

A

Teacher's Guide and Answer Key

VOCABULARY  
FROM  
CLASSICAL  
ROOTS

Norma Fifer ▼ Nancy Flowers



EDUCATORS PUBLISHING SERVICE

# Contents

Introduction .....	v
Lesson Format .....	vi
Additional Vocabulary Games and Activities .....	vii
Additional Word-Learning Strategies and Activities .....	viii
Suggestions for Completing Student Book Exercises .....	x
Scheduling Instruction in Your Classroom .....	xii
Lesson-by-Lesson Support .....	1
Key Word Activity Masters .....	85
Answers to Exercises .....	101

---

## LESSON 1

### Literary and Historical References

- 2. monarch** Queen Victoria ruled the British Empire from 1837–1901, a period of peace and prosperity.
- 3. monogram** Napoleon Bonaparte (1769–1821) ruled France as the self-styled “Emperor of the French” from 1804 to 1815.
- Exercise 1B, 1a** In 1918, following the defeat of the German Empire in World War I, Kaiser Wilhelm II (1859–1941) was deposed and the Weimar Republic, a constitutional democracy, was established to rule Germany.
- Exercise 1B, 1c** Born in 1929, Queen Elizabeth II has ruled as constitutional monarch of Great Britain since 1952.
- Exercise 1B, 2a** In *The Belle of Amherst*, a dramatic performance based on the life and poetry of Emily Dickinson (1830–1886), a single actor portrays the poet, who spent her life in Amherst, Massachusetts.
- Exercise 1B, 2d** Two critical scenes between the two lovers immortalized in Shakespeare’s play *Romeo and Juliet* take place on the balcony outside Juliet’s bedroom.
- Exercise 1B, 3a** In 1984, George Orwell (1903–1950) depicts a future world in which individual liberties are restricted by a totalitarian state, personified by the ever-watching Big Brother.
- Exercise 1B, 3b** The origins and purpose of Stonehenge, the circle of monoliths that stand on the Salisbury Plain of southern England, have invited centuries of speculation.
- Exercise 1B, 6b** The neighboring countries of Poland, Latvia, and Estonia, along with Lithuania, are often referred to as Baltic states.
- Exercise 1C, 1** Queen Lydia Kamekeha Liliuokalani (1838–1917) ruled the Hawaiian Islands from 1891 to 1893.
- Exercise 1C, 2** In the Greek epic *The Odyssey*, its hero Odysseus recounts his experiences during warfare and his lengthy travels in a “flashback” during a banquet at the court of King Alcinous of Phaeacia.

## INTRODUCE Lesson 1

(Book A, page 3)

Tell students that the theme of Lessons 1 and 2 is “Numbers.”

Display, read, and translate the opening quotation from Lesson 1: *E pluribus unum*. “One from many.”

- Ask students if anyone knows where this Latin phrase can be found. Hint: It is presented on something everyone uses. Look on the backs of quarters, dimes, nickels, and pennies. It is the motto of the United States—one country from many states.
- Point out that *unus* is a Latin root that means “one,” and it is one of the roots presented in Lesson 1. It ties with the “Numbers” theme.

## PREVIEW Familiar Words

(Book A, pages 4–6)

*monorail, monotonous, unicycle, unique, double, bicycle*

### ACTIVITY 1: *monos*

Display the familiar words *monorail* and *monotonous*. Read them orally, pointing at each one, and then chorally with the class. Underline *mono* in each word.

Ask students the following questions:

- What is a *monorail*? (If nobody volunteers the correct answer, have a student use the dictionary.)
- What makes a *monorail* different from other trains or tracks? (one rail or track)
- What do you think *mono* might mean, since a monorail has **one** rail or track? (one)
- Tell students that you will demonstrate a *monotonous* tone of voice. (Speak for a few moments in a flat, dull, unchanging voice with no variety in pitch. Use just one tone.) Ask them if your voice was lively with many different tones. (no) How many tones do they hear in a *monotonous* voice? (just one)

Ask: What is the shared meaning for *mono* in these words? (one)

### ACTIVITY 2: *unus, duo, bi*

Display the familiar words *unicycle*, *unique*, *double*, and *bicycle*. Read them orally, pointing at each one, and then chorally with the class. Underline *uni* in the first two words, and *dou* and *bi* in the last two.

Ask students the following questions:

- How many wheels are there on a *unicycle*? (one)
- How many are there on a *bicycle*? (two)
- How many meat patties in a *double* burger? (two)
- Whatever is *unique* is “one of a kind.” Are jeans *unique* clothing? (no) Does the President of the United States have a *unique* job? (yes)

Ask: What shared meaning for *uni* is in the words *unicycle* and *unique*? (one)

Ask: What do a bicycle and a double burger have in common? (both contain two of something)

Review: The familiar words indicate that *monos* and *unus* suggest “one,” and *duo* and *bi* suggest “two.”

## PRESENT Key Words

(Book A, pages 3–6)

Display the Lesson 1 Greek and Latin roots and review their meanings:

- the Greek root *monos* (*mono*), meaning “one”
- the Latin root *unus* (*un*), meaning “one”
- the Latin root *duo* (*du*), meaning “two” and *duplex* (*du*), meaning “twofold”
- the Latin root *bi*, meaning “two”

Have students read the key words chorally: *bilateral*, *bipartisan*, *bisect*, *duplex*, *duplicate*, *monarch*, *monogram*, *monolith*, *monologue*, *monopoly*, *unanimous*, *unilateral*.

Present each of the key words by discussing the following:

- pronunciation
- definitions/connections to the root
- sentences
- parts of speech
- word forms

The *Nota Bene* on page 5 presents interesting material on the derivation from *unus* of *unicorn*, *onion*, *inch*, and *ounce*.

## GUIDE Practice

### ACTIVITY 1

Words Connected by the Meaning "One": *monos* and *unus*

Display the key words in groups that show their similarities. Work first with the words connected by the meaning "one." Shorten and simplify the definitions you display, as shown below, to give students an element of meaning they can grasp quickly, hang on to, and remember for each word.

