow
 - Ⓒ expand
 - Ⓓ thrive

17. grievous
- Ⓐ complicated
 - Ⓑ baffling
 - Ⓒ painful
 - Ⓓ extraordinary

18. nomadic

- Ⓐ wandering
- Ⓑ solitary
- Ⓒ welcoming
- Ⓓ rapid

19. principal

- Ⓐ related
- Ⓑ secondary
- Ⓒ primary
- Ⓓ explanatory

20. receded

- Ⓐ exploded
- Ⓑ blared
- Ⓒ sounded
- Ⓓ faded

21. sacrifice

- Ⓐ respect
- Ⓑ bow
- Ⓒ offering
- Ⓓ request

Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.

22. dumbfounded

- Ⓐ amazed
- Ⓑ unimpressed
- Ⓒ exhausted
- Ⓓ worried

23. ensued

- Ⓐ exceeded
- Ⓑ preceded
- Ⓒ escaped
- Ⓓ captured

24. invincible

- Ⓐ speechless
- Ⓑ weightless
- Ⓒ colorless
- Ⓓ powerless

25. placate

- Ⓐ join
- Ⓑ force
- Ⓒ annoy
- Ⓓ interest

26. receded

- Ⓐ parted
- Ⓑ succeeded
- Ⓒ restrained
- Ⓓ advanced

27. ruthless

- Ⓐ merciful
- Ⓑ attractive
- Ⓒ delicious
- Ⓓ warm

28. hoarded

- Ⓐ welcomed
- Ⓑ cured
- Ⓒ spent
- Ⓓ calmed

Find the words that correctly complete each analogy. Then fill in the circle next to your answer.

29. president : company ::

- Ⓐ principal : leader
- Ⓑ principal : important
- Ⓒ principal : school
- Ⓓ principal : student

30. fill : empty ::

- Ⓐ inundate : flood
- Ⓑ inundate : water
- Ⓒ inundate : drain
- Ⓓ inundate : valley

31. nomad : tent ::

- Ⓐ farmer : farmhouse
- Ⓑ farmer : resident
- Ⓒ farmer : crops
- Ⓓ farmer : animals

32. battleship : sailors ::

- Ⓐ garrison : battles
- Ⓑ garrison : soldiers
- Ⓒ garrison : weapons
- Ⓓ garrison : war

Answer Key

Lesson 9 Test

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