LESSON 17
TEACHER’S GUIDE

STUDENT OBJECTIVES
- Distinguish between denotation and connotation
- Use context clues to infer a word’s connotations
- Examine how context determines whether a word has a positive or negative connotation

RESOURCES AND PREPARATION
You will need photocopies for students of:
- Student Lesson Summary, p. 155
- Practice Worksheets, Levels A and B, pp. 156–157
- Reteaching Worksheet, p. 158

Teach

1. **Denotation and Connotation:** Explain that every word has two kinds of meanings: its *denotation*, or straightforward dictionary definition, and its *connotations*, which include all the thoughts, emotional associations, and feelings that word evokes in people’s minds—positive, negative, or neutral.

2. **Teaching Denotation and Connotation:** Distribute the *Lesson Summary* and go over the Academic Vocabulary. Then walk students through the *Here’s How* steps. Illustrate the difference between denoted and connoted meanings with the following activities.

   - **Denotation:** Write the following examples on the board, noting that *gazed* and *gaped* have a denotation similar to *look*, but have shades of meaning that may be less familiar. Have a volunteer look up the dictionary definitions of the underlined words. *(Sample: look, to employ one’s sight; gaze, to look steadily, intently; gape, to stare wonderingly or stupidly)*

     **EXAMPLE**
     - The youngster looked at the celebrity.
     - The youngster gazed at the celebrity.
     - The youngster gaped at the celebrity.

   - **Context:** Ask volunteers to read each sentence aloud. Point out that the context of “celebrity” gives the words special meaning, since a person in the presence of a celebrity might be either pleased and admiring or awkward and dumbfounded.

   - **Connotation:** Have students suggest whether the underlined word in each sentence has a negative, positive, or neutral connotation. *(Sample: looked, neutral; gazed, positive; gaped, negative)* Draw the following graphic on the board. Ask: What other words can you think of that mean “look”? As students call out responses, ask where they should fall on the continuum, and write them on the graphic accordingly. *(Sample: ogle, glower, gawk, stare, view)*

     **EXAMPLE**
     - **Connotations**
       - Negative
         - (–)--------------------------------------------------------(+)
       - Neutral
       - Positive
       - view

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DENOTATION AND CONNOTATION, CONTINUED

- **Word Choice:** Direct students’ attention to the final example on the Lesson Summary. Ask students to work in pairs to come up with **two** more synonyms for **clever** and to use each word in a sentence that makes its connotations clear. Have volunteers write their sentences on the board, underlining any context clues.

3. **Guided Practice:** Give students practice applying the

- **Context:** Write the sentences on the board. Ask: What context clues help you figure out the connotations of the underlined words? *(Sample: “con man” and “alibi” suggest that “fabricated” has the negative connotation of “made up” or “lied.” On the other hand, “devised,” in the context of “solution” and “fit properly,” suggests cleverness and ingenuity.)*

**EXAMPLE**

The con man fabricated an alibi to avoid arrest.

The seamstress devised a solution so the dress fit properly.

- **Word Choice:** Write the following example on the board. Remind students that in their own writing, they should aim to use just the right word, with connotations that best express their meaning. Ask volunteers what synonym for **observed** they might use to suggest either positive or negative connotations. Allow them to consult a thesaurus if they wish. *(Sample: positive: watched over; negative: spied on)*

**EXAMPLE**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>He ______ the patient.</td>
<td>He observed the patient.</td>
<td>He ______ the patient.</td>
</tr>
</tbody>
</table>

- **Audience:** Point out that a word’s connotations depend not only on the way it is used, but also on the audience. “Gee, Uncle Ted, what an unusual tie,” is a comment that may please Uncle Ted, but telling your mother, “That dinner was, uh, unusual, Mom,” might be taken as an insult.

