

INTRODUCING VOCABULARY WORKSHOP ACHIEVE

At each level of **VOCABULARY WORKSHOP ACHIEVE**, students are introduced to 300 carefully selected, high-utility words, many of them drawn from academic vocabulary word lists relevant to students' reading. Mastery of these words promotes word consciousness and, together with practice in vocabulary strategies, leads to improved reading and writing skills and improved performance on high-stakes standardized tests.

Set A

SadlierConnect.com: WordsTM Audio Program

Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the

- alight** (a līt)
(v) to get down from, as from the air, land (adj) 1) The passengers hurried from the small airplane. The sky was _____ as the fire raged in its.
- dynasty** (dī' na sē)
(n) a powerful family or its position or power for The Han _____ dynasty power for about 400.
- germinate** (jē' mā nāt)
(v) to begin to grow, con After her interrogation to _____ germinate.
- humdrum** (hu'm drəm)
(adj) ordinary, dull, routine All household tasks are according to my brot.
- insinuate** (in an' yō sē)
(v) to suggest or hint slyly The attorney attempts the witness's testimony.
- interrogate** (in ter' a gāt)
(v) to ask questions, exa Two detectives helped office to _____ interrogate.
- résumé** (rez' a mā)
(n) a brief summary, a s education, working exp The job applicant gav to the person in char.
- trivial** (triv' ē al)
(adj) not important, min The general left all details to subordinate.

Synonyms and antonyms are provided at Sadlier 14 • Unit 1

Set B

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Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- adjacent** (a jē' an)
(adj) near, next to, adjoining Boston and its _____ adjacent suburbs were severely flooded after three days of heavy rain.
- barren** (bar' an)
(adj) not productive, bare In contrast to the rich land we left behind, the plains appeared to be a _____ barren landscape.
- disrupt** (dis rapt)
(v) to break up, disturb Even the loud demonstration on the street below was not enough to _____ disrupt the meeting.
- foretaste** (fōr tās)
(n) an advance indication, sample, or warning The eye-opening first scene of the new play gave the audience a _____ foretaste of things to come.
- hurtle** (hur' tal)
(v) to rush violently, dash headlong, to fling or hurt forcefully After separating from its booster rocket, the capsule began to _____ hurtle through space.
- interminable** (in ter' mā nā bal)
(adj) endless, so long as to seem endless We had an _____ interminable wait in the hot, crowded train station.
- recompense** (rek' an pens)
(v) to pay back, to give a reward, (n) a payment for loss, service, or injury My grandparents were happy to _____ recompense the little girl who found their lost puppy. At _____ recompense the landlord offered all tenants a month free of rent.
- renovate** (ren' a vāt)
(v) to repair, restore to good condition, make new again The young couple brought in an architect and a contractor to help them _____ renovate the old house.

Practice with synonyms and antonyms is on page 22. 16 • Unit 1

Fifteen Units of 20 words each are organized in two Sets, focusing student attention on 10 words at a time and facilitating classroom implementation. First in Set A and then in Set B, students are provided with instruction concentrated on 10 words each and practice with those words in a variety of contexts. Units conclude with synonym and antonym practice with all 20 words.

Two reading passages, related in theme or topic, begin and conclude each Unit. Students are introduced to taught words in context. Content-rich and engaging texts prompt student interest and provide examples of proper usage.

UNIT 2

Note that not all of the Unit words are used in this passage. Entrepreneur, homicide, lubricate, rhyme, and unscafed are used in the passage on page 35.

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 2. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

In Poor Taste
◀ Letter to the Editor ▶


To the Editor:
RE: "Fast-Food Ads Target Kids" (Business section, October 29)

Our children are sitting ducks in an advertising war. The "combatants" are the food and beverage companies, advertising agencies, and media corporations **pelting** kids with a dangerous diet of junk food and soft drink ads.

I am no troublesome **freelancer**. I am a nurse at a middle school. I am also the mother of three school-age children. I am writing to express my **indignation** and frustration at the **indifference** of those trying to get one over on the public and, specifically, our kids.

Turn on any children's TV show or visit a website that **caters** to kids. You'll be bombarded with cute characters proclaiming how cool it is to eat Brand "X" cereal or Brand "Y" convenience food. Web sites are full of banner ads and interactive games with commercial content. The problem is, most young children don't have the sophistication to understand the power of persuasive commercials. They think if their favorite animated dragon says eating sugar-laden gooey treats is good for you, it must be so.