- one ruler
- one letter
- one large stone
- one speaker
- one owner
- all for one
- one-sided

Read the preceding words and short definitions chorally with students. Allow them a minute or two to study the definitions silently. Then erase the definitions, leaving just the key words. Read aloud these seven clues, and have students write the word they associate with each clue.

Clue	Answer
1. initials embroidered on towels	<i>monogram</i>
2. real estate buying game	<i>monopoly</i>
3. lecture from a parent	<i>monologue</i>
4. king or queen	<i>monarch</i>
5. everybody voting for the same candidate	<i>unanimous</i>
6. huge slab of rock	<i>monolith</i>
7. decisions by one political party	<i>unilateral</i>

### ACTIVITY 2

Words Connected by the Meaning "Two": *duo*, *duplex*, *bi*

Display the words connected by the meaning "two" with short definitions, as shown below.

<i>duplex</i>	two-family house	<i>bilateral</i>	two sided
<i>duplicate</i>	two copies	<i>bipartisan</i>	two political parties
		<i>bisect</i>	cut in two

Proceed through the choral reading, silent studying, and erasing of the preceding short definitions, as you did with the “one” words. Then read aloud these five clues for the “two” words, and have students write the word they associate with each clue.

Clue	Answer
1. Democrats and Republicans	<i>bipartisan</i>
2. kitchens back to back	<i>duplex</i>
3. copying machine	<i>duplicate</i>
4. dividing into parts	<i>bisect</i>
5. treaty benefiting both countries	<i>bilateral</i>

### LESSON 1 Key Word Activity Master (see page 85)

Answers:

1. B
2. D
3. A
4. C
- 5–8. (in any order) unicycle, unilateral, bicycle, bilateral
9. unilateral
10. unicycle
11. bilateral
12. bicycle
13. monarch
14. unanimous
15. bipartisan
16. duplex
17. duplicate
18. monopolize

### ASSIGN Exercises

(Book A, pages 6–8)

---

## LESSON 2

### Literary and Historical References

- 1. trilogy** Oxford philologist John Ronald Reuel Tolkien (1892–1973) wrote fantasy adventure novels, including *The Lord of the Rings*, that incorporate the heroic material drawn from his academic studies.
- 3. triumvirate** Immediately following the fall of Julius Caesar in 44 B.C., power was jointly held by Mark Antony, Augustus Caesar, and Lepidus; by 30 B.C. Augustus had defeated the other two and established himself as the first Roman emperor.
- 9. bicentennial** The home of French rulers until the seventeenth century, the Louvre is now the principal art museum of Paris; its wing of glass and steel was the subject of much controversy when it opened in 1988 during the bicentennial celebrations of the French Revolution.
- Exercise 2C, 1** Set in the mythical kingdom of Earthsea, *The Earthsea Trilogy* by Ursula K. LeGuin (b. 1929) recounts the adventures of a young boy who must learn to use his magical powers wisely.

### INTRODUCE Lesson 2

(Book A, page 9)

Remind students that the theme of Lessons 1 and 2 is “Numbers.”

Display, read, and translate the opening quotation from Lesson 2: *Gallia est omnis divisa in partes tres*. “All Gaul is divided into three parts.”

- Ask students if anyone has heard of the great Roman leader, Julius Caesar, who lived about 2,000 years ago. Tell them he conquered Gaul (now France), and divided the conquered territory into three parts. If you wish, ask students to find more information about Caesar on the Internet or in the encyclopedia.
- Point out that *tres* is the last word in the Latin quotation that opens this lesson. *Tres* is also a Latin root that means “three,” and it is one of the roots covered in Lesson 2. It ties with the “Numbers” theme.

### PREVIEW Familiar Words

(Book A, pages 9–11)

*trio, triplet, quadruplet, quarter, century, centipede*



### ACTIVITY 1: *tri*

Display the familiar words *trio* and *triple*. Read them orally, pointing at each one, and then chorally with the class. Underline *tri* in each word.

Ask students the following questions:

- Have a student draw stick-figure *triplets* on the board. How many people are there? (three)
- How many singers in a *trio*? (three)

Ask: What is the shared meaning for *tri* in these words? (three)

### ACTIVITY 2: *quartus* and *quatuor*

Display the familiar words *quarter* and *quadruplets*. Read them orally, pointing at each one, and then chorally with the class.

Ask students the following questions:

- Have a student draw *quadruplets* on the board. How many people are there? (four)
- How many *quarters* are there in a dollar? (four)

Ask: What is the shared meaning in these words? (four)

### ACTIVITY 3: *centum*

Display the familiar words *century* and *centipede*. Read them orally, pointing at each one, and then chorally with the class. Underline *cent* in each word.

Ask students the following questions:

- Ask how many years in a *century*. (one hundred)
- How many legs on a *centipede*? (one hundred)

Ask: What is the shared meaning for *cent* in these words? (one hundred)

Review: The familiar words indicate that *tri* suggests “three,” *quar* and *quat* (or *quad*) suggest “four,” and *cent* suggests “one hundred.”

## PRESENT Key Words

(Book A, pages 9–12)

Display the Lesson 2 Greek and Latin roots and review their meanings:

- the Greek root *tri* and the Latin root *tres* (*tri*), meaning “three”
- the Latin roots *quartus* (*quad*, *quar*, *quat*), meaning “fourth” and *quatuor* (*quad*, *quar*, *quat*), meaning “four”
- the Latin root *decem* (*deca*, *deci*), meaning “ten”
- the Latin root *centum* (*cent*), meaning “hundred”

Have students read the key words chorally: *bicentennial*, *centenary*, *centigrade*, *decathlon*, *decimate*, *quadrant*, *quartet*, *quatrain*, *trilogy*, *trisect*, *triumvirate*.

Present each of the key words by discussing the following:

- pronunciation
- definitions/connections to the root
- sentences
- parts of speech
- word forms

The *Nota Bene* on page 10 extends the “Numbers” theme by presenting roots that relate to the numbers five through nine.

## GUIDE Practice

### ACTIVITY 1: True or False

Have students print TRUE on a piece of green paper, and FALSE on a piece of red paper. Tell them to listen to each key word and sentence that you read aloud, decide whether the sentence is true or false, and mentally select the proper paper.