**QUICK CHECK.** Ask students whether they would prefer to be **overcome by lethargy** or to **fall into a stupor**. Have them write an explanation for their answer, using complete sentences. *(Sample: Both phrases indicate a lack of alertness. But while lethargy suggests tiredness or sluggishness; stupor suggests almost complete unconsciousness, perhaps due to illness or medication. I would rather be overcome by lethargy.)*

**Practice and Apply**


- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.
DENOTATION AND CONNOTATION, CONTINUED

Sample Answers: Practice Worksheet A

1. impress+; stupefy –
2. evade –; avoid+
3. ridiculous–; humorous+
4. stir up+; instigate–
5. colleagues+; cohorts–
7. Negative: The context words “standardized test” suggest that “skip” here means “omit,” and omitting items in a test affects a score negatively.
8. Positive: The context words “firmness” and “paid off” suggest a positive connotation.
9. Positive: The context words “greatest assets” suggest a positive connotation.
10. Negative: The context words “totalitarian” and “dictators” suggest a negative connotation.

Sample Answers: Practice Worksheet B

1. + impress; - stupefy
2. + dodge; - evade
3. + humorous; - ridiculous
4. + stir up; - instigate
5. + colleagues; - cohorts
6. Positive: Elena is a noted intellectual who has published papers in many scholarly reviews. Negative: Elena is so bookish that she often neglects to consider the practical side of a situation.
7. Positive: The laboratory developed a remedy or cure for the illness. Negative: Giving in to a child during a tantrum is a quick fix and will only make the problem worse.
8. Positive: The comedian’s routine was so humorous it had us roaring with laughter. Negative: I found Gregg’s juvenile antics during class to be ridiculous and chose to ignore them.

Assess and Reteach

- Use these guidelines to determine if students need the Reteaching Worksheet.
  - Practice Worksheet A: Students should correctly answer at least eight of ten items.
  - Practice Worksheet B: Students should correctly answer at least four of items 1–5. For items 6–8, students should write both positive and negative sentences for at least two items.

For students who need reteaching, review the Student Lesson Summary. Focus on the Here’s How steps using the Teaching Model. Then assign the Reteaching Worksheet, p. 158.
Sample Answers: Reteaching Worksheet

1. one
2. dictionary
3. yes
4. the context
5. positive
6. The words carefully guided and caution are context clues suggesting a positive connotation.
7. utmost
8. negative
9. Dr. Lazar was an excellent pediatrician, always showing patience and tender concern for the youngsters she treated.
LESSON 17
STUDENT LESSON SUMMARY
Denotation and Connotation

ACADEMIC VOCABULARY

denotation: a word’s dictionary meaning or literal meaning
connotation: shades of meaning conveyed by a word; the emotional associations a word has for most readers or listeners
synonym: a word that has the same or almost the same meaning as another word
context: the words or sentences that surround a word; may help the reader figure out both its denotation and connotation

HERE’S HOW

Step 1: Recognize when a word’s meaning is unfamiliar. Consider whether a word has more than one meaning, or denotation. In the following example, the word craft, which can mean “skill in making something,” must have a different meaning. If you tried substituting skill in making something for craft, the example makes no sense. You must find a new meaning.

EXAMPLE
The craft and trickery of the con man allowed him to fool many people.

Step 2: Check a word’s denotation(s) in the dictionary. Looking up craft in a dictionary reveals that it has several denotations, or literal meanings, one of which will work best in a given sentence.

EXAMPLE
Denotations of craft: 1. art, skill. 2. guile, slyness.

Step 3: Examine context to determine a word’s connotation. A word’s connotation, or emotional association, goes beyond its dictionary meaning. Look for context clues—such as other words in the same sentence—to determine whether a word’s connotation is positive or negative. For example, clever may connote either smart or conniving.

EXAMPLE
Positive Connotation: The apprentice was quick-witted and clever.
Negative Connotation: The apprentice was clever and adroit at avoiding work.

Step 4: Choose words carefully, noting their connotations. Words with the same meanings may have a wide range of positive, neutral, or negative feelings. The example shows several synonyms for clever, each with its own connotations—some positive, some negative.

