

E

Teacher's Guide and Answer Key

VOCABULARY  
FROM  
CLASSICAL  
ROOTS™

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## LESSON 1

### Literary and Historical References

- 1. interloper**            The domineering, intrusive Mrs. Proudie is a character in *Barchester Towers* by English novelist Anthony Trollope (1815–1882).
- 2. internecine**        Although King Pyrrhus (318?–272 B.C.) won several costly battles against the Romans, he was eventually defeated and returned home to Epirus in northwest Greece.

Military losses were severe on both sides in the Civil War: Union dead on the battlefield and from wounds, approximately 364,222; Confederate dead, 258,000.
- 3. interpolate**        Rossini (1792–1868) directed Rosina to sing “an air” of her choosing for the music lesson in this comic opera about young lovers outwitting an avaricious guardian. This tradition has been continued.
- 4. interregnum**        Following the execution of King Charles (1600–1649) the anti-royalist and anti-Catholic Oliver Cromwell (1599–1658) became Lord Protector of England during the period known as the Commonwealth and Protectorate.

The South African novelist Nadine Gordimer (b. 1923) quotes the Italian political leader Antonio Gramsci (1891–1937) in an epigraph at the beginning of her novel *July’s People* to highlight the political instability of twentieth-century South Africa.
- 5. interpose**         The Gregorian calendar reformed during the papacy of Gregory XIII (1502–1585) is now used around the world.

Augusta Elton, the vicar’s bride, appears in *Emma* by the English author Jane Austen (1775–1817).
- 6. juxtapose**         “Pied Beauty” by English poet Gerard Manley Hopkins (1844–1889) illustrates his striking images and innovative rhythmic patterns.
- 7. propinquity**        “Propinquity” by Scottish author Alastair Reid (b. 1926) appears in his collection *Weathering, Poems and Translations*.

With only close family members to stimulate her imagination, the English novelist and poet Emily Brontë (1818–1848) nevertheless created violent passions and conflicts in *Wuthering Heights*.



- 8. rapprochement** During his term as pontiff (1958–1963), Pope John XXIII (1881–1963) served as the catalyst for the rapprochement of Israel and the Vatican, one of the many accomplishments of the ecumenical council known as Vatican II.
- 9. quiescent** The Chinese revolutionary writer Ting Ling (1907–1975?) experienced alternating periods of approval and oppression under the Communist regime from the 1930s onward.
- 10. acquiesce** One of the most distinguished English authors and scholars in the eighteenth century, Samuel Johnson (1709–1784) was an essayist and critic as well as the creator of the first dictionary of the English language.
- 11. requiem** In act V, scene i, of *Hamlet* by Shakespeare (1564–1616), the beleaguered protagonist learns of Ophelia’s death and the omission of usual formalities because of her suspected suicide.
- 12. unrequited** Although King Arthur emerged as a historical figure in fifth- and sixth-century legend, stories of Guinevere and the knights of the Round Table arose in twelfth-century England and were later developed more fully in France.
- 13. abstruse** Thermodynamics refers to the relationship of heat and other forms of energy, entropy means “movement toward loss,” or “inertia,” and can apply not only to thermodynamics, but also to information and social systems.
- 15. obtrude** In *David Copperfield* by Charles Dickens (1812–1870), Uriah Heep attempts to trick the Wickfield father and daughter out of their life savings.
- Exercise 1B, 1a** Verdi (1813–1901) wrote the Requiem (mass for the dead) honoring Manzoni to be performed in his city, Milan, on the anniversary of his death.
- Exercise 1B, 1d** The title of the poem by the Russian Yevgeny Yevtushenko (b. 1933) commemorated the site outside Kiev where the massacre of the Jews occurred.
- Exercise 1B, 2b** The expedition of Meriwether Lewis (1774–1809) and William Clark (1770–1838), the American explorers with whom Sacajawea (1787?–1812) traveled, proved the feasibility of an overland route from St. Louis to the Pacific Coast.
- Exercise 1B, 2c** The linkage of the god Quetzalcoatl and the Toltec king Topiltzin may have resulted from confusion in the translation of Aztec myths.



- Exercise 1B, 2d** With Amy Vanderbilt's *Complete Book of Etiquette* and subsequent revisions, the American author (1908–1974) asserted her claim as one of the leading authorities on good manners.
- Exercise 1B, 3a** Political power wielded by Charles of Anjou, the brother of the king of France, interfered for three years with the election of a new pope between the brief rule of the French Clement VI and the Italian Gregory X.
- Exercise 1B, 4a** In her novels *Love Medicine*, *The Beet Queen*, and *Tracks*, Louise Erdrich (b. 1954) explores her own Chippewa and German heritage through three families, the Kapshaws, Lamartines, and Morrisseys.
- Exercise 1B, 4d** In *The Adventures of Huckleberry Finn* by Mark Twain (Samuel Clemens, 1835–1910), the naive but often canny responses of the young protagonist charge the author's satire.
- Exercise 1B, 6a** In *Collected Poems*, for which the American poet Marianne Moore (1887–1972) received the Pulitzer Prize in 1951, and the *Complete Poems*, readers will note her interest in animals as well as her use of concrete detail to evoke the look of objects.
- Exercise 1B, 6b** *The Prelude* by the English poet William Wordsworth (1770–1850) relates the author's experience from childhood through his stay in France during the French Revolution and pays tribute to the Irish-born Burke (1729–1799).
- Exercise 1C, 1** Through her scrupulous classification and drawing of Maine plants during her lifetime, Catherine (Kate) Furbish (1834–1931) had identified the sole habitat of the endangered snapdragon (named in her honor) and so posthumously preserved it from extinction.
- Exercise 1C, 2** The Scottish novelist Sir Walter Scott (1771–1832) tells how Saladin, disguised as a physician, uses his talisman, a magic potion, to cure Richard's fever before revealing himself to settle long-standing conflicts.
- Exercise 1C, 5** In *The Master Builder* by the Norwegian playwright Henrik Ibsen (1828–1906), Hilda Wangel arrives to challenge the middle-aged master builder Halvard Solness to fulfill a ten-year-old promise: to risk building a "castle in the air."
- Exercise 1C, 7** The first Black student attempting to enroll at the University of Alabama in Tuscaloosa, Autherine Lucy (b. 1929) was eager to continue her education there until riots became a danger. She declined the invitation issued in the 1980s to return, but she considers the University of Alabama her alma mater.



- Exercise 1C, 8** Rod [Edward Rodman] Serling (1924–1975) received an Emmy award for the television play *Requiem for a Heavyweight* but turned to fantasy, *The Twilight Zone* series, 1959–1964, in order to deal more freely with socially significant themes.
- Exercise 1C, 10** Readers of the work of the Irish writer James Joyce (1882–1941) find *Dubliners* and *A Portrait of the Artist as a Young Man* more accessible than the later novels, *Ulysses* and *Finnegans Wake*.
- Exercise 1D** Those involved in the Russian Revolution were Czarina Alexandra (1872–1918); Czar Nicholas II (1868–1918), the last of the Romanovs; Grigori Efimovich Rasputin (1872–1916), a semiliterate peasant with religious fervor and great personal magnetism; Aleksandr Feodorovich Kerenski (1881–1970), a Russian revolutionary who served briefly as premier; and Vladimir Ilyich Lenin (1870–1924), a Russian revolutionary who founded bolshevism, led the revolution, and by 1922 had created a Communist party dictatorship.