Then, on a signal from you, they should close their eyes and hold up either TRUE (green paper) or FALSE (red paper). This way, you can prevent copycat answering, and you can tell at a glance which students are correct and incorrect.

1. *Bicentennial*. The year 1976 was the *bicentennial* of 1776. true
2. *Centigrade*. Water boils at one hundred degrees *centigrade*. true
3. *Quartet*. There are three singers in a *quartet*. false
4. *Quatrain*. A *quatrain* is four lines long. true
5. *Decathlon*. A *decathlon* includes ten athletic events. true
6. *Quadrant*. A *quadrant* is one fifth of a circle. false
7. *Trilogy*. A *trilogy* ends with the third book. true
8. *Centenary*. The *centenary* celebration of 1920 will be in 2020. true
9. *Trisect*. To *trisect* is to divide in half. false
10. *Triumvirate*. Three governors formed a *triumvirate*. true
11. *Decimated*. Everyone recovered when measles *decimated* the town. false

## LESSON 2 Key Word Activity Master (see page 86)

Answers:

1. 3
2. 4
3. 100
4. 3
5. 100
6. decathlon
7. quadrant
8. trisect
9. decimate
10. centigrade
11. quatrain
12. B
13. A
14. D
15. C
16. E

### ASSIGN Exercises

(Book A, pages 12–13)

### REVIEW Lessons 1 and 2

Write the numbers 1, 2, 3, 4, 10, and 100 on the board. Divide the class into four teams. Give each team chalk of a different color. Tell students to keep their books open for this activity, and look back at the key words in Lessons 1 and 2 (pages 3–13).

Have team members take turns going to the board, writing a key word under the corresponding number (1, 2, 3, 4, 10, or 100), and using the word correctly in an oral sentence. The team with the most words in its color wins.

### SELECT Review Exercises

(Book A, pages 14–15)

---

## LESSON 3

### Literary and Historical References

- 1. pandemonium** In *Julius Caesar*, one of Shakespeare's Roman plays, the increasingly arrogant Caesar ignores warnings that the ides of March (the fifteenth) will bring danger to him, and he is stabbed by a group of conspirators in the Senate.
- 3. omnipotent** Lacking either military power or centralized authority, the Celtic tribes inhabiting Britain in the first century B.C. were easily conquered by the invading Roman army led by Julius Caesar.
- 8. totalitarian** Winner of a power struggle following the Russian Revolution of 1917, Joseph Stalin (1879–1953) held absolute authority in the Soviet Union until his death.
- 9. cloister** Transmitted by lice and fleas from infected rats, epidemics of bubonic plague, known also as the Black Plague or Black Death, swept across Europe during the late Middle Ages.
- Exercise 3B, 4b** The animals stories and illustrations of Beatrix Potter (1866–1943) such as *The Tale of Peter Rabbit* and *The Tale of Mrs. Tittlemouse* are classics of children's literature.
- Exercise 3C, 1** Since its development in the 1940s by Scottish biologist Alexander Fleming (1881–1955), penicillin has been the major drug used for treatment of infectious disease.
- Exercise 3C, 2** Despite the objections of the Barrett family that Elizabeth could never marry, English poets Elizabeth Barrett Browning (1806–1861) and Robert Browning (1812–1889) eloped to Italy and raised a family there.
- Exercise 3C, 3** A teenaged survivor of the concentration camp at Auschwitz, Elie Wiesel (b. 1928) has written extensively about the Holocaust.
- Exercise 3C, 4** Montezuma II (1480?–1520), the last Aztec emperor of Mexico, was defeated by the Spanish conquistadores led by Hernando Cortes.

## INTRODUCE Lesson 3

(Book A, page 16)

Tell students that the theme of Lessons 3 and 4 is “All or Nothing.”

Display, read, and translate the opening quotation from Lesson 3: *Omni corpus mutabile est*. “Every object is subject to change.”

- Ask students to restate the quotation in their own words. (possible answers: Everything changes. My bike is an object, and it is subject to changes like rust, flat tires, and broken spokes.)
- Point out that *omnis* is a Latin root that means “all.” The Latin quotation for this lesson starts with the word *omni*, which is a form of *omnis*, meaning “all” or “every.” It ties with the “All or Nothing” theme.

## PREVIEW Familiar Words

(Book A, page 18)

*total, totally, close, include, exclude*

### ACTIVITY 1: *totus*

Display the familiar words *total* and *totally*. Read them orally, pointing at each one, and then chorally with the class. Underline *tot* in each word.

Ask students the following questions:

- When you add numbers you get a sum. Which familiar word is a synonym of “sum”? (Total. The *total* is the “whole” amount.)
- Suppose you were caught in a downpour and got *totally* drenched. Would you be wet from head to toe? (Yes, the “whole” of you would be wet.)

Ask: What is the shared meaning for *tot* in these words? (whole)

### ACTIVITY 2: *claudo*

Display the familiar words, *close*, *include*, and *exclude*. Read them orally, pointing at each one, and then chorally with the class. Underline the letters *clo* in *close*, and *clu* in *include* and *exclude*.

Ask students the following questions:

- Can you restate the sentence, “Close the door,” using another word for *close*? (Shut the door.)
- Suppose a person is shut out from membership in a club. Which familiar word means “shut out”? (*excluded*)
- If you *include* someone in a circle, you close that person in. What do you do when you *exclude* someone? (You close, or shut, that person out.)

Ask: What is the shared meaning for *clo* and *clu* in the words? (close)

Review: The familiar words indicate that *tot* suggests “whole,” and *clo* and *clu* suggest “close.”

## PRESENT Key Words

(Book A, pages 16–18)

Display the Lesson 3 Greek and Latin roots and review their meanings:

- the Greek root *pan*, meaning “all”
- the Latin root *omnis*, meaning “all”
- the Greek root *holos*, meaning “whole”
- the Latin root *totus*, meaning “whole”
- the Latin root *claudo*, *claudere*, *clausi*, *clausum* (*clo*, *clu*), meaning “to close”

Have students read the key words chorally: *catholic*, *cloister*, *holocaust*, *omnipotent*, *omnipresent*, *omnivorous*, *panacea*, *pandemonium*, *preclude*, *recluse*, *totalitarian*.