EXAMPLE
Positive: The talk show host’s comments were intelligent.
Positive: The talk show host’s comments were witty.
Negative: The talk show host’s comments were facile and superficial.
Negative: The talk show host’s comments were cunning and manipulative.
A. Directions: Read each vocabulary word. Then read its two synonyms. Put a plus sign (+) next to any synonym with a *positive* connotation. Put a minus sign (–) next to any synonym with a *negative* connotation.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Synonym</th>
<th>+ / –</th>
<th>Synonym</th>
<th>+ / –</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. amaze</td>
<td>impress</td>
<td></td>
<td>stupefy</td>
<td></td>
</tr>
<tr>
<td>2. sidestep</td>
<td>evade</td>
<td></td>
<td>avoid</td>
<td></td>
</tr>
<tr>
<td>3. comic</td>
<td>ridiculous</td>
<td></td>
<td>humorous</td>
<td></td>
</tr>
<tr>
<td>4. incite</td>
<td>stir up</td>
<td></td>
<td>instigate</td>
<td></td>
</tr>
<tr>
<td>5. allies</td>
<td>colleagues</td>
<td></td>
<td>cohorts</td>
<td></td>
</tr>
</tbody>
</table>

B. Directions: In each example, decide what connotation the *italicized* word has. Write *P* for a *positive* or *N* for a *negative* connotation. Use the hint and context clues as a guide. Then explain your answer in a sentence.

6. example: In the current *soft* economic climate, investors are extremely cautious about where they put their money.

   hint: *Soft* can mean “mild” (+) or “unstable” (–).

7. example: The student *skipped* too many items on the standardized test.

   hint: *Skip* can mean “to leap over” (+) or “omit” (–).

8. example: Joe was *determined* to quit smoking, and his firmness paid off.

   hint: *Determined* can mean “resolute” (+) or “stubborn” (–).

9. example: One of Pauline’s greatest assets as a teacher is her *sensitivity* to her students’ varying needs.

   hint: *Sensitivity* can mean “responsiveness” (+) or “touchiness” (–).

10. example: The totalitarian governments of the dictators Adolf Hitler in Germany and Josef Stalin in Russia attempted to *regulate* almost every aspect of citizens’ lives.

   hint: *Regulate* can mean “put in order” (+) or “control” (–).
A. Directions: Read each vocabulary word. Write two synonyms for it, first one with a positive (+) connotation, then one with a negative (–) connotation. You may consult a dictionary or thesaurus.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>(+) Synonym</th>
<th>(–) Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. amaze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. sidestep (v.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. comic (adj.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. incite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. allies (n.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Directions: Read each pair of vocabulary words. Use one word to write a sentence that makes its positive connotation clear. Use the other word to write a sentence with a negative connotation.

6. vocabulary words: bookish / intellectual
   Positive: __________________________
   Negative: _________________________

7. vocabulary words: remedy (n.) / quick fix (n.)
   Positive: _________________________
   Negative: _________________________

8. vocabulary words: ridiculous / humorous
   Positive: _________________________
   Negative: _________________________
Review  Denotation is the dictionary meaning or meanings of a word. Connotation means the emotional associations that you connect to a word. Context means the words and the sentences that surround a word. The context will help you figure out if the word has a positive or negative meaning.

A. Directions: Read each question. Write a short answer on the blank.

1. What is the least number of denotations that a word can have? ________________________________

2. Where can you find denotations of words? ________________________________

3. Do some words have more than one connotation each? ________________________________

4. What helps you determine the connotation of a word? ________________________________

B. Directions: Read each boxed example. Then, write answers to the questions.

**EXAMPLE** As he carefully guided the automobile down the icy hill, Kyle used extreme caution, knowing that he could easily slide into a spin.

5. In the example sentence, does extreme have a positive or a negative connotation? ________________________________

6. Explain in a sentence how you figured out your answer to question 6. ________________________________

7. Give a synonym for extreme with the same connotation as the example. ________________________________
DENOTATION AND CONNOTATION, CONTINUED

**EXAMPLE**  The mayor told the council, “This hurricane forecast is a matter of grave concern. We may need to consider mandatory evacuation of residents living less than a mile from the coast.”