## INTRODUCE Lesson 1

(Book E, page 1)

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

Display, read, and translate this Latin phrase (from page 1 of Lesson 1): *Requiescat in pace*. “May he or she rest in peace.”

- Ask students why the letters R.I.P. are sometimes inscribed on gravestones. (Sample: “R.I.P.” stands for “*Requiescat in pace*” or “Rest in Peace”—a comforting sentiment to people mourning a loss.)
- Point to *Requiescat*, explaining that it is formed from the Latin root *quiescere*, “to rest.”
- Tell students that English words with this Latin root are among the words to learn in Lesson 1.

## PREVIEW Familiar Words

(Book E, pages 2–5)

*intercept, interfere, pose, approach, tranquil, intrude*

### ACTIVITY 1

The Latin *inter* (“between”) is the source of English words with the prefix *inter-*. Help students compare and contrast words with the root.

- Display the familiar words *intercept* and *interfere*, both of which have meanings used in sports.
- Ask: What is the prefix of both words? (*inter-*)



- Have students tell what it means to *intercept* a ball in a game and to *interfere* with a play. (Sample: to take possession of the ball from the other team; to introduce an obstacle into a play)
- Ask: How is the meaning of *inter*—“between”—shown in the words *intercept* and *interference*? (Sample: A player gets *between* the ball and the other team; a player hinders the game by introducing an obstacle *between* the opposing player and his or her aim.)

### ACTIVITY 2

The Latin *ponere* (“to put,” “to place”) and related forms are sources of English words with the root *pon/pos(e)*. Help students compare and contrast words with the root.

- Display the familiar word *pose*.
- Have students demonstrate different poses.
- Tell students that the roots *pose* and *pos* come from a Latin word meaning “to put or place.”
- Ask: How does the root *pose* relate to the familiar word “pose”? (Sample: to *pose* is to *put/place* a body in unusual positions.)

### ACTIVITY 3

The Latin *prope* (“near”) and related forms are sources of English words with the root *prop/proach*. Help students think about the root meaning.

- Display the familiar word *approach*.
- Say these phrases, and have students tell what *approach* means in each one:
  - the *approach* of summer (Sample: Summer is drawing *near*.)
  - to *approach* the house (Sample: To get *nearer* to the house.)
  - the airplane’s final *approach* (Sample: The airplane *nears* the runway.)
  - to *approach* greatness (Sample: To get *nearer* to doing something great.)
- Point to *proach*, explaining that the root is based on a Latin word that means “near.”

### ACTIVITY 4

The Latin *quiescere* (“to rest,” “to remain quiet”) and related forms are sources of English words with the root *qui/quies/quiet*. Help students make meaning connections.

- Display the familiar word *tranquil*.
- Have students show a tranquil facial expression.
- Ask: How does the Latin root meaning of “quiet” show up in the word *tranquil*? (Sample: Something that is *tranquil* is *quiet* and calm.)



### ACTIVITY 5

The Latin *trudere* (“to push”) and related forms are sources of English words with the root *trude/truse*. Help students think about the root meaning.

- Display the familiar word *intrude*.
- Have students name people or things that can intrude. (Samples: an unwelcome guest, a ringing telephone, worries)
- Point to *trude*, explaining that the root comes from a Latin word that means “to push.”
- Ask students to define *intrude* using the word push. (Sample: To *intrude* is to *push* in where you are not expected or wanted.)

### ACTIVITY 6: Word Parts

Have students analyze the words *intercept*, *dispose*, and *intrude* to identify three prefixes (inter-, dis-, in-). Have small groups work together to recombine word parts to make new, real words, then check their words in a dictionary. (Possible words: incept, interpose, indispose, impose [in- + pose; remind students that the prefix *in-* is assimilated, or changes its spelling, to *im-* before the consonants *b*, *m*, and *p*.])

### ACTIVITY 7: Review Familiar Words

Review by having students identify a displayed word that has a root meaning “to push” (“intrude”); “between” (“intercept,” “interfere”); “to put or place” (“pose”); “to rest, remain quiet” (“tranquil”); “near” (“approach”).

## PRESENT Key Words

(Book E, pages 1–5)

Direct students to read the five roots and root families boldfaced on pages 2–5 of their Level E books. Then have them turn to page 1 to read the boxed key words chorally: *abstruse*, *acquiesce*, *extrude*, *interloper*, *internecine*, *interpolate*, *interpose*, *interregnum*, *juxtapose*, *obtrude*, *propinquity*, *quiescent*, *rapprochement*, *requiem*, *unrequited*.

Present each key word by discussing the following:

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

Use the *Nota Bene* with *unrequited* to have students offer contrasting sentences with the antonyms *requited* and *unrequited*. (Sample: Shakespeare’s comedies often begin with *unrequited* love. By the end, however, love is usually *requited*.)



## GUIDE Practice

### Paraphrase Phrases

Have students use their own words to tell what each of these expressions means:

- *interposed* an unnecessary comment (Sample: interrupted to say something that was not helpful)
- *internecine* warfare (Sample: war within a nation)
- the *propinquity* of cousins (Sample: kinship, relatedness)
- *extruded* the icing to decorate the cake (Sample: pushed the icing through a narrow device)
- a pleasing *juxtaposition* of colors (Sample: colors arranged side by side in an attractive way)
- competition from an *interloper* (Sample: unwelcome competition from an outsider)
- the *rapprochement* reached by both ambassadors (Sample: an agreement between nations reached by ambassadors)
- *abstruse* texts (Sample: writings that are complex and hard to understand)
- to *interpolate* a chapter (Sample: to insert an extra chapter between others)
- *acquiesced* by their silence (Sample: showed agreement by not saying anything)
- an *obtruding* opinion (Sample: an opinion no one has asked to hear)
- to compose a *requiem* (Sample: to write a piece of music or other composition honoring the dead)
- collapse of law during the *interregnum* (Sample: civil chaos in the period between rulers)
- *quiescence* before the storm (Sample: the calm before the storm)
- *unrequited* love (Sample: love that is not reciprocated)



**Lesson 1 Key Word Activity Master (see page 115)**

Answers:

1. obtruding
2. unrequited
3. extrusion
4. juxtaposition
5. interloper
6. propinquity
7. interpose
8. abstruse
9. internecine
10. requiem
11. acquiesce
12. rapprochement
13. interregnum
14. interpolated
15. quiescent