Present each of the key words by discussing the following:

- pronunciation
- definitions/connections to the root
- sentences
- parts of speech
- word forms

## GUIDE Practice

### ACTIVITY 1: Sound-meaning connection: *holos*, *totus*

Display the key words *holocaust*, *totalitarian*, *omnipresent* and *omnipotent*. Point out the sound-meaning connection between the roots and their derivatives, as follows:

- The root *holos* in *holocaust* sounds like and means “whole.” In a *holocaust*, everything is wholly destroyed. Now apply the sound-meaning connection in *holos* to an unknown word. Do you think *holistic* medicine treats one part of the body or the whole person? (the whole person)
- The root *totus* in the word *totalitarian* sounds like and means “total.” In a totalitarian government, one person has total control. Is the Canadian government *totalitarian*? (no)

**ACTIVITY 2:** Other connections: *pan*, *omnis* and *holos*, *claudio*

Display the remaining key words: *pandemonium*, *panacea*, *omnivorous*, *omnipotent*, *catholic*, *cloister*, *preclude*, *recluse*. Give students a minute or two to review the material on pages 16–19 of the Book A. As you read aloud each of the short connections or definitions below, have students respond orally with the correct key word.

- |                       |                        |
|-----------------------|------------------------|
| 1. cure-all           | ( <i>panacea</i> )     |
| 2. all foods          | ( <i>omnivorous</i> )  |
| 3. closed-in place    | ( <i>cloister</i> )    |
| 4. all powerful       | ( <i>omnipotent</i> )  |
| 5. closed-in person   | ( <i>recluse</i> )     |
| 6. all in an uproar   | ( <i>pandemonium</i> ) |
| 7. make it not happen | ( <i>preclude</i> )    |
| 8. universal          | ( <i>catholic</i> )    |

**Lesson 3 Key Word Activity Master (see page 87)**

Answers:

1. B
2. A
3. D
4. C
5. F
6. E
7. total
8. present
9. close
10. potent
11. omnivorous
12. holocaust
13. preclude
14. catholic

**ASSIGN Exercises**

(Book A, pages 19–21)

---

## LESSON 4

### Literary and Historical References

- 3. annihilate** In 1938 American actor Orson Welles (1915–1985) broadcast a radio adaptation of H.G. Wells's (1866–1946) novel *The War of the Worlds* that created panic among listeners who believed it was a report of an actual Martian invasion.
- 5. negate** With his famous 1492 voyage that first brought Europeans to what is now called America, Christopher Columbus (1451–1506) established that ships sailing westward would not fall off the edge of the world.
- 8. vanity** Spanish artist Francisco José de Goya y Lucientes (1746–1828) is famous for his uncompromising portraits of the Spanish nobility as well as for his political paintings.
- Exercise 4B, 1a** The literary reputation of English poet John Donne (1573–1631) rests on his erotic early poetry as well as his later holy sonnets and sermons.
- Exercise 4B, 2a** Although she chose never to marry, the English Queen Elizabeth I (1533–1603) was greatly influenced by a succession of male favorites who cultivated the monarch's vanity.
- Exercise 4B, 2b** In *Pilgrim's Progress*, the allegorical tale of salvation by Puritan John Bunyan (1628–1688), the hero Christian must overcome many obstacles and temptations, such as the bazaar of Vanity Fair, on his journey to Heaven.
- Exercise 4B, 3b** Because Russian nihilists of the 1860s and 1870s denied established authority such as the church and the monarchy and advocated acts of violence against these institutions, they were actively suppressed by the Czars, especially Nicholas II (1868–1918).
- Exercise 4B, 4a** Nicolaus Copernicus (1473–1543) was the first scientist to advance the heliocentric model of the solar system.
- Exercise 4C, 7** Italian educator Maria Montessori (1870–1952) established a method of early childhood education that stresses the child's own initiative in learning.



## INTRODUCE Lesson 4

(Book A, page 21)

Remind students that the theme of Lessons 3 and 4 is “All or Nothing.”

Display, read, and translate the opening quotation from Lesson 4: *Humani nihil a me alienum puto*. “I think nothing human is alien to me.”

- Ask students to try to rephrase the quotation in their own words. (possible answers: I am a neighbor to everyone else in our global village. I have something in common with all other human beings.)
- Point out the word *nihil* in the Latin quotation. Explain that *nihil* is also a Latin root that means “nothing,” and it is one of the roots covered in Lesson 4. It ties with the “All or Nothing” theme.

## PREVIEW Familiar Words

(Book A, pages 22–23)

*nil, deny, negative, avoid, vain, void*

### ACTIVITY 1: *nihil, nego*

Display the familiar words *nil, deny, and negative*. Read them orally, pointing at each one, and then chorally with the class.

Ask students the following questions:

- If your allowance is *nil*, are you rich? (no)
- If you *deny* a request for help, do you say *yes* or *no*? (no)
- If you feel *negative*, are you in a good mood? (no)

Ask: The theme of this chapter is “All or Nothing.” With which part of that theme are the words *nil, deny, and negative* connected? (nothing)

### ACTIVITY 2: *vanus* and *vacuus*

Display the familiar words *avoid, vacuum, and evacuate*. Read them orally, pointing at each one, and then chorally with the class.

Ask students the following questions:

- Is a *void* full or empty? (empty)
- Can you use a *vacuum* to empty your carpet of dirt? (yes)
- After a room is *evacuated*, is it full of people or empty? (empty)

Ask: What is the shared meaning in these words? (empty)

## PRESENT Key Words

(Book A, pages 21–23)

Display the Lesson 4 Latin roots and review their meanings:

- the Latin root *incipio, incipere, incepti, inceptum (incip)*, meaning “to begin”
- the Latin root *nihil*, meaning “nothing”
- the Latin root *nego, negare, negivi, negatum (neg)*, meaning “to deny”
- the Latin roots *vanus (van)* and *vacuus (vac, vacu)*, meaning “empty”
- the Latin roots *aperio, aperire, aperui, apertum (aper)*, meaning “to open”

Have students read the key words chorally: *annihilate, aperture, inception, incipient, negate, nihilism, overt, renegade, vacuous, vanity, vaunt*.