8. In the example, does *concern* have a positive or a negative connotation?

9. Write a sentence in which *concern* has a connotation *opposite* to the example.
STUDENT OBJECTIVES

- Identify synonyms and antonyms
- Identify the connotations of synonyms and antonyms
- Use synonyms and antonyms to express precise meanings

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 165
- **Practice Worksheets**, Levels A and B, pp. 166–168
- **Reteaching Worksheet**, p. 169

Teach

1. **Introducing Synonyms and Antonyms:** Write the following set of words on the board.

   dislike, distaste, repugnance, disgust, loathing, abomination, antipathy, abhorrence, enmity, hostility, animosity, venom, acrimony, malice

   - Call on a volunteer to identify what these words have in common. (*They are similar in meaning.*)
   - Tell students that these words are **synonyms**, words with similar meanings.
     
     Next, write these pairs of words on the board.
     
     dislike/liking disgust/regard antipathy/admiration hostility/affection
     
   - Call on a volunteer to identify what these words have in common. (*They are opposites.*)
   - Tell students that these words are **antonyms**, words with opposite meanings.
   - Explain that it is important to know synonyms and antonyms so they can choose the right words to express themselves.

2. **Teaching Synonyms and Antonyms:** Distribute the **Lesson Summary** and review the **Academic Vocabulary**. Call students’ attention to the box of synonyms in **Step 1**.

   Point out that the words have similar meanings but that no two words have exactly the same meaning. Explain that the synonyms for *disturbance* convey different shades of meaning, from “agitation” (*nervousness*) to “frenzy” (violent or wild excitement, a kind of madness).

   - Read through **Steps 2 and 3**. Then write this pair of sentences on the board.
     
     Because Sara felt a **distaste** for snakes, she tried to avoid them.
     
     Because of the animosity between the two teams, the players fought ferociously.

   - Call on volunteers to distinguish between the shades of meaning in these items.
     
     
     *(Sample: The first item expresses a mild dislike, while the second expresses bitter hatred.)*
SYNONYMS AND ANTONYMS, CONTINUED

- Have students read the pairs of antonyms in Step 4. To make sure students understand the concept of antonyms, have them suggest antonyms for some other words, such as frivolous, discourtesy, and clandestine. (Sample: important, politeness, disclosed) Tell students that not every word has an exact antonym. (Sample: caricature, formula, sculpture)

- Call on a volunteer to read Step 5 aloud. Then write a sample thesaurus entry on the board to illustrate the format to students.

  Main Entry: incomprehensible
  Part of Speech: adjective
  Definition: incapable of being understood
  Synonyms: unintelligible, unfathomable, abstruse, inscrutable
  Antonyms: meaningful, suggestive, expressive, significant, eloquent, intelligible

- Ask students to use the word incomprehensible correctly in a sentence and then write a second sentence using an antonym of the word. (Sample: The actor’s accent was so thick his speech was incomprehensible. His co-star, however, enunciated beautifully and so was intelligible.)

3. Guided Practice: Write the following sentences on the board. To complete each sentence, ask students to name at least three possible synonyms for the meaning indicated in parentheses. Then have students vote on the synonym they prefer to complete the sentence.

- The ____ (downfall) of the Soviet Union led to the separation of Ukraine, Georgia, and other nations from Russia. (Sample: collapse, failure, overthrow, crash, disgrace, destruction, breakdown, wreck)

- The United States became the ____ (one) superpower in the world. (Sample: sole, only, individual, single, unique, lone, solitary)

- Do you think the United States has a special ____ (duty) to the rest of the world? (Sample: responsibility, obligation, accountability, onus, burden, undertaking)

QUICK CHECK. To test students’ grasp of the lesson, write the following pairs of words on the board, and have students tell whether the pairs are synonyms or antonyms.

1. generosity/stinginess (antonyms)
2. crass/refined (antonyms)
3. ponder/meditate (synonyms)

Practice and Apply

Activities involving synonyms and antonyms appear on pp. 166–168.

- Assign Practice Worksheet A to students who need more structured activities.
- Assign Practice Worksheet B to grade-level and above-level students.
SYNONYMS AND ANTONYMS, CONTINUED

Answer Key: Practice Worksheet A
1. c  2. b  3. b  4. a  5. c  6. b  7. b  8. a  9. a  10. c

Answer Key: Practice Worksheet B

11. synonyms: bitter, biting, caustic, rancorous; antonyms: cordial, gentle, warm, mild; sentence: The rancorous dispute between the landlord and tenants was finally settled out of court.

