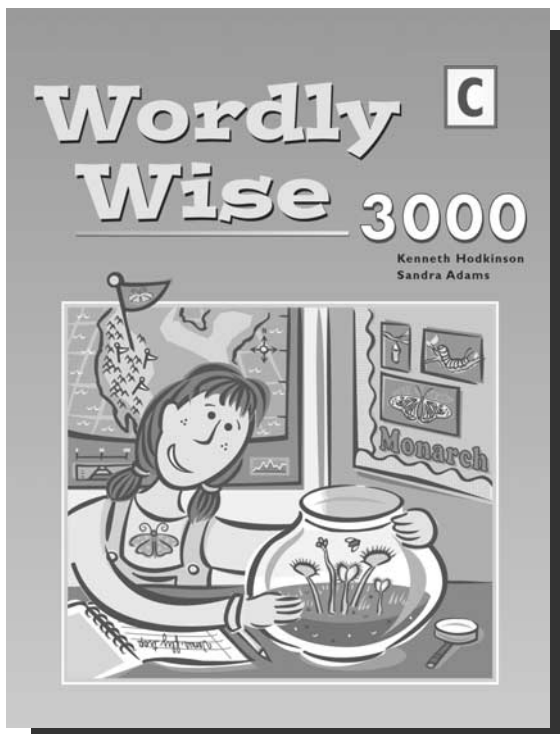


# Wordly Wise 3000

## Book C



Kenneth Hodkinson, Sandra Adams  
Recommended for grade 4

*Wordly Wise 3000, Book C*, which uses the theme *discover*, is the third in a series of twelve books (A, B, C and 1-9) that teach vocabulary by giving students the opportunity to read the words in a meaningful context, to write them in sentences, and to recognize their meaning in a series of interesting exercises. Book C includes a pronunciation guide.

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## ★ Lesson 3 ★

### Word List

Study the words below. Then do the exercises for the lesson.

**chasm** (kaz´əm) *n.* A deep crack or opening in the earth. When we came to the *chasm*, we saw that the only way across was an old rope bridge.

**continent** (kän´tə nənt) *n.* One of the seven great land areas of the world. These include Africa, Antarctica, Asia, Australia, North America, South America, and Europe. Because Antarctica is very cold, it is the *continent* with the fewest people.

**credit** (kred´it) *n.* 1. Honor or praise; a way of expressing thanks. After the kitten was rescued, everyone gave the *credit* to Marcia, who had quickly climbed the tree to get it. 2. A way of buying things and paying for them later. The Simpsons bought their car on *credit* and will make car payments of three hundred dollars a month for several years.



**enable** (in ā´bəl) *v.* To make possible; to give the means to bring about. Living for a year in Greece *enabled* everyone in my family to learn to speak some Greek.

**foul** (foul) *adj.* 1. Having an unpleasant taste or smell. A *foul* smell of chemicals came from the jewelry polishing factory. 2. Stormy, with strong winds and heavy rain. With dark clouds above and a rising wind in our face, we biked as fast as we could to reach home before the *foul* weather hit.



*n.* In sports, a move or play that is against the rules. When Steffi hit the ball outside the line, the umpire called a *foul*.

**gust**  
(gust) *n.* A sudden increase in the strength of the wind. As the hurricane got closer, the *gusts* of wind shook the house.

**ordeal**  
(ôr dēl´) *n.* An unpleasant, painful, or difficult experience or test. Lena’s visit to the dentist was not the *ordeal* she had feared it would be.

**plateau**  
(pla tō´) *n.* A broad, flat area of high ground. After a thousand-foot climb, the explorers reached the *plateau*.

**rig**  
(rig) *v.* 1. To make or do something by using whatever is nearby. Sawyer and I wanted a shady place to sit in the backyard, so we *rigged* up a tent using two broom handles and an old blanket. 2. To set up sails on a boat. Mom *rigged* the sails while we loaded the picnic basket, towels, and life jackets on the boat.



*n.* A machine or construction that is used for a special purpose. Oil *rigs* pump oil from 1000 feet deep.

**schedule**  
(skej´ ool) *n.* 1. A plan that gives expected times for different things to happen. A flat tire put Lillian a half an hour behind *schedule* on her bike trip across Michigan. 2. A list of times when trains, buses, and airplanes arrive and leave. This *schedule* says that the last bus for Los Angeles leaves at midnight.