**ASSIGN Exercises**

Book E, pages 6–9



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## LESSON 2

### Literary and Historical References

1. **altercation**            The Irish nationalist leader Parnell (1846–1891) eventually converted Prime Minister Gladstone (1809–1898) to support Home Rule for Ireland.
2. **altruism**                Ceaselessly optimistic about international unity, the English economist Barbara Ward (1914–1981) contributed to a collection of lectures, *The Rich Nations and the Poor Nations*.
3. **ephemeral**             Members of the shortlived Brookfarm community, founded by George Ripley (1802–1880) and located in West Roxbury, Massachusetts, included Nathaniel Hawthorne (1804–1864) and Charles Anderson Dana (1819–1897); notable visitors were Bronson Alcott (1799–1888), Ralph Waldo Emerson (1803–1882), Margaret Fuller (1810–1850), and Horace Greeley (1811–1872).
4. **epitaph**                The English novelist Jane Austen (1775–1817) lived most her life in Hampshire but suffered her final illness in Winchester and was buried in the cathedral of that city.
5. **epitome**                The quoted lines from the poem *Absalom and Achitophel* by the English poet John Dryden (1631–1700) are an example of the heroic couplet.
6. **eponymous**            The French inventor Louis Braille (1809–1852) devised a printing and writing system for the blind. James Thomas Brindell, the seventh earl of Cardigan (1797–1868), now the eponym for a sweater, led the disastrous cavalry charge in 1854 that Tennyson cites in “The Charge of the Light Brigade.” Etienne de Silhouette (1709–1767), the French finance minister to King Louis XV, is associated with stinginess in portraits, reducing them to black and white. John Montagu, the fourth earl of Sandwich (1844–1930), stayed at the gambling table to eat his portable lunch and dinner, now known as a sandwich. The Reverend W. Archibald Spooner of New College, Oxford, tended unintentionally to reverse letters or sounds of two words with comic effect. The Marquise de Pompadour (1721–1764) was influential in both fashion and court politics, assisting in the election of the French king Louis XV’s ministers as well as engaging notable artists to decorate her houses.



- 6. nota bene** The Athenian philosopher Epicurus lived from 343 to 270 B.C.
- 8. paradox** Oliver Wendell Holmes (1841–1935) was not only a distinguished jurist and Supreme Court justice, but also a physician, professor, essayist, and poet. The historian referred to is John Lothrop Motley (1814–1877).
- 9. paragon** Aspasia (470?–410 B.C.), the mistress of Pericles, served as the hub of literary and philosophical society in Athens during the government of Pericles (c. 495–429 B.C.).
- 11. peripatetic** *As I Walked Out One Midsummer Morning* by English author Laurie Lee (b. 1914) is a lyrical autobiographical account of a walking journey through central Spain just before the outbreak of the Spanish Civil War in 1936. Drawn to help the war effort, he returned to Spain in 1936; in *A Moment of War* (1993) he ruefully recalls the misery and futility of his months as a soldier fighting against General Franco.
- 12. peripheral** Considered one of the foremost members of the women’s movement, the American writer Gloria Steinem (b. 1934) was cofounder and editor of *Ms.* magazine and writes frequently about human rights, women’s issues, and India.
- 13. anathema** When Martin Luther (1483–1546) posted the 95 Theses on the chapel door at Wittenberg, where he was a professor of biblical studies, his action fueled the Protestant Reformation.
- 14. antithesis** Ella Fitzgerald (1918–1996) sang with more than forty symphony orchestras in the United States, won eight Grammy awards, and received Kennedy Center Honors in 1979.  
The American writer Minna Thomas Antrim (1856–unknown) reveals her inclination toward pithy sayings in her book *Naked Truths and Veiled Allusions*.
- 15. epithet** The epithet as a poetic device is thought to have developed between the thirteenth century B.C. and the ninth century B.C., the time of Homer.
- Exercise 2B, 1a** Commissioned by the state of California and the U.S. Farm Security Administration in the 1930s, the American photographer Dorothea Lange (1895–1965) recorded the plight of poverty-stricken migrant workers during the Depression.
- Exercise 2B, 1c** Combining the elements of realism and romanticism, the French author Honoré de Balzac (1799–1850) created characters representing extremes of goodness and depravity.
- Exercise 2B, 2a** The American gospel singer Mahalia Jackson (1911–1972) told her story in *Movin’ On Up* with Evan McCloud Wylie.



## VOCABULARY FROM CLASSICAL ROOTS

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- Exercise 2B, 2c** Juliet's mixed feelings pour out in act III, scene ii, when the Nurse returns with the tragic news in Shakespeare's *Romeo and Juliet*.
- Exercise 2B, 2d** Toni Morrison (b. 1931) received the Nobel Prize in literature in 1992 for her novels, among them *Beloved*, *Sula*, and *Jazz*.
- Exercise 2B, 3a** Thomas à Becket (1118?–1170), archbishop of Canterbury in Kent, England, endured altercations with King Henry I, who became indirectly responsible for Becket's murder.
- Exercise 2C, 4** The American writer Charlotte Perkins Gilman (1860–1935) had a career as a lecturer, publicist, and social critic, as suggested by the quoted passage from her book *Women and Economics*.
- Exercise 2C, 5** The quoted lines by the English writer Vera Brittain (1893–1970) conclude the poem "May Morning," which appears in her collection *Poems of the War and After*.
- Exercise 2C, 6** In *The House of Bernarda Alba* the Spanish playwright playwright Federico García Lorca (1899–1936) captures the frustration and antagonisms that develop within a sequestered family of women.
- Exercise 2C, 7** The Confederate general Thomas Jonathan Jackson (1824–1863) earned plaudits as a skilled military tactician at the battle of Bull Run and in the Shenandoah Valley. As a presidential candidate and folk hero, Abraham Lincoln (1809–1865) earned his epithet, "Honest Abe." William Marcy Tweed (1823–1878) was boss of the Tammany Hall group of corrupt New York City politicians known as the Tweed Ring.
- Exercise 2C, 10** Perhaps better remembered for developing the process of pasteurization, the eponymous French chemist Louis Pasteur (1822–1895) also discovered a cure for hydrophobia.
- Exercise 2C, 11** In films between 1923 and 1941, the Swedish actress Greta Garbo (1905–1990) brought glamour, passion, and legendary beauty to the movie screen.
- Exercise 2C, 12** The Scottish novelist, poet, and essayist Robert Louis Stevenson (1850–1894) is the author of the epitaph quoted from "A Christmas Sermon."
- Exercise 2D** Meeting hunger and cruelty with compassion, Captain Álvaro Núñez Cabeza de Vaca (1490?–1557) helps to temper the generalization that sixteenth-century Spanish soldier-explorers were despoilers of the people and lands of the new territories.



- Review** Reflecting rural life in much of his work, the Scottish poet Robert Burns
- Exercise 2E** (1759–1796) follows patterns of everyday speech in “To a Mouse.”

## INTRODUCE Lesson 2

(Book E, page 10)

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

Display, read, and translate this Latin quotation (from page 10 of Lesson 2): *Alter idem*. “The same as oneself.”

- Tell students that the Latin phrase is sometimes used in English-language writings to mean “another exactly the same.”
- Explain that English words with the root *alter*—“other”—are among the words to learn in Lesson 2.

## PREVIEW Familiar Words

(Book E, pages 10–13)

*alternative, epilogue, paragraph, perimeter, parenthesis*

### ACTIVITY 1

The Latin root *alter* (“other”) is the source of English words with the root *alter*. Help students think about the root meaning.