12. synonyms: want, destitution, indigence, poverty; antonyms: affluence, luxury, opulence; sentence: The affluence of people in that gated community was evidenced in their expensive automobiles and staff of servants.

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- Practice Worksheet A: Students should answer at least eight of the items correctly.
- Practice Worksheet B: Students should answer ten of the items correctly.

For students who need reteaching, review the Student Lesson Summary. Focus on the Academic Vocabulary and work through the Here’s How steps, using the examples on the page and the sentences in Practice Worksheet A. Then assign the Reteaching Worksheet, p. 169.

Answer Key: Reteaching Worksheet
Academic Vocabulary

**Synonyms:** words with similar meanings

**Antonyms:** words with opposite meanings

**Thesaurus:** a reference book that lists synonyms and antonyms

**Connotation:** what a word suggests, not what it actually means

**Context:** the words and sentences that surround a word

**Here’s How**

**Step 1:** Read the set of synonyms listed below. Note that the words have similar meanings but do not mean exactly the same thing.

disturbance, agitation, bustle, fuss, commotion, hubbub, racket, uproar, turbulence, turmoil, perturbation, tumult, tempest, furor, frenzy

**Step 2:** Read these sentences, which show two of the synonyms used in context.

- The *bustle* in the garden was evident to all of us, even from a distance.
- The *frenzy* on the stage quickly spread through the crowd of concert-goers.

**Step 3:** Notice the different connotations of these synonyms.

- In the first sentence, *bustle* conveys positive connotations and suggests exciting motion and activity.
- In the second sentence, *frenzy* carries negative connotations and conveys the idea of wild excitement and possible danger.

**Step 4:** Read through these pairs of antonyms.

- *Bustle*/*tranquility*  *Frenzy*/*serenity*

- In the sentences in Step 2 above, substitute *tranquility* for *bustle* and *serenity* for *frenzy*. Notice the power of these antonyms to convey a meaning opposite that of the original sentences.

**Step 5:** Use a dictionary or a thesaurus to locate synonyms and antonyms. These reference sources will help you find exactly the right word to say what you mean.
A. **Directions:** Circle the letter of the *best synonym* for each underlined word. Use a dictionary or a thesaurus if necessary.

1. Do you think that the crowd’s **boisterous** behavior after the game might spin out of control?
   a. animated  
   b. boorish  
   c. noisy

2. The **precise** price I paid for that sweater at the thrift shop was $14.97.
   a. bargain  
   b. exact  
   c. reduced

3. The governor’s **evasive** answer dodged the reporter’s question.
   a. false  
   b. ambiguous  
   c. clever

4. A wave of anxiety swept over me before I started down the **precipitous** path to the river.
   a. steep  
   b. ever-changing  
   c. constricted

5. Because he was deep in **reverie** Harry did not respond until the teacher asked him the question for the third time.
   a. adversity  
   b. slumber  
   c. daydreaming

B. **Directions:** Identify the *antonym* for each underlined word. Use a dictionary or a thesaurus if needed.

6. The reporters greeted the president’s words with **skepticism**.
   a. disbelief  
   b. assurance  
   c. caution

7. The **munificence** of the alumni helped the college survive.
   a. prodigality  
   b. frugality  
   c. donations

8. The instruments at the lab were found to be in **pristine** condition.
   a. contaminated  
   b. immaculate  
   c. finicky

9. To the mourners, **somber** weather on the day of the funeral seemed fitting.
   a. luminous  
   b. gloomy  
   c. inclement

10. Caroline **impetuously** raised her hand when the teacher called for volunteers.
    a. impatiently  
    b. perceptibly  
    c. deliberately
A. Directions: Using your knowledge of synonyms and shades of meaning, circle the synonym that best completes each sentence.

1. How did you (overhaul / refurbish / restore) your room for so little money?
2. Rhonda failed the multiple-choice test because her answers were (misapprehended / erroneous / illusive).
3. The executives tried to (dissuade / preclude / encumber) the whistle-blower from giving evidence.
4. The man’s (conspicuous / distinguished / notable) appearance inspired trust.
5. The film turned out to be (anesthetic / narcotic / soporific), and I fell asleep during the second hour.