Present each of the key words by discussing the following:

- pronunciation
- definitions/connections to the root
- sentences
- parts of speech
- word forms

## GUIDE Practice

### ACTIVITY 1: The key words related to the meaning “nothing”

Display these key words: *annihilate, negate, nihilism, renegade, vacuous*.

Explain that they are all connected with the “nothing” part of this lesson’s theme, but in different ways. Read aloud these nothing-related clues, and have students respond orally with the best key word.

- |                                   |                     |
|-----------------------------------|---------------------|
| 1. belief in nothing              | <i>(nihilism)</i>   |
| 2. person with loyalty to nothing | <i>(renegade)</i>   |
| 3. destroy, reduce to nothing     | <i>(annihilate)</i> |
| 4. deny, declare to be nothing    | <i>(negate)</i>     |
| 5. nothing inside, empty          | <i>(vacuous)</i>    |

**ACTIVITY 2: Taking a "true-false" stand**

Display these key words: *aperture, inception, incipient, overt, vanity, vaunt*.

Tell students to stand if the sentence is true and remain seated if the sentence is false. Read aloud each statement below, and have students stand (or sit) to indicate *true* or *false*.

- |  |       |
|--|-------|
| 1. A braggart is likely to <i>vaunt</i> his achievements.              | true  |
| 2. A <i>vanity</i> is a table for the living room.                     | false |
| 3. Light passes onto the lens of a camera through an <i>aperture</i> . | true  |
| 4. The <i>inception</i> of a process comes at the end.                 | false |
| 5. <i>Overt</i> anger is obvious and easy to spot.                     | true  |
| 6. An <i>incipient</i> illness is just starting to develop.            | true  |

**Lesson 4 Key Word Activity Master (see page 88)**

Answers:

1. B
2. A
3. C
4. E
5. D
6. G
7. F
8. H

9–12. Answers will vary.

**ASSIGN Exercises**

(Book A, pages 24–25)

## REVIEW Lessons 3 and 4

Sometimes a limerick can give students a feel for a new word. Display these limericks about a word from Lesson 3 (*pandemonium*) and a word from Lesson 4 (*inception*) and have students orally answer the questions below. (Note that the limericks also use the familiar word *nil* and the key word *preclude* in context.)

### *Pandemonium*

### *Inception*

Think “hubbub” and “racket” and “din,”

“The very beginning, the start”

“Uproar from without and within.”

Is the meaning I’d like to impart.

It’s loud and it’s shrill.

I defy any dude

Peace and quiet are nil.

Who would try to *preclude*

*Pandemonium* makes your head spin.

My defining *inception* by heart.

1. Is *pandemonium* noisy or silent? (noisy)
2. At the *inception* of a process, do you have a finished product? (no)
3. Is a library a place where “peace and quiet are *nil*”? (No, libraries are usually quiet.)
4. If you keep something from happening, have you *precluded* the event? (yes)

Have students write some limericks, couplets, or other rhymes that show the meanings of the words from Lessons 3 and 4. Post a selection of them on your bulletin board.

Possible samples:

I’ve tried to be social, but what’s the use?  
I’ll stay in my room and become a *recluse*.

When the *trilogy* of songs was played,  
An amazing and glorious sound was made.

## SELECT Review Exercises

(Book A, page 26)

---

## LESSON 5

### Literary and Historical References

- 8. comply** In 1955 Rosa Parks (b. 1923) defied a Montgomery, Alabama, ordinance by refusing to yield her seat in the front of a city bus; her arrest led a local minister, Dr. Martin Luther King, Jr. (1929–1968), to organize a boycott of the bus system.
- 9. implement** Invented by American manufacturer Cyrus Hall McCormick (1809–1884) in 1834, the reaping machine enabled one worker to harvest many acres single-handedly.
- Exercise 5B, 2b** An advocate of nonviolence, Indian leader Mahatma Gandhi (1869–1948) frequently resorted to personal fasts as a means of influencing political events.
- Exercise 5B, 2c** Blitzkrieg, or “the Blitz,” was a series of intensive air raids launched by Germany against London during World War II for the purpose of demoralizing the populace and weakening English resistance.

### INTRODUCE Lesson 5

(Book A, page 27)

Tell students that the theme of Lessons 5 and 6 is “More or Less.”

Display, read, and translate the opening quotation from Lesson 5: *Satis eloquentiae, sapientiae parum.* “Enough eloquence, too little wisdom.”

- Ask students for restatements in their own words. (possible answer: Skillful speakers may sound great with their *eloquent* delivery, but what they say still might not make sense.)
- Point out that *satis* is a Latin root that means “enough,” and it is one of the roots covered in Lesson 5. This ties with the “More or Less” theme by suggesting that sometimes *more eloquence* covers up *less wisdom*.

## PREVIEW Familiar Words

(Book A, pages 27–28)

*microorganism, microscope, microphone, minus, diminish, minute*

### ACTIVITY 1: *micro*

Display the familiar words *microorganism*, *microscope*, and *microphone*. Read them orally, pointing at each one, and then chorally with the class. Underline *micro* in each word.

Ask students the following questions:

- Do you think a *microorganism* is big or small? (Small. Explain that a *microorganism* is so small it cannot be seen with the naked eye.)
- To get a good look at a *microorganism*, what instrument would you use? (A *microscope*. It makes small things look larger.)
- What does a *microphone* do for a small, soft voice? (makes it sound larger, louder)

Ask: What shared meaning for *micro* is in these words? (small)

### ACTIVITY 2: *min*

Display the familiar words *minus*, *diminish*, and *minute*. Read them orally, pointing at each one, and then chorally with the class. Underline *min* in each word.