- Display the familiar word *alternative*.
- Tell students that the Latin root *alter* means “other,” so the correct use of *alternative* involves a choice between two possibilities, one and the *other*.
- Ask students to tell about situations in which they wished they could have an alternative. (Samples: an essay test instead of true/false; fruit juice to drink instead of soda; pizza for dinner instead of meatloaf; a veggie burger instead of meat)

### ACTIVITY 2

The Greek *epi* (“after,” “over,” “around,” “on,” “toward”) is the source of English words with the prefix *ep(i)-*. Help students think about word parts and root meanings.

- Display the familiar word *epilogue*.
- Ask students if they remember what the Greek root *log(ue)* means (“word”; see Book D, Lesson 6).
- Ask: What is an *epilogue*? (Samples: an *afterward* in a written work; a speech that comes at the end of a play, *after* the action is *over*)



- Tell students that the Greek root *epi* is a prefix that can add different meanings to the root that follows; in the case of *epilogue*, it adds the meaning “after.” Tell students it can also mean “over,” “around,” “on,” and “toward.”

### ACTIVITY 3

The Greek *para* (“beside”) is the source of English words with the prefix *para-*. Help students understand that other meanings have grown from the root.

- Display the familiar word *paragraph*.
- Ask: What is a paragraph? (Sample: a block of text that is set together because its sentences share a topic)
- Ask students if they remember what the Greek root *graph* means (“write”; see Book D, Lesson 6). Tell them that the prefix *para-* can mean “beside.”
- Discuss what a paragraph might have to do with the literal meaning “beside write.”
- Explain that texts used to be written continuously, without any indented lines or extra space. The writer would place a line “beside” the “writing” to signal a shift in thought or speakers.

### ACTIVITY 4

The Greek *peri* (“around”) is the source of English words with the prefix *peri-*. Help students think about word parts and root meanings.

- Display the familiar word *perimeter*.
- Ask students if they remember what the Greek root *meter* means (“measure”; see Book C, Lesson 15). Tell them that the prefix *peri-* can mean “around.”
- Ask: How do both word parts, *peri-* and *meter*, combine their meanings in *perimeter*? (Sample: A *perimeter* is the *measurement* of the boundary line *around* an area.)

### ACTIVITY 5

The Greek *tithenai* (“to put”) is the source of English words with the root *thes/thet*. Help students make meaning connections.

- Display the familiar word *parenthesis*.
- Tell students that the word *parenthesis* comes from the Greek root *thes* meaning “to put or set.”
- Ask: What might the meaning connection be between the Greek root and the English word? (Sample: *Parenthesis* are used to put aside ideas within a sentence.)



**ACTIVITY 6: Word Usage**

Have students use a dictionary to look up the words *alternative* and *alternate*, and tell which of these sentences is correct:

- The American flag has *alternative* stripes of red and white. (nonstandard)
- The American flag has *alternate* stripes of red and white. (correct)

**ACTIVITY 7: Review Familiar Words**

Review by having students name the root meaning in each displayed word.

**PRESENT Key Words**

(Book E, pages 10–13)

Direct students to read the five roots boldfaced on pages 10–13 of their Level E books. Then have them turn to page 10 to read the boxed key words chorally: *altercation*, *altruism*, *anathema*, *antithesis*, *ephemeral*, *epitaph*, *epithet*, *epitome*, *eponymous*, *paradigm*, *paradox*, *paragon*, *parameter*, *peripatetic*, *peripheral*.

Present each key word by discussing the following:

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

Discuss the difference between the confusables *epitaph* and *epithet*. (Sample: an *epitaph* contains the Greek roots meaning “on” or “toward” [*epi*] and *taphos* meaning “tomb” to define an inscription on a tombstone or a literary summary of someone’s life. An *epithet* is a descriptive word or phrase that can replace a group or name, sometimes in a derogatory way. It combines the roots *epi* (see above) and *tithenai* (“to put”).

Discuss the pronunciation of *epitome*, a word often mispronounced. Have students invent mnemonic devices to correctly pronounce the word. (Sample: When you think of the *embodiment* of an ideal, think of *me*.)

Use the *Nota Bene* for *eponymous* to discuss the meaning of *epicure* and *epicurean*. Ask students to name other famous Greek philosophers and predict whether their names are used eponymously. Direct students to check predictions in a dictionary. (Samples: platonic, Socratic, Aristotelian)

Use the *Nota Bene* after *paragon* to point out that synonyms in English may have overlapping meanings, but are rarely identical in all connotations and uses. Emphasize that the wise use of a thesaurus means avoiding choosing words to write without knowing their connotations.

Use the *Nota Bene* for *peripheral* to have students demonstrate using their peripheral vision.



Use the *Nota Bene* for *antithesis* to suggest that students summarize the theory in a diagram that has the labels *thesis*, *antithesis*, *synthesis*. [Sample: thesis—book learning is more important than life experience; antithesis—life experience is more valuable to a person than what he or she can learn in a classroom; synthesis—the combination of formal education and life experience contributes to a well-rounded individual]

### GUIDE Practice

True or False

Have students hold thumbs up for each true statement and thumbs down for each false statement. Use root meanings or definitions to discuss their reasoning, then restate each false statement as a true one:

- Viewpoints that are *anathema* are generally appealing. (False; those views are discredited and *shunned*.)
- People who want guidelines may ask for *parameters*. (True; a parameter defines *boundaries*.)
- An example of an *epithet* is “the Bard of Avon” to name Shakespeare. (True; that *nickname* can be *used in place of the name* to identify Shakespeare.)
- Good is the *antithesis* of evil. (True; good and evil are *opposites*.)
- If you stand at the *periphery*, you are at or near the center of an area. (False; the periphery identifies the *sides* or *boundaries*.)
- An argument between friends is an example of an *altercation*. (True; friends can find *difference* with one another.)
- Someone who is *eponymous* has made up a completely new word. (False; an *eponym* is a word directly associated with a person’s *name*.)
- Enemies tend to show *altruism* to one another. (False; enemies don’t usually show *concern* for each other.)
- A place to find *epitaphs* is a cemetery. (True; a *tombstone* can include an *epitaph*.)
- Someone who is *peripatetic* rarely leaves home. (False; he or she is a *traveler*.)
- It is possible for an event to be *ephemeral*. (True; an event could last a very *short time*, then move on.)
- It is a compliment to call a soccer player the *epitome* of an athlete. (True; a person who is the epitome fully *embodies* their attribute.)
- It is a compliment to call your teacher the *paragon* of educators. (True; a paragon is a model for others to follow.)
- A *paradox* is expressed in the statement, “If you want to get something done, ask a busy person.” (True; a paradox *seems contradictory* but contains an *underlying truth*.)
- A *paradigm* is a restful setting. (False; a paradigm is an *example*.)



## Lesson 2 Key Word Activity Master (see page 116)

Answers:

1. peripheral
2. anathema
3. epithets
4. Parameters
5. ephemeral
6. peripatetic
7. paradox
8. altruism
9. epitaph
10. altercation
11. paradigm
12. epitome
13. eponym
14. paragon
15. antithetical
16. circumlocutions (Students may use a dictionary to note that *periphrasis* [a Challenge Word from this lesson] and *circumlocution* [a Key Word from Level D] have roots with nearly identical meanings.)