B. Directions: For the underlined word in each item, choose the correct antonym from the box. You may use a thesaurus or dictionary if needed.

| surfeit | avowed | aplomb | impassive | indulgent |

6. Theo’s parents are straitlaced, but Garth’s are relatively ____.
7. Because of economic conditions, the mayor repudiated some of the promises he had ____ to the public during the election campaign.
8. Rico and Emily reacted to the news in different ways: he became emotional, while she remained ____.
9. With a dearth of rain, farmers cannot grow crops properly; a _____________ of moisture, on the other hand, may also be problematic.
10. When the exam results were posted, some students viewed the list with consternation, but others, who had scored better, reacted with ____.
SYNONYMS AND ANTONYMS, CONTINUED

C. Directions: For each item, write at least one synonym and one antonym. Then use either the synonym or the antonym in an original sentence. Use a dictionary or thesaurus if needed.

11. acrimonious synonyms: ____________________ antonyms: ____________________

   sentence:_____________________________________________________________________

12. penury synonyms: ____________________ antonyms: ____________________

   sentence:_____________________________________________________________________


Review  Synonyms are words with similar meanings. Antonyms are words with opposite meanings. Synonyms and antonyms are commonly listed in a dictionary or a thesaurus.

A. Directions: Write the correct letter in the blank to match the words in Column B with their synonyms in Column A.

1. circuitous  
2. penchant  
3. insular  
4. amorphous  
5. filch  
6. bizarre

   a. narrow-minded  
   b. formless  
   c. steal  
   d. roundabout  
   e. extremely strange  
   f. tendency

B. Directions: For each sentence, circle the antonym for the underlined word. Use the antonym to help you figure out the meaning of the underlined word, and write that meaning on the line. Check your meanings against the definitions in a dictionary.

7. Interviewers can pose a broad range of questions to applicants, and some interviewers are courteous, while others are brusque.
   meaning:

8. The editorial I read seemed extremely biased. I had hoped the newspaper would take a more dispassionate approach.
   meaning:

9. Owen lived in a modest two-story house, but his cousin David resided in a sumptuous mansion of 28 rooms.
   meaning:

10. On the job, Sean displayed deference toward the boss; Olga, by contrast, treated the boss with complete disdain.
    meaning:
**STUDENT OBJECTIVES**
- Identify multiple-meaning words
- Use context clues to determine the meaning of multiple-meaning words

**RESOURCES AND PREPARATION**
You will need photocopies for students of:
- **Student Lesson Summary**, p. 175
- **Practice Worksheets**, Levels A and B, pp. 176–177
- **Reteaching Worksheet**, p. 178

**Teach**

1. **Multiple-Meaning Words**: Explain that a multiple-meaning word depends on its context: a pilot flying a plane is different from a carpenter using a plane to smooth wood. Remind students that the first way to try to define an unknown word is to study the context in which it appears. Multiple-meaning words may be familiar, but because one meaning is appropriate and another is not, context provides the answer.

2. **Teaching Multiple-Meaning Words**: Distribute the **Lesson Summary**. Review the **Academic Vocabulary** and **Here’s How** steps. Then discuss the following points:
   - **Your Knowledge**: Even when you know all the meanings of multiple-meaning words, you need to consider which meaning applies in a particular situation.
   - **Parts of Speech**: To determine a word’s part of speech, look for telltale clues. For instance, a word preceded by an article is a noun. If it has a verb ending, such as -ed, it is a verb. Adverbs often end with -ly, and modify verbs. Adjectives modify nouns. Some typical endings are -ful, -some, -less.
   - **Context Clues**: Once they narrow down the part of speech, they can try all the definitions they know that fit it. Or they can simply try definitions.
   - **Dictionary**: Explain that the dictionary is always a resource for definitions. Use a dictionary for unfamiliar words. Use a process of elimination to find the meaning that best fits the context.