Ask students the following questions:

- In math, what does *minus* mean? (less, take away from, subtract)
- When you *diminish* something, do you add to it or subtract from it? (subtract)

Tell students that *minute* can be pronounced two ways: *mī' nət* (1/60 of an hour) or *mī nōōt'* (small). A sixty-second *minute* is a small, or *minute*, period of time. Ask your students rhyming riddles, using *minute* (*mī nōōt'*).

- What is a small apple? (a minute fruit)
- What is a small underground part of a plant? (a minute root)
- What is a small horn? (a minute flute)
- What is a small cowboy shoe? (a minute boot)
- What is a small soft noise made by an owl? (a minute hoot)

Review: The familiar words indicate that both *micro* and *min* suggest meanings connected with “small, tiny, less.”

## PRESENT Key Words

(Book A, pages 27–30)

Display the Lesson 5 Greek and Latin roots and review their meanings:

- the Greek root *mikros* (*micro*), meaning “small”
- the Latin root *minuo*, *minuere*, *minui*, *minutum*, meaning “to lessen” and *minus*, meaning “less”
- the Latin root *tenuo*, *tenuare*, *tenuavi*, *tenuatum* (*tenu*), meaning “to make thin” and *tenuis* (*tenu*), meaning “thin”
- the Latin root *satis* (*sat*), meaning “enough”
- the Latin roots *impleo*, *implere*, *implevi*, *impletum* (*plen*), meaning “to fill” and *plenus* (*plen*), meaning “full”

Have students read the key words chorally: *attenuate*, *comply*, *expletive*, *implement*, *microbe*, *microcosm*, *minuscule*, *minutia*, *replete*, *satiated*, *tenuous*.

Present each of the key words by discussing the following:

- pronunciation
- definitions/connections to the root
- sentences
- parts of speech
- word forms

## GUIDE Practice

### ACTIVITY 1: Where for the Nouns

Display the key words that are nouns so that you can lead a discussion of where they might be found: *implement*, *minutia*, *microbe*, *microcosm*, *expletive*.

Ask students the following questions:

- Where might you find *implements* for cooking? Building a house? What are those implements? (possible answers: utensils like spoons, spatulas, and whisks are *implements* in a kitchen drawer; tools like hammers and saws are *implements* in a toolbox.)
- Where might you find tiny living organisms called *microbes*? (possible answers: under a microscope in a laboratory, in a doctor's office or a hospital.)
- What is an example of *minutia* in your house? (possible answers: a doll bracelet, a paper clip.)
- Where might you find a *microcosm* of our school? (possible answer: Here in our classroom. This class is a *microcosm* of the whole school.)
- Where might you hear or read an *expletive*? (possible answers: On television, angry people come out with bad words, oaths, and *expletives*. In comic strips you see symbols like “#\$\$%@” for *expletives*.)

### ACTIVITY 2: Restatements for the Adjectives and Verbs

Next, display the key words that are adjectives and verbs, with the following one-word definitions of each.

*minuscule*—tiny

*satiated*—full

*tenuous*—weak

*attenuate*—lessen

*replete*—complete

*comply*—obey

Read each sentence containing a key word aloud. Emphasize the italicized key word. Point to the key word as you say it. After each sentence, have your students restate the sentence, using the easy one-word definition of the key word.



1. A crumb is a *minuscule* part of a cake. (restatement: A crumb is a tiny part of a cake.)
2. After Thanksgiving dinner, I was *satiated*. (restatement: After Thanksgiving dinner, I was full.)
3. I saw only a *tenuous* connection between the book and the movie. (restatement: The book and the movie were so different that I saw only a weak connection between them.)
4. The trees *attenuated* the force of the rainstorm. (restatement: The trees lessened the force of the rainstorm.)
5. All students are expected to *comply* with the school rules. (restatement: All students are expected to obey the school rules.)
6. The flower garden was in full bloom, *replete* with ferns. (restatement: The flower garden was in full bloom, complete with ferns.) Point out to students that it's easy to remember that *replete* means *complete* because they both have *plete* on the end. They both come from roots that mean *full*.

To provide more oral practice for students, reverse the preceding activity. You say the restated sentence, and have the students come back with the sentence using the key word.

### Lesson 5 Key Word Activity Master (see page 89)

Answers:

1. B
2. C
3. A
4. E
5. D
6. microbe
7. minutia
8. microcosm
9. tenuous
10. minuscule
11. expletive

### ASSIGN Exercises

(Book A, pages 30–32)

---

## LESSON 6

### Literary and Historical References

1. **copious**                    The more than 1500 letters of Marie de Rabutin Chantal, Marquise de Sévigné (1626–1696), were published posthumously in 1725.
4. **magnate**                    Western Union magnate Ezra Cornell (1807–1874) founded Cornell University in 1865.
- Exercise 6B, 2c**                As he expressed in his Gettysburg Address, Abraham Lincoln (1809–1865) urged a policy of reunification and tolerance between combatants after the Civil War.
- Exercise 6B, 4c**                Alfred Nobel (1833–1896), the inventor of dynamite, provided in his will for annual prizes in the fields of literature, physiology or medicine, chemistry, physics, and the promotion of world peace.
- Exercise 6C, 1**                 In the early twentieth century, William Randolph Hearst (1863–1951) built a powerful chain of American newspapers and magazines.

### INTRODUCE Lesson 6

(Book A, page 32)

Remind students that the theme of Lessons 5 and 6 is “More or Less.”

Display, read, and translate the opening quotation from Lesson 6: *Magna est veritas et praevalet*. “The truth is great and it will prevail.”

- Ask students what the word *prevail* means. (win, overcome, be accepted) What synonyms of *great* would fit in the quotation? (Truth is *powerful, forceful, strong, effective*, and it will prevail.)
- Point out that the first word of the Latin quotation, *magna*, is a form of the Latin root *magnus* which is featured in Lesson 6. This lesson ties with the “More or Less” theme of Lessons 5 and 6 by emphasizing *more* via five different roots. The roots *copia* (plenty), *makros* (large), *magnus* (great), *megas* (great) and *poly* (many) are featured.