## ASSIGN Exercises

Book E, pages 14–18

## REVIEW Lessons 1 and 2

Guide students in creating Hink Pinks that use the key words and word forms in Lessons 1 and 2. Explain that Hink Pinks are a pair of one-syllable rhyming words that answer a silly riddle. Offer one or more examples:

- What do you call the *paragon* of exams? (best test)
- What do you call the *altruism* of rabbits? (hare care)
- What do you call a *peripheral* attraction at an amusement park? (side ride)

## SELECT Review Exercises

Book E, pages 18–20



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## LESSON 3

### Literary and Historical References

1. **archaic** Improving on his father's ideas for a reaping machine, the American inventor Cyrus Hall McCormick (1809–1884) demonstrated a working model in 1831 and by 1850 had overcome his competitors.
3. **archipelago** The Venezuelan revolutionary and military leader Simón Bolívar (1783–1830) was unable to unite South America, but his ideas kept the Pan-American movement alive.
4. **archives** Called the “high priestess of anarchism,” Lithuanian-born Emma Goldman (1869–1940) suffered imprisonment, and deportation for her outspoken advocacy of such issues as free speech, birth control, and the rights of workers and women.
5. **anarchy** The American writer Katherine Anne Porter (1890–1980) received a Pulitzer Prize in 1966 for *Collected Stories*.  
Recipient of the Nobel Prize in literature in 1983, the English novelist William Golding (1911–1993) explored in works like *The Lord of the Flies* the defects in human nature that create anarchy.
6. **oligarchy** Focusing on three generations of a Chilean family, Isabel Allende (b. 1942) in *The House of the Spirits* combines magic realism and contemporary political conflict in depicting the fall of the oligarchy.
7. **demagogue** Well known for his fiction, and especially *All the King's Men*, the American writer Robert Penn Warren (1905–1989) also won esteem as a poet and critic.
11. **gregarious** Gertrude Stein (1874–1946) may be better known for encouraging writers and artists abroad than for her own stories, plays, and poems, which often emphasize rhythm and sound rather than conventional sentence patterns.  
In *Arctic Dreams: Imagination and Desire in a Northern Landscape* Barry (Holstun) Lopez (b. 1945) describes the native peoples of the far north and the migratory patterns of animals and birds.
14. **icon** Widely known for their artistic skill, the Haida live on islands off the coasts of British Columbia and Alaska.  
Born in New York to Puerto Rican parents, Tito Puente (1920–2000) celebrated the release of 100 albums of Latin music and played himself in the 1992 film *The Mambo Kings*.



- 15. iconoclastic** When *The Origin of Species* was published in 1859, the English scientist Charles Darwin (1809–1882) shattered complacency about human origins with his extensive evidence supporting natural selection as the mechanism of evolution.
- Exercise 3B, 1b** Thirty years after the murder of Medgar Evers (1925–1963), honored in the poem by the American poet Gwendolyn Brooks (1917–2000), his confessed killer was found guilty and sentenced to prison.
- Exercise 3B, 1d** Besides plays such as *Gentlemen Prefer Blondes*, Anita Loos (1893–1981) wrote autobiographical works, among them *A Girl Like I*.
- Exercise 3B, 2a** Imprisoned eight years for his criticism of Joseph Stalin, the Soviet writer Aleksandr Solzhenitsyn (b. 1918) arranged publication abroad of *The Gulag Archipelago*, a multi-volume exposé of terrorism and persecution in Soviet prisons.
- Exercise 3B, 2b** In *The Cloud Forest* Peter Matthiessen (b. 1927) speaks of southern Chile as “this greatest of the world’s archipelagoes.”
- Exercise 3B, 3a** Imhotep (2800? B.C.) emerges as a man of many talents; he was not only the first doctor in recorded history, but also an architect, scholar, poet, artist, priest, and astronomer.
- Exercise 3B, 3b** Spending his life in military exploits, Tamerlane (1336?–1405) subdued opponents in central China, Persia, and parts of what is now Russia.
- Exercise 3B, 3d** Known for her nonfigurative art, the English sculptor Dame Barbara Hepworth (1903–1975) sought perfection in form and texture.
- Exercise 3C, 1** The English essayist and novelist George Orwell (Eric Blair, 1903–1950) used satire in *Animal Farm* to alert readers to the depredation of totalitarian demagogues.
- Exercise 3C, 3** The modern British Parliament began as feudal thirteenth-century royal counsel meetings and became the House of Lords; meeting of representatives of other social classes grew into the House of Commons.
- Exercise 3C, 7** Ignoring convention, the American dancer and choreographer Twyla Tharp (b. 1941) in her early ballets had ballerinas dance in tennis shoes or bare feet rather than ballet slippers or pointe shoes.
- Exercise 3C, 12** The Nigerian poet, novelist, and essayist Chinua Achebe (b. 1930) describes the decline of the respected tribal leader Okonkwo and of Ibo culture in *Things Fall Apart*.



### Exercise 3D

In recent years the case of Nicola Sacco (1891–1927) and Bartolomeo Vanzetti (1888–1927) has been reassessed to determine that Sacco was guilty of firing the murder weapon but that Vanzetti was probably innocent although he was present when the crime was committed and was therefore an accomplice.

## INTRODUCE Lesson 3

(Book E, page 21)

Tell students that the theme of Lessons 3 and 4 is “Government.”

Display, read, and translate this Latin saying (from page 21 of Lesson 3): *Grex totus in agris unius scabie cadit*. “A whole flock perishes in the fields from the mange of one sheep.”

- Have students use their own words to tell what the saying means. Discuss any English-language proverbs they know with a similar message about the spread of corruption. (Samples: One rotten apple spoils the barrel. / If you lie down with dogs, you will get up with fleas.)
- Point to *Grex*, “flock,” and tell students that it is one of the Latin roots they will learn in Lesson 3.

## PREVIEW Familiar Words

(Book E, pages 21–24)

*archaeology, monarch, epidemic, congregate*

### ACTIVITY 1

The Greek *arkhein* (“to be first”) and related forms are sources of English words with the root *arch*. Help students compare and contrast words with the root.

- Display the familiar words *archaeology* and *monarch*.
- Ask: What root appears in both words? (*arch*)
- Explain that the words share a Greek root having to do with being “first.”
- Have students tell in what way the word *archaeology* means “first.” (Sample: *Archaeology* is the study of ancient, or *first*, peoples.)
- Ask: In what way is a monarch “first”? (Sample: A *monarch* is the ruler, so he or she is considered *first* in a hierarchical society.)

### ACTIVITY 2

The Greek *demos* (“people”) is the source of English words with the root *dem(o/i)*. Help students think about word parts and root meanings.

- Display the familiar word *epidemic*.



- Remind students that the Greek root *epi* is a prefix that can add different meanings (“after,” “over,” “around,” “on,” “through”) to the root that follows (see Lesson 2).
- Tell students that the Greek root *demos* means “people.”
- Ask: What is a meaning connection between the literal translation and the meaning of *epidemic*? (Sample: An *epidemic* spreads *through* large groups of people.)