According to the Centers for Disease Control and Prevention, childhood obesity in the United States has nearly tripled in the past 30 years. Being significantly overweight is a dangerous health **hazard**. Plus, rates for both diabetes and asthma are soaring. Experts say the rise in both is linked to the rise in childhood obesity. Good health is **indispensable** for a long and happy life. Our youngest generation is **poised** to become the **unhealthiest** in history.



24 • Unit 2

Unit 2 • 35

you have studied in this Unit appear in boldface page below, and then circle the letter of the each word as it is used in context.

luced by the United States Department of updated several times. In 2011, a redesigned changes, the food pyramid relate the primary the basic food groups and recommending it eat every day. In short, it is a tool we can all of how to make healthier food choices.

and contains a total of six sections. At the top past. On the next level are the vegetables, any products and meat, poultry, and nuts.

food facts become clear. The five major food of meat—work in **mutual** cooperation to keep recommendations of the food pyramid and not can have excess amounts of sugar, salt, and it to say that these three ingredients are best a diet of foods high in these three villains, we **unscafed**.

say the part of an **entrepreneur** in designing up to you! You can have a hand in in the food pyramid.

- What does the word **homicide** most likely mean as it is used in paragraph 3?
 - envy
 - attack
 - revenge
 - striking
- Which word means the same as **unscafed** as it is used in paragraph 3?
 - injured
 - Correct
 - lengthy
 - rimble
- What is the meaning of **entrepreneur** as it is used in paragraph 4?
 - student
 - businessperson
 - food professional
 - novice

Unit 2 • 35

Sets A & B SadlierConnect.com: Interactive Word Games

Synonyms

Choose the word or form of the word from this Unit that is the same or most closely the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

- to **reimburse** her expenses
- sent a **job history** to the company
- bare and **unproductive** cornfields
- told a **never-ending** tale of woe
- a **preview** of what is to come
- received information in **driftblies**
- as the **ruling house** came to the end of its reign
- sat and stared with a **grumpy** pout
- question** the witness
- decided to **fix up** the old theater
- his attempt to **descend** from the plane
- the **development** of a plan
- intimate** that it was her fault
- travel plans **interrupted** by her illness
- chased by the **savage** bear

Antonyms

Choose the word or form of the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

- definitely a **momentous** decision
- hope to continue their **battle**
- moved to a **faraway** town
- to **move slowly** down the narrow path
- leads a **lively** existence

Writing: Words in Action

Answers to the prompt will vary. Imagine that you are Zheng He near the end of his life. What do you think are your greatest accomplishments? How would you like to be remembered? Write a journal entry, using at least two details from the passage (pages 12-13) and three or more words from this Unit.

22 • Unit 1

In every Unit, a writing activity prompts students to revisit the opening reading passage. In writing their responses to the prompt, students are asked to cite evidence from text and to demonstrate understanding of the meaning and proper usage of Unit words.

Practice in standardized-test formats helps students prepare for standards-aligned tests, and high-stakes state exams. Modeled on the reading sections of these tests, **Vocabulary for Comprehension** has students read single and paired passages and then answer questions associated with those passages, including questions that ask students to support their answers with details from the text.

REVIEW UNITS 4-6 SadlierConnect.com: Test Prep

Vocabulary for Comprehension Part 1

Read "Totem Poles," which contains words in **boldface** that appear in Units 4-6. Then answer the questions.

Totem Poles

Among the most prominent objects of Native American material culture are totem poles. Tall, imposing, and carved from cedar wood, totem poles were created by the tribes and clans of the Northwest coast of the United States and Canada. These grooves include the Tlingit, the Kwakwaka'wakw, the

The word totem refers to a guardian or ancestral being that is often supernatural. Totems may thus be understood as a type of family crest. A totemic comparison might be the coats of arms adopted by the nobility of Europe. As the word pole implies, (40) such decorative images were mounted

1. As it is used in line 23, what does the word **spirited** mean?
 A) lively
 B) ghostly
 C) restrained
 D) influential

2. Which word means the same as **pedicotes** in line 32?
 A) sales
 B) leaders
 C) speeches
 D) suits

3. Part A
 Based on the passage, what inference

4. In Passage 2, the author includes a description of Nelly Bly's around-the-world trip in order to
 A) show a different side of her professional life.
 B) suggest that she was not a serious investigative journalist.
 C) provide another example of her concern with social justice.
 D) convince readers that it was her most important achievement.