## PREVIEW Familiar Words

(Book A, pages 32–33)

*megaphone, magnify, copy, magnificent*

Display the familiar words *megaphone, magnify, copy,* and *magnificent*. Read them orally, pointing at each one, and then chorally with the class.

Ask students the following questions:

- Have a student draw a *megaphone* and a *magnifying glass* on the board. How is each used? (A megaphone can make a person's voice sound louder. A magnifying glass makes a small item look larger.)
- How many *copies* of a paper you would need for the whole class? Explain that it is possible to make just one *copy* at the copying machine. But would you make more than one for the whole class? Would you usually make a few extra *copies*, just in case? (Yes, you usually make lots of copies, a plentiful number, more than enough.) This will lead up to helping students connect the familiar word *copy* and the key word *copious* in this lesson.
- Have the class compile a list of sightseeing attractions that are *magnificent*. (Accept all suggestions of places that are large, great, or impressive, such as the Statue of Liberty, Grand Canyon, even a major roller coaster.) Are any of these magnificent attractions tiny or small? (no)

Review: The familiar words indicate that *mega, magnus,* and *copia* suggest “large, great, plentiful.”

## PRESENT Key Words

(Book A, pages 32–34)

Display the Lesson 6 Greek and Latin roots and review their meanings:

- the Latin root *copia* meaning “plenty”
- the Greek root *makros (macro)*, meaning “large”
- the Latin root *magnus*, meaning “great”
- the Greek root *megas*, meaning “great”
- the Greek root *poly*, meaning “many”

Have students read the key words chorally: *copious, macrocosm, magnanimous, magnate, magnitude, megalomania, polygamy, polygon.*

Present each of the key words by discussing the following:

- pronunciation
- definitions/connections to the root
- sentences
- parts of speech
- word forms

## GUIDE Practice

### True or False

Have students print TRUE on a piece of green paper, and FALSE on a piece of red paper. Tell them to listen to each key word and sentence that you read aloud, decide whether the sentence is true or false, and mentally select the proper paper.

Then, on a signal from you, they should close their eyes and hold up either TRUE (green paper) or FALSE (red paper). This way, you can prevent copycat answering, and you can tell at a glance which students are correct and incorrect.

1. *Copious*: A copious supply of shirts would fill a drawer. true
2. *Macrocosm*: A macrocosm is smaller than a microcosm. false
3. *Magnanimous*: A magnanimous person deserves thanks. true
4. *Magnate*: A magnate earns a very small salary. false
5. *Magnitude*: The magnitude of our solar system is impressive. true
6. *Megalomaniac*: A megalomaniac does not think he is very important. false
7. *Polygon*: A polygon can have six or seven sides. true
8. *Polygamy*: Polygamy is the practice of having more than one spouse. true

Stop and have students defend their answers whenever you see a mix of red and green responses. With the help of the dictionary, teams of students can compose additional true or false sentences in which they use the key words.

## Lesson 6 Key Word Activity Master (see page 90)

Answers:

1. polygamy
2. polygon
3. megaphone
4. macrocosm
5. magnanimity
6. megalomania
7. *magnitude* and *magnate*
8. *copying* and *copious*
9. *magnate* and *magnanimous*
10. *magnifying* and *magnificent*
- 11–12. Answers will vary.

## ASSIGN Exercises

(Book A, pages 34–36)

### REVIEW Lessons 5 and 6

Remind your students that the theme of Lessons 5 and 6 was “More or Less.” Display the words below in random order, *not* in the pairs as shown. Have your students race to form these pairs of antonyms that reflect “More or Less”: *macrocosm/microcosm, satiate/starve, comply/refuse, magnanimous/stingy, strong/tenuous, huge/minuscule, copious/scarce*. Students can work independently or as teams.

You will also want to review the following words: *polygon, implement, expletive, polygamist, megalomaniac, magnate, minutia, microbe, replete, magnitude, attenuate*. Have students divide this list into words they can depict in drawings and words they can't. The words are increasingly difficult to represent pictorially. Some students will attempt only the first two, but others may create scenes that represent even the final words. Students who are not as comfortable with visual representations are encouraged to write descriptive sentences that use the words in context based on other students' pictures.

### SELECT Review Exercises

(Book A, page 37)

---

## LESSON 7

### Literary and Historical References

1. **antebellum** Written by Margaret Mitchell (1900–1949), *Gone With the Wind* was a best-selling novel that was made into a Academy Award-winning film.
2. **antecedent** The Germanic language Anglo-Saxon (also called Old English), spoken in England between the eighth and twelfth centuries, is the primary source of modern English.
4. **avant-garde** An artistic style originating in late nineteenth-century France, Impressionism sought to capture a visual impression of a particular moment using pure primary colors and bold brushwork.
5. **vanguard** The vastly outnumbered English troops of King Henry V (1387–1422) defeated an army of mounted French knights at Agincourt in 1415.  
In intentional contrast to the nobility, partisans of the French Revolution eschewed wigs and wore their hair unpowdered.
- Exercise 7B, 1b** Following the stock market crash of 1929, a period of radical decline in the national economy known as the Great Depression caused thousands to be unemployed and millions to live in poverty.
- Exercise 7B, 2b** In 1588 the English ships of Queen Elizabeth I defeated the “invincible” Armada sent by Spain’s King Phillip II to conquer the English navy.
- Exercise 7B, 2c** Both the public and private buildings of American architect Frank Lloyd Wright (1869–1959) illustrate his dictum that form should follow function.
- Exercise 7B, 3d** Gautama Siddhartha (563?–483 B.C.?), whose title of The Buddha means “the enlightened one,” taught the principles that became Buddhism, which include nonviolence to all living things.
- Exercise 7B, 5a** In Shakespeare’s play *Julius Caesar*, the protagonist defies several warnings, including his wife’s dream, and attends the Senate, where an assassination awaits him.
- Exercise 7C, 4** Although Polonius in Shakespeare’s *Hamlet* is characterized by his long-windedness, his advice to his son Laertes has become famous: “And this above all, to thine own self be true. ...”
- Exercise 7C, 7** In Charles Dickens’s novel *Little Dorrit* (1857), the impoverished Dorrit family illustrates the horrors of debtors’ prisons and the folly of class snobbery.