### ACTIVITY 3

The Latin *greg* (“flock”) and related forms are the source of English words with the root *greg*. Help students make meaning connections.

- Display the familiar word *congregate*.
- Ask students to use *congregate* in oral sentences with strong context. (Samples: Hundreds of people *congregated* in the plaza to listen to speeches. / Grazing animals *congregate* on the plains.)
- Ask: In what way is the root *greg* in *congregate* connected to the original Latin meaning of “flock”? (Samples: A *flock* is made up of animals that gather, or *congregate*. / People can *flock* to an event. / A *congregation* of worshippers is sometimes referred to as a *flock*.)

### ACTIVITY 4: Sentences

Have students write one sentence with two or more of the displayed words. (Sample: The townspeople *congregated* in the square to listen to the *monarch*’s speech.)

### ACTIVITY 5: Review Familiar Words

Review by having students give a meaning for the Lesson 3 roots *greg* (“flock”), *demo* (“people”), and *arch* (“first”). Lesson 3 also includes the Greek *eikon* (“likeness,” “image”), the source of English words with the root *icon*.

## PRESENT Key Words

(Book E, pages 21–25)

Direct students to read the six root families boldfaced on pages 21–25 of their Level E books. Then have them turn to page 21 to read the boxed key words chorally: *aggregation*, *anarchy*, *archaic*, *archetype*, *archipelago*, *archive*, *demagogue*, *demographer*, *egregious*, *endemic*, *gregarious*, *icon*, *iconoclastic*, *oligarchy*, *pandemic*.

Present each key word by discussing the following:

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



Use the *Nota Bene* for *archive* to discuss where the archives of local communities are kept. (Samples: a library, local museum, computer files)

Use the *Nota Bene* after *oligarchy* to have students devise a rule or strategy to determine the pronunciation of *ch*, as in *architect* or *archrival*. (Sample: in general, pronounce the *ch* as “k” when it appears before a vowel; pronounce it as “ch” at the end of a word or before a consonant)

Use the *Nota Bene* after *pandemic* to make the point that the abundance of synonyms in English is due largely to different languages contributing words at different times as the English language evolves.

Use the *Nota Bene* for *icon* to discuss different types of icons. (Samples: product logos, religious symbols, entertainers)

### GUIDE Practice

For Example

Ask for examples of each of the following:

- ideas that were once *iconoclastic* but are now accepted (Samples: Earth is not the center of the universe; women have the right to vote)
- how you can tell that someone is *gregarious* (Samples: he or she is talkative; likes parties; has many friends; doesn't like to spend time alone)
- a family's *archives* (Samples: letters, photo albums, birth and death certificates)
- why people fear *anarchy* (Samples: they think it leads to crime; they want the security of government)
- what *demographers* collect (Samples: data, census forms, interview records, information about immigration and population changes)
- *archetypes* in action movies (Samples: the villain who wants to take over the world; the hero with superhuman strength)
- *archipelagos* that are nations (Samples: the Philippines, Indonesia, Japan)
- places you can find *icons* (Samples: churches, advertisements, movie screens)
- *pandemic* diseases in the news (Samples: AIDS, heart disease, malaria)
- things that can be *egregious* (Samples: a lie, a flagrant error, a crime)
- what *oligarchs* usually own or have (Samples: wealth, land, inheritances, power)
- *archaic* cultures (Samples: the Hopewell of North America; ancient Greece, Rome, Persia)
- what *demagogues* are good at (Samples: speaking powerfully, manipulating, arousing rivalries)



- an *aggregation* you saw today (Samples: students in the hall, a flock of pigeons, a floral display, the cereal aisle at the supermarket)
- seasonal *endemic* problems (spring floods, summertime tourist traffic, autumn hurricanes, any other problem experienced locally or regionally.)

### Lesson 3 Key Word Activity Master (see page 117)

Sample Answers:

1. No, most candidates hope to be effective leaders who bring people together instead of appealing to prejudices.
2. No, iconoclasts challenge prevailing views and arouse distrust more than respect.
3. No, archipelagos are island systems that arise through geological action, and are not human-made.
4. Yes, civil war often creates chaos and a society without strong controls.
5. No, missing out on one tooth-brushing session is not serious. / Yes, your mouth will feel disgusting and your breath will nauseate others.
6. No, the U.S. president leads a democracy and is not a member of a ruling faction.
7. No, an endemic problem is local, not global. / Yes, global warming could affect the regional climate uniquely.
8. Yes, Hercules could be considered a model for modern superheroes who use their superhuman strength or abilities to solve problems.
9. Yes, an epidemic becomes pandemic if it spreads globally.
10. No, archaic words will make writing sound antiquated and unnatural.
11. No, gregarious people enjoy being social.
12. Yes, a demographer studies population changes and distributions that are usually graphed.
13. Yes, an archivist and a librarian both maintain organized collections of information.
14. Yes, some people collect religious or pop-culture icons.

### ASSIGN Exercises

Book E, pages 26–29



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## LESSON 4

### Literary and Historical References

1. **conducive** As a teacher of anthropology and director of her own dance company, Katherine Dunham (b. 1910) views dance as a purifying process and a way to overcome obstacles.
2. **induce** Lacking the education she desired, Mary Kingsley (1862–1900) nevertheless became an anthropologist, explorer, author, and mediator through her knowledge of African customs.  
  
Although the Hungarian Ignaz Philipp Semmelweis (1818–1865) discovered that unsanitary surgical conditions could cause death, the ridicule of fellow doctors eventually drove him to madness.
3. **traduce** A consequence of the exoneration of the French staff officer Alfred Dreyfus (1859–1935) was the decline of military influence and a turn to the left in French politics.
4. **redoubt** Between 1939 and 1945, Countess Maria von Maltzan (1909–1997) rescued sixty people, including Hans Hirschel, whom she later married. The box was a mahogany daybed with a hollow storage space.
5. **hegemony** The consequences of the Chinese claim in 1951 were the systematic intrusion of military force and the destruction of hundreds of Buddhist monasteries.
6. **exegesis** *The Gnostic Gospels* by Elaine Pagels (b. 1943) was published in 1979.
7. **annunciation** *Memory of Fire*, the three-volume cultural history by the Mexican writer Eduardo Galeano (b. 1940), relates events and stories from five centuries of life in the Americas.  
  
The New Testament gospel of Luke 1:26–38 gives an account of the Annunciation.
10. **politic** Eleanor Roosevelt (1884–1962) served as a delegate to the United Nations from 1945 to 1953 and in 1961; she became chairperson of the Commission on Human Rights in 1946.  
  
Shakespeare's tragedy *King Lear* was first performed in 1606 and printed in 1608.
10. **nota bene** The English author Francis Bacon (1561–1626) wrote philosophical works treating the inductive method of modern science and essays containing aphorisms such as the one quoted.