3. **Guided Practice**: Work through the example sentence on the **Lesson Summary**. Have a student read the sentence aloud. Then guide volunteers through the **Here’s How** steps to determine the appropriate definition of pitch:
   - **Ask**: What part of speech is pitch? (noun)
   - **Have students plug in possible noun meanings.**
   - **Ask students what context clues in the example sentence make clear that pitch means “a black, sticky substance.”** (Night and dark are the main context clues.) Since the word in the sentence is something that night can be as dark as, this is the only meaning of pitch that fits the context.
QUICK CHECK. Write the following sentence on the board. Have students use as many steps as they need to determine the correct meaning of the underlined multiple-meaning word. Ask what context clues made the correct meaning clear.

Who wrote the leader in today’s newspaper?

(leading article in a newspaper; wrote, newspaper)

Practice and Apply

Practice activities on multiple-meaning words appear on pp. 176–177.

• Assign Practice Worksheet A to students who need more structured activities.

• Assign Practice Worksheet B to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. d; noun; Context Clues: trial, criminal, accused, robbery
2. c; noun; Context Clues: knows so much, college, majored
3. d; verb; Context Clues: to bits, mixed with water
4. a; verb; Context Clues: speaker, audience
5. b; noun; Context Clues: United States Constitution

Answer Key: Practice Worksheet B

1. (verb) to oppose or argue against; (adjective) tending to oppose or argue against; (noun) a surface on which food is prepared or served (noun); something or someone that counts; (noun) a playing chip
2. (noun) a small copy of an existing object; a style or design (noun) person who displays clothing or other items for sale; (verb) to shape clay;
3. (noun) beverage containing fruit juice; (verb) to hit with the fist; (verb) to put a hole in or through; (verb) to herd cattle
4. (noun) the part of a group that falls within certain limits; (verb) to classify together; (noun) a brace used to hang a shelf; (noun) a punctuation mark like a square or pointed parenthesis
5. (noun) an unequaled achievement; (verb); to preserve in a form that can be checked or played back later; (noun) a report set down in writing; a disk played on a phonograph

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

• Practice Worksheet A: Students should answer correctly four out of the five items.

• Practice Worksheet B: Students should correctly identify the meaning and part of speech in four of the five items and provide at least one meaning for every item.

For students who need reteaching, review the Student Lesson Summary. Focus on the example and relate it to the definitions in Academic Vocabulary and the steps in Here’s How. Brainstorm one or two new examples with students. Then, have them complete the Reteaching Worksheet, p. 178.
MULTIPLE-MEANING WORDS, CONTINUED

Answer Key: Reteaching Worksheet

1. verb; to abandon without leaving any way of return; context clue: in the middle of nowhere
2. noun; a group of people promoting shared interests; context clues: group, tries to encourage good citizenship
3. noun; limitations or qualifications on one’s feelings, support, etc.; context clue: wholeheartedly, but
4. noun; a complete circle or orbit made around another body; context clues: earth makes, around the sun
5. modifier; in the middle; context clues: 55 degrees, but it often goes as high as 75 in the day and as low as 35 at night.
ACADEMIC VOCABULARY

multiple-meaning words: words that can have more than one meaning
context: the surroundings or situation in which a word is used
context clues: other words or phrases near the word that help point to its meaning

HERE’S HOW

**Step 1: Use your own knowledge.** Ask yourself: What possible meanings of the word do I know? Do any jump out as correct?

**Step 2: Identify the part of speech.** When you come across a multiple-meaning word and are unsure which definition to apply, ask: Is this word being used as a noun, verb, adjective, adverb, or some other part of speech?

**Step 3: Think of definitions of the word that fit that part of speech.** For example, if the word is being used as an adjective, you can rule out definitions that would only apply to a noun, verb, or adverb.

**Step 4: Use context clues.** Ask yourself: Which of the multiple meanings fits this context? If you are unsure, try each meaning in the sentence to see which makes the most sense.

**Step 5: If none seem to fit, use a dictionary.** Ask yourself: What else can this word mean? Remember to look only at definitions that fit the correct part of speech. Decide which one best fits the context.

**EXAMPLE: MULTIPLE-MEANING WORD**

Read the following sentence, looking for clues to the meaning of the boldface word.