## INTRODUCE Lesson 7

(Book A, page 38)

Tell students that the theme of Lessons 7 and 8 is “Before and After.”

Display, read, and translate the opening quotation from Lesson 7: *Praemonitus, praemunitus*. “Forewarned is forearmed.”

- Ask students to paraphrase the opening quotation. (possible answer: When you are told in advance what is coming, you can be prepared for it. This saying applies well to tests in school. If you are forewarned on Monday that there will be a quiz on Friday, you can forearm yourself with knowledge all week and do well on the quiz.)
- Point out that the quotation ties with the “Before and After” theme of Lesson 7 by emphasizing the *before* part (*forewarned, forearmed*). The Latin root *pre* meaning “before” is featured in the lesson.

## PREVIEW Familiar Words

(Book A, page 40)

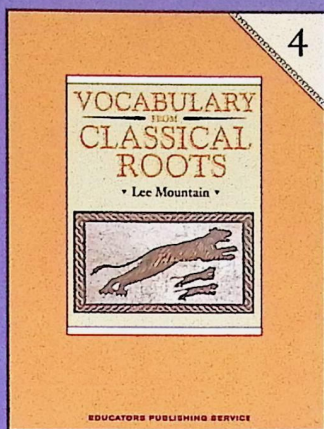
*precaution, precede, predict, prefix, prepare, prevent*

Display the familiar words *precaution, precede, predict, prefix, prepare, and prevent*. Read them orally, pointing at each one, and then chorally with the class. Underline *pre* in each word.

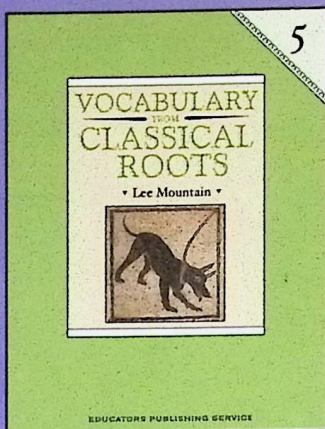
Ask students the following questions:

- What *precautions* should you take against sunburn? (Apply sunscreen *before* spending time outdoors.) What *precautions* against mosquito bites? (Apply bug repellent **before** going outside.)
- If you *precede* someone in line, do you walk behind that person? (No, you walk **before** that person.)
- Do you *predict* the future or the past? (Future. You predict something **before** it happens.)
- Name some common *prefixes*. (un, re, dis). List words that start with these prefixes. (unhappy, unable, undo; return, renew, rebuild; dissatisfied, disappear, disagree.) Where does the prefix appear? (at the beginning, **before** the rest of the word)
- Do you *prepare* a meal after eating? (no, **before** eating)
- How do you *prevent* catching measles? (You get a vaccination **before** you are exposed to the disease.)

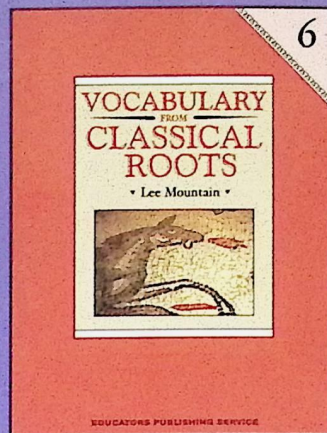
Ask: What meaning do you associate with the prefix *pre*? (before)



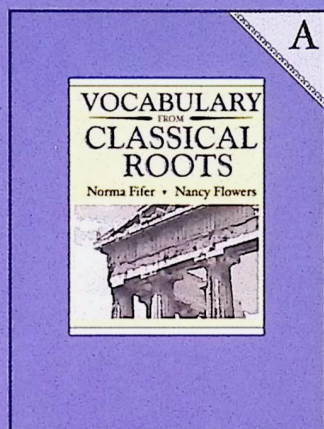
Grade 4



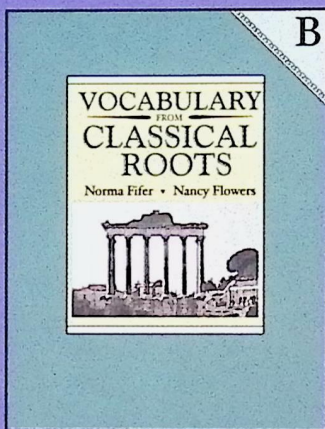
Grade 5



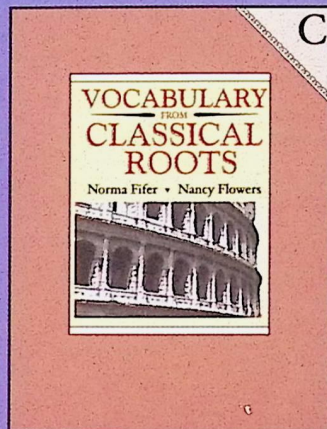
Grade 6



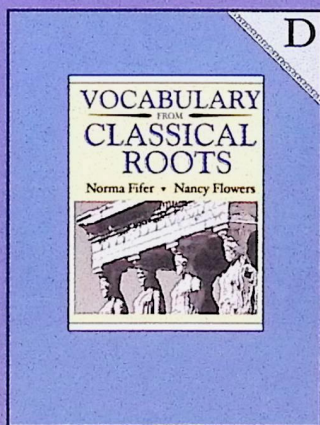
Grade 7



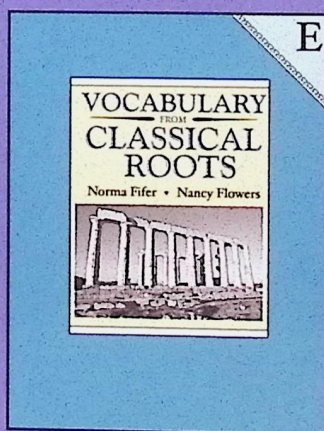
Grade 8



Grade 9



Grade 10



Grade 11



EDUCATORS PUBLISHING SERVICE

800.225.5750

www.epsbooks.com

ISBN 0-8388-0860-3



9 780838 808603