12. **puissant** The quoted passage appears in the pamphlet *The Doctrine and Discipline of Divorce* by the English poet and pamphleteer John Milton (1608–1674).
13. **regalia** The American economist and social critic Thorstein Veblen (1857–1929) exerted considerable influence with such works as *The Theory of the Leisure Class* (1899).
14. **regency** The insanity of King George III (1738–1820) that necessitated the ten-year regency of his son was a condition now thought to have resulted from the hereditary disease porphyria.
- Exercise 4B, 1b** Making her stage debut at age nine, the American actress Helen Hayes (1900–1993) performed on the stage and in films until the end of her life. After marriage to the American actor Alfred Lunt in 1922, the English-born actress Lynn Fontanne (1887–1983) often appeared with him, especially in sophisticated comedies.
- Exercise 4B, 1d** The best runner in Greece, Pheidippedes covered 150 miles in two days to announce the Athenian victory. The Olympic games have their origin in the 1896 commemoration of the race.
- Exercise 4B, 2a** Although a sequestered semi-invalid, Elizabeth Barrett (1806–1861) gained physical strength and literary prestige in the years following her marriage in 1846 to Robert Browning (1812–1889).
- Exercise 4B, 2d** *The Elixir of Love* by the Italian composer Gaetano Donizetti (1797–1848) is an example of the playful style known as opera buffa.
- Exercise 4B, 3a** After the death of the French king Henry IV (1553–1610), his second wife, Marie de' Medici (1573–1642), abused her authority as regent, alienating her son Louis XIII (1601–1643) for several years.
- Exercise 4B, 3c** Alva Myrdal (1902–1986) was director of UNESCO (1950–1956); in 1982 she received the Nobel Peace Prize for her work toward disarmament.
- Exercise 4B, 3d** Although his mother, Anne of Austria, was regent for the French king Louis XIV (1638–1715), Cardinal Mazarin held power over her until his death in 1661.
- Exercise 4B, 4a** Beginning with *Ragged Dick*, the American author Horatio Alger (1832–1899) wrote more than 100 stories for boys.
- Exercise 4B, 4b** In addition to her law practice, Clara Shortridge Foltz (1849–1934) involved herself in banking, the election of women to public office, and legislative reforms.



- Exercise 4B, 4c** One interpretation of *The Prince* by Niccolò Machiavelli (1469–1527), the Italian political leader and author, is that he satirizes Medici rule in Florence.
- Exercise 4B, 4d** Through the dilemma of Nora Helmer in *A Doll's House*, the Norwegian playwright Henrik Ibsen (1828–1906) illustrates the need for mutual trust in marriage.
- Exercise 4C, 1** The quoted passage by Bernadette Devlin (b. 1947) appears in the preface to *The Price of My Soul*.
- Exercise 4C, 2** When in the 1960s his doctors told the editor and author Norman Cousins (1912–1990) that he would never recover from his paralyzing illness, he chose a treatment of vitamin C and humor, as he describes in *Anatomy of an Illness as Perceived by the Patient*.
- Exercise 4C, 3** The opponent who defeated Helen Gahagan Douglas (1900–1980) in the 1950 senatorial race was Richard M. Nixon (1913–1994), who falsely accused her of Communist sympathies.
- Exercise 4C, 4** Interrupting his career as a British admiral, Louis, first earl Mountbatten of Burma (1900–1979), served King George VI of Britain as governor general, a role previously called viceroy.
- Exercise 4C, 5** An American journalist known for his short stories and satire, Ambrose Bierce (1842–?1914) exercises his sardonic humor in *The Devil's Dictionary*.
- Exercise 4C, 6** The English scholar and mystery writer Dorothy Leigh Sayers (1893–1957) was the creator of Lord Peter Wimsey, who deploys his skills as a detective in eleven of her novels.
- Exercise 4C, 8** A German princess who sought to become thoroughly Russian as the wife of Peter III, Catherine the Great (1729–1796) introduced reforms and increased Russian influence but in later life became conservative and arbitrary.
- Exercise 4C, 9** In the last ten years of his life Chaka (also Shaka) (d. 1828) was the high chief of the Zulu people.

## INTRODUCE Lesson 4

(Book E, page 30)

Remind students that the theme of Lessons 3 and 4 is “Government.”

Display, read, and translate this Latin saying (from page 30 of Lesson 4): *Rex regnat sed non gubernat*. “A king reigns but does not govern.”

- Have students give ideas about the difference between reigning and governing. (Sample: A king doesn't guide his subjects as much as exercising his sovereign right.)



- Ask students to identify any of the Latin words they can match to English ones. (Samples: students might associate *regnat* with “reign,” *non* with “not,” *gubernat* with “govern.”)
- Point to *Rex*, explaining that English words with a Latin root meaning “king” are among the words to learn in Lesson 4.

## PREVIEW Familiar Words

(Book E, pages 30–33)

*conduct, educate, reduce, pronunciation, politics, potent, regal*

### ACTIVITY 1

The Latin *ducere* (“to lead”) and related forms are sources of English words with the root *duc(e)/duct*. Help students compare and contrast words with the root.

- Display the familiar words *conduct* and *educate*.
- Have students name the root that appears in both words. (*duc*)
- Explain that the words share a Latin root that means “to lead.”
- Have students tell what the word *educate* has to do with leading. (Sample: To *educate* is to *lead* a learner to knowledge.)
- Ask: What do you think the word *conduct* has to do with leading? (Sample: To *conduct* means “to lead or guide.” A *conductor* can be someone who *leads* an orchestra or *guides* train cars.)

### ACTIVITY 2

The Latin *nunciare* (“to announce”) and related forms are sources of English words with the root *nunci/nounce*. Help students think about the root meaning.

- Display the familiar word *pronunciation*.
- Point out the root *nunci*, explaining that it comes from a Latin word meaning “to announce.”
- Explain that the word *pronounce* has a meaning close to *announce*, revealed in the noun *pronouncement*. Discuss how the words *pronouncement* and *pronunciation* are alike and different in meaning. (Sample: Both are related to saying words out loud. A *pronouncement* is a declaration, with emphasis placed on what is being said. *Pronunciation* focuses on how words sound when they are spoken.)

### ACTIVITY 3

The Greek *polis* (“city”) and *politikos* (“citizen”) are sources of English words with the root *polit(ic)*. Help students think about the root meaning.

- Display the familiar word *politics*.
- Ask: What is politics? What are politics? (Sample: *Politics* is the study of government. *Politics* are the methods that people use to govern or gain power.)



- Tell students that the Greek word for “city,” *polis*, is the source of English words having to do with politics. Ask students to make meaning connections between the root and the familiar word. (Sample: People who study *politics* are interested in how local [*city*] and national governments operate. / Local governments and *cities* are governed by *politics*.)

### ACTIVITY 4

The Latin *posse* (“to be able,” “to have power”) and related forms are sources of English words with the root *poss/pot*. Help students think about the root meaning.

- Display the familiar word *potent*.
- Ask: How is a *potent* poison like a *potent* argument? (Sample: Both are powerful and effective.)
- Tell students that the root *pot* comes from a Latin word that means “to have power.”

### ACTIVITY 5

The Latin *rex* (“king”) and related forms are sources of English words with the root *reg*. Help students think about the root meaning.

- Display the familiar word *regal*.
- Have students demonstrate standing or walking in a *regal* manner.
- Ask: How does the Latin root meaning of “king” show up in the English word *regal*? (Sample: A *regal* manner is *kingly*.)