5. What is the meaning of the word "unmistakable" as it is used in line 32?
 A) unmistakable
 B) fearless
 C) excitable
 D) dreadful

6. As it is used in line 49, "bradicate" most nearly means
 A) reject.
 B) abolish.
 C) weaken.
 D) report.

7. How would the author of Passage 1 most likely view Bly's methods for getting a story?
 A) The author of Passage 1 would consider Bly's methods of reporting too risky.
 B) The author of Passage 1 would consider Bly an excellent investigative journalist.
 C) The author of Passage 1 would say that Bly lacked the courage to be an investigative journalist.
 D) The author of Passage 1 would say that Bly's methods would not be successful with newer female, such as blogs.

8. Which statement best expresses the overall relationship between Passage 1 and Passage 2?
 A) The purpose of Passage 1 is to inform; the purpose of Passage 2 is to entertain.
 B) Passage 1 expresses a positive view toward the field of investigative journalism; Passage 2 expresses a negative view toward it.
 C) Passage 1 is factual; Passage 2 is fictional.
 D) Passage 1 conveys general information; Passage 2 conveys specific examples and actual events.

9. In Passage 1, the author states that investigative journalists might have to be fearless or sneaky. In Passage 2, the author demonstrates that in the course of doing her job Nelly Bly exhibited
 A) sneakiness.
 B) fearlessness.
 C) both sneakiness and fearlessness.
 D) neither sneakiness nor fearlessness.

10. Which choice provides the best evidence for the answer to the previous question?
 A) Lines 35-40 ("During... social reform")
 B) Lines 44-46 ("For another... treated")
 C) Lines 47-49 ("Bly's... injustice")
 D) Lines 53-56 ("She... in 72 days")

REVIEW UNITS 4-6 SadlierConnect.com: Test Prep

Vocabulary for Comprehension Part 2

Read these passages, which contain words in **boldface** that appear in Units 4-6. Then choose the best answer to each question based on what is stated or implied in the passage(s). You may refer to the passage or pages as necessary.

Passage 1

Anyone who aspires to be a journalist, whether in traditional media such as print newspapers and magazines or newer formats such as blogs and video documentaries, needs good research and writing skills. A good investigative journalist, however, needs even more. In this kind of journalism, a writer might dig into subjects ranging from a (35) corrupt and **malignant** government to patterns of racial discrimination or other social injustices. To do an effective job, he or she needs to **procure** the skills of an effective storyteller and an ace detective. In some cases, he or she must also be as aggressive as a wilderness explorer or as **brutal** as a diplomat. As important as curiosity and boldness are for this profession, these qualities must also be balanced by patience and persistence. Often, investigative journalists must slog through masses of public records and other data. Also, they must be completely thorough in their fact-checking and verify every detail. After all, the most eye-opening story is **fruitless** if it is not absolutely accurate.

Passage 2

At a time when it was hardly customary for women to work outside of the home, much less pen writings that would shape public opinion, the **inimitable** Nelly Bly was a **dynamic** writer whose newspaper reporting brought about important social changes. During a career that spanned the late 1800s, Bly worked for several major newspapers and became known for bold investigative reports that shocked readers and culminated in calls for social reform. For example, for one article, she acted as if she were mentally ill so she could be put in a mental hospital and report on the **grim** abuses that took place there. For another, she posed as a thief so she could be arrested and report on how badly female prisoners were treated. Bly's résumé, however, did not consist only of hard-hitting stories designed to **eradicate** injustice. In 1889, she set a remarkable challenge for herself—to beat the fictional hero of author Jules Verne's popular novel *Around the World in Eighty Days*. She succeeded, traveling by ship, train, horse, and balloon, and making a comparable around-the-world trip in 72 days.

You may wish to ask students to write a few paragraphs that cite evidence from both passages in answer to the following prompt: How did Nelly Bly exemplify the qualities of a good journalist?

94 • Review Units 4-6

REVIEW UNITS 4-6

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