### ★ Be Wordly Wise ★

Know the difference between **foul** and *fowl*. These two words are homophones. They sound the same but have different spellings and meanings. A *fowl* is a bird such as a chicken, turkey, or duck that is raised or hunted for food. Thousands of different kinds of *fowl* stop for a rest in the Platte River Valley on their way north each spring.

People in many countries around the world speak English. However, they do not always pronounce words in the same way. One example is the word **schedule**. People in England say “shej-ool.” Americans say “skej-ool.”

## Exercise 1 : Words and Their Meanings

Look at the group of words on the left. Then circle the letter of the word on the right that has the same meaning.

- 1 a great crack in the earth (a) foul (b) chasm (c) gust (d) schedule
- 2 a sudden strong wind (a) plateau (b) rig (c) ordeal (d) gust
- 3 a play that is against the rules (a) schedule (b) plateau (c) foul (d) continent
- 4 a difficult test (a) ordeal (b) continent (c) schedule (d) rig

Now look at the word on the left. Then circle the letter of the group of words on the right that has the same meaning.

- 5 rig (a) to signal with flags from a boat (b) to set up sails on a boat  
(c) to turn a boat into the wind (d) to anchor a boat
- 6 enable (a) to break down (b) to choose by voting  
(c) to set a limit (d) to make possible
- 7 plateau (a) an area of high, flat ground (b) a steep cliff  
(c) a wide channel of deep water (d) an area set aside for sports
- 8 credit (a) a plan of what should happen (b) an exchange of one thing for another  
(c) a way of paying for something later (d) a sale to one who makes the best offer

## Exercise 2: Just the Right Word

Improve each of the following sentences by crossing out the words in italics and replacing them with a word (or a form of the word) from Word List 3.

- 1 Our *plan showing where we are supposed to be at different times* needs to be changed.
- 2 The boat stayed in port when the weather turned *stormy with pouring rain and powerful winds*.
- 3 The children *used whatever was nearby to set up* a screen so we could watch the movie.
- 4 The Columbia *area of high, flat ground* is in the northwestern United States.
- 5 Katusha did all the work, but Jordan got all the *praise for what was done*.
- 6 Ali's goal was to climb mountains on every *one of the great land areas of the world*.
- 7 Emily's *very difficult experience* ended when she found her way out of the forest.
- 8 The greenhouse has just the right amount of moisture to *make it possible for* these orchids to grow.

## Exercise 3: Applying Meanings

Circle the letter of the correct answer to each question below. Circle one letter only.

- 1 Why is it difficult to cross a *chasm*? (a) It is very hot. (b) It is very cold.  
(c) It is very high. (d) It is very deep.
- 2 When would *gusts* of wind be a problem?  
(a) during a sailboat race (b) while putting up a big tent  
(c) while flying a kite (d) while using a hang glider
- 3 Where will you probably smell something *foul*? (a) at a perfume counter (b) near a bakery  
(c) in a garbage can (d) by a rose garden
- 4 Which of the following are both *continents*? (a) London and Asia (b) Australia and Africa  
(c) Idaho and South America (d) France and Antarctica
- 5 Where are you most likely to see an oil *rig*? (a) in a desert (b) in a building  
(c) on a boat (d) on a truck

- 6 What are people most likely to buy on *credit*? (a) a newspaper (b) a candy bar  
(c) a car (d) a box of cereal
- 7 Which of the following would have a *schedule*? (a) a runaway horse (b) a forest  
(c) a hurricane (d) a railroad

### Exercise 4: Completing the Thought

Read each sentence below and fill in the blank with the correct word (or a form of the word) from the word list.

**chasm**  
**enable**

**foul**  
**ordeal**

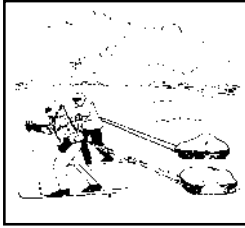
**plateau**  
**rig**

**schedule**

- 1 Clyde has been saving his allowance for three months. This will \_\_\_\_\_ him to buy a pair of ice skates.
- 2 A bad snowstorm trapped us in our car on the highway for fourteen hours. When the storm ended and we could start again for home, we knew we would not forget our \_\_\_\_\_ for a long time.
- 3 The mountain climbers came to a deep crack in the ice. The only way they could cross this \_\_\_\_\_ was to find a place where it was narrow enough to jump to the other side.
- 4 My aunt and uncle planned to visit us in Chicago. When they checked to see how many morning flights there were, the \_\_\_\_\_ listed three.
- 5 During the basketball game, one of the players grabbed the ball from me and started running up the floor. Before she could shoot for a basket, the referee called a \_\_\_\_\_.
- 6 Following a narrow curving road, we drove up out of the deep valley. When we finally saw a broad, flat area stretching before us, we knew we had reached the \_\_\_\_\_.
- 7 Carol looked at all the microphones, speakers, and electric cords. She was sure she had everything she needed to \_\_\_\_\_ a very good sound system for the band.