### ACTIVITY 6: Review Familiar Words

Review by having students identify a displayed word that has a root meaning “king” (“regal”); “to lead” (“conduct,” “educate”); “city” (“politics”); “power” (“potent”); and “announce” (“pronounce,” “pronunciation”). Lesson 4 also includes the Greek *hegasthai* (“to lead”).

## PRESENT Key Words

(Book E, pages 30–34)

Direct students to read the six roots and root families boldfaced on pages 30–34 of their Level E books. Then have them turn to page 30 to read the boxed key words chorally: *annunciation*, *conducive*, *exegesis*, *hegemony*, *induce*, *politic*, *polity*, *potentate*, *puissant*, *redoubt*, *regalia*, *regency*, *renunciation*, *traduce*, *viceroxy*.

Present each key word by discussing the following:

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



Point out the confusables *annunciation* and *enunciation*. Both have to do with announcing, but *annunciation* is a proclamation while *enunciation* is concerned with pronunciation of words.

Point out the antonyms *politic* and *impolitic*, asking students for the meaning of the prefix *im-* (not, opposite of). Remind them that the prefix *in-* is assimilated to *im-* before the consonants *b*, *m*, and *p*. Ask students for examples of *impolitic* behavior. (Samples: running with scissors; not doing your homework)

Use the *Nota Bene* with *politic* to discuss the meaning of the quotation by Francis Bacon. What does a charlatan doctor have to do with Bacon's point about the body politic? (Sample: Just as there are doctors who are frauds, some politicians are also charlatans.)

## GUIDE Practice

### Categories

Have students name the key word or words that belong in each list, and tell what the words have in common:

- glossary, footnote, commentary, (exegesis; all have to do with explaining a text)
- monarch, sovereign, regent, (potentate, viceroy; all are rulers)
- sacrifice, rejection, relinquishment, (renunciation; all name actions of giving up something)
- Art Deco, Scandinavian Modern, Renaissance Revival, (Regency; all name furniture styles)
- refuge, sanctuary, asylum, (redoubt; all name places of safety)
- news bulletin, proclamation, declaration, (annunciation; all name communications of important information)
- cooperative, supportive, agreeable, (conducive; all describe helpfulness)
- evening gowns, tuxedos, finery, (regalia; all name formal clothing)
- artful, cunning, shrewd, (politic; all describe the actions of a calculating person)
- nation, state, tribe, (polity; all name socially organized groups)
- supremacy, dominance, suppression, (hegemony; all name kinds of control over others)
- persuade, cajole, threaten, (induce; all name actions designed to influence)
- mighty, controlling, authoritarian, (puissant; all describe powerful people or governments)
- defame, malign, disparage, (traduce; all name actions designed to ruin someone's reputation)



## Lesson 4 Key Word Activity Master (see page 118)

Answers:

1. polity
2. regalia
3. induce
4. annunciation
5. viceroy
6. exegesis
7. conducive
8. traduce
9. regency
10. redoubt
11. hegemony
12. potentate
13. renunciation
14. politic
15. puissant
16. politic inducements

### ASSIGN Exercises

Book E, pages 34–38

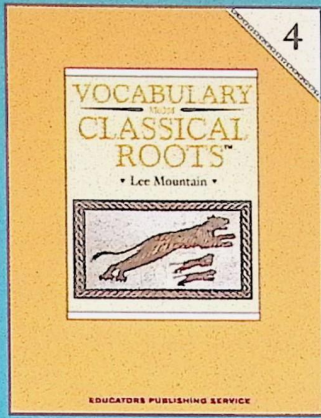
### REVIEW Lessons 3 and 4

Because the topic of government is always in the news, students are likely to find examples of key words in news articles and in columnists' essays. Challenge students to be alert to these words as they read, and to clip, print out, or copy the sentences in which the words appear.

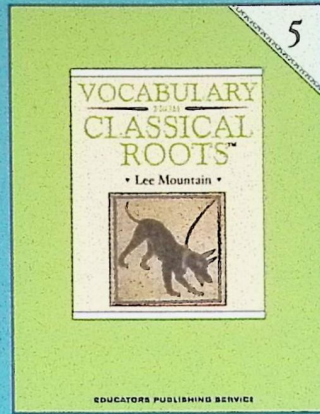
### SELECT Review Exercises

Book E, pages 38–40

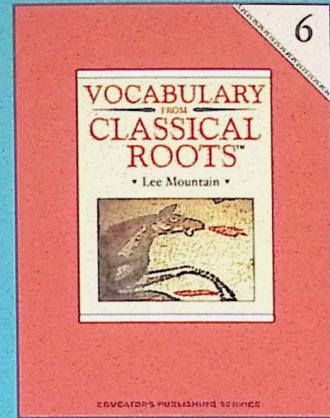




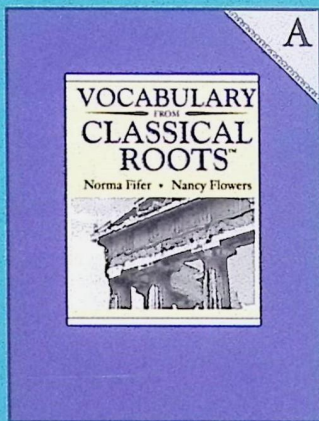
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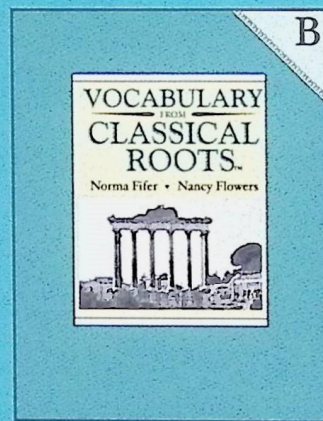
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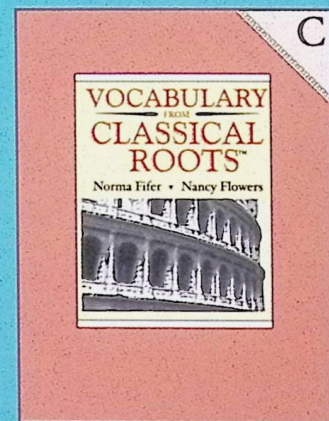
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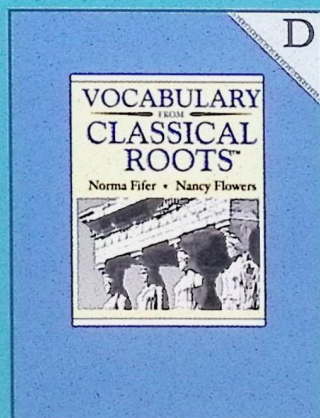
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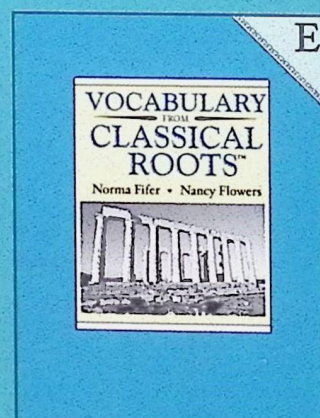
Grade 8



Grade 9



Grade 10



Grade 11



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