## Story

Read the story below and then answer the questions that follow it.



Antarctica is the coldest place on earth. Even during the summer months, the temperature there hardly ever gets above 30 degrees below zero. So who would want to cross this frozen land on skis? Two women from different countries wanted to try it. Let's discover what made them do it and learn what it takes to make such a journey.

For many years, both Ann Bancroft and Liv Arnesen had dreamed of crossing Antarctica, a distance of 2,400 miles. Ann Bancroft, a teacher from Minnesota, says that her love of adventure began when she was ten. She gives **credit** to her mother for planting the seed. "My mom found adventure books for me to read which had females actively involved in the story."

Liv Arnesen, a teacher from Norway, also has a great love of adventure. She, like Ann, climbed and skied in different countries. It was only a matter of time before these two women met and began making plans to carry out their dream of crossing Antarctica.

They decided to fly from South Africa on November 1, 2000, to Queen Maud Land on the edge of Antarctica. From there, they would cross the **continent** on skis, pulling sleds with their supplies. They both had sails to use to pull themselves along. Antarctica is very windy, so Ann and Liv counted on using the wind to help them. They hoped to reach the Ross Ice Shelf on the other side of Antarctica in February. There a ship would meet them to carry them home.

**Foul** weather kept them from flying to Queen Maud Land until November 13. Then Ann and Liv wasted no time strapping on their skis and setting off for the South Pole, pulling their sleds. The pole was 1,500 miles away. The first part of the trip was on bare ice and over stretches of deep snow. They had to watch out for **chasms** in the ice, which could swallow them without warning. They were able to average no more than one mile an hour.

Climbing to over 10,000 feet above sea level, they reached the **plateau** that surrounds the South Pole. Traveling then became easier. They were able to **rig** their sails, which pulled them along on smooth ice at twenty-five miles an hour. When a **gust** of wind lifted Ann clear off the ice, she found herself sailing through the air for a short time.

Each night they set up their tent and ate their evening meal. For breakfast they often had oatmeal, dried fruit, and fatty foods to give them energy. Using telephones of the latest design, they stayed in touch with the outside world. They gave daily reports on their web site. This **enabled** millions of school children from all over the world to follow their adventures.

When Ann and Liv reached the South Pole, they took hot showers and changed to fresh clothes. Before continuing their journey, they picked up food and supplies. The women knew they were running behind **schedule**. There were too many days without wind. If they could not use their sails, they would not reach the ship on time. By February 12, when they arrived at the Ross Ice Shelf, they had crossed Antarctica. The ship, however, was still 500 miles farther on. It had to leave by February 22 in order not to be trapped by ice in the Antarctic winter.

On February 14, with hundreds of miles to go and still very little wind, Ann and Liv made a difficult decision. They asked to be picked up by an airplane with skis, which was standing by to help them. This plane carried them to the ship. Sadness at not completing the entire journey was mixed with relief that their **ordeal** was over.

Answer each of the following questions with a sentence. If a question does not have a vocabulary word, use one in your answer. Use each word only once. All ten words from Word List 3 will then appear either in a question or in an answer.

1 From which **continent** did Ann and Liv leave when they flew to Queen Maud Land?

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2 How much time did Liv and Ann allow for their crossing?

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3 What two qualities would you **credit** Liv and Ann for having?

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4 When could it be difficult to **rig** the sails?

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5 Why was travel easier when they reached the area around the South Pole?

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6 Why did Ann and Liv go so slowly during the first part of the trip?

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7 What did a **gust** do while Ann was being pulled by a sail?

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8 Why was the wind important for Ann and Liv?

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9 Name two things that made their trip an **ordeal** for Liv and Ann.

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10 How might Ann and Liv's sleeping bags smell after being slept in for three months?

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