*The thick fog made the night as dark as pitch.*

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to throw or toss (verb)</td>
<td>In the context, <em>pitch</em> names what night is dark as, so it is a noun. I can eliminate the possible verb meanings.</td>
<td>Additional dictionary definitions of nouns: 1. a card game 2. a black, sticky substance 3. degree of tilt (noun)</td>
<td>When I plug in “a black, sticky substance,” the meaning makes sense in the context, where <em>pitch</em> is something dark.</td>
<td></td>
</tr>
<tr>
<td>2. to set up, like a tent (verb)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. to lurch or tilt (verb)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. a toss (noun)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. the tone of a sound (noun)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. sales talk (noun)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use context to determine the correct definition of each multiple-meaning word, shown in bold.

- Write the word’s part of speech and the context clues that helped you.
- Then, circle the definition that best matches the word.

1. At the beginning of the trial, the criminal was accused of three counts of robbery.
   
   **Part of Speech:** ____________  **Context Clues:** ______________
   
   a. names or adds up numbers  
   b. relies  
   c. members of the European nobility  
   d. charges made in a legal prosecution

2. No wonder Arthur knows so much about fossils. In college he majored in Spanish, but anthropology was his minor.
   
   **Part of Speech:** ____________  **Context Clues:** ______________
   
   a. lesser in size or importance  
   b. someone under full legal age  
   c. a student’s second most important field of study  
   d. relating to musical keys that contain semitones

3. The chef ground the chili peppers to bits that he then mixed with water.
   
   **Part of Speech:** ____________  **Context Clues:** ______________
   
   a. the surface of the earth  
   b. a reason or basis for something  
   c. to restrict as a punishment  
   d. crushed into small pieces or powder

4. The guest speaker will address the audience for half an hour and then answer questions.
   
   **Part of Speech:** ____________  **Context Clues:** ______________
   
   a. to speak or write to  
   b. to handle or deal with  
   c. a written or spoken speech  
   d. the place to which mail is sent

5. Which article of the United States Constitution describes the duties of Congress?
   
   **Part of Speech:** ____________  **Context Clues:** ______________
   
   a. a report or an essay in a magazine  
   b. a section of a written document  
   c. an individual item  
   d. the word the, an, or a
Directions: For each multiple-meaning word in bold print, write four actual definitions, including part of speech. Be sure that one of the four makes sense in the context of the sentence. Circle the letter of that meaning.

1. Sentence: I can **counter** your argument with facts that show you are wrong.
   a. 
   b. 
   c. 
   d. 

2. Sentence: She built a **model** that was one-twentieth the size of the original but still matched the original in all its details.
   a. 
   b. 
   c. 
   d. 

3. Sentence: “Help yourself to a cup of **punch,**” said the hostess.
   a. 
   b. 
   c. 
   d. 

4. Sentence: The family was in the $30,000 to $50,000 income **bracket.**
   a. 
   b. 
   c. 
   d. 

5. Sentence: Who holds the **record** for the best running time on the track team?
   a. 
   b. 
   c. 
   d. 

Review  Multiple-meaning words have more than one possible meaning.

- Check a dictionary to find other definitions if you need more.
- Use context clues to determine the correct part of speech and to choose the definition that matches.

Directions: Read each bold word in context. Write the correct part of speech from the list. Circle the letter that best fits the word in context. Underline context clues in the sentence.

noun verb adjective adverb

1. I never expected him to maroon us in the middle of nowhere.

   Part of Speech:______________

   a. to abandon without leaving any way of return
   b. a deep purplish red color
   c. someone who is left alone on a deserted island

2. The group my mom belongs to is a women’s league that tries to encourage good citizenship by getting people to vote.

   Part of Speech:______________

   a. a group of people promoting shared interests
   b. a group of sports teams
   c. a measurement of about three miles or three nautical miles

3. Jan joined the political campaign wholeheartedly, but I had a few reservations.

   Part of Speech:______________

   a. arrangements setting aside seats, rooms, etc., for future use
   b. limitations or qualifications on one’s feelings, support, etc.
   c. public lands set aside for a particular group or use

4. The earth makes a revolution around the sun every year.

   Part of Speech:______________

   a. a complete circle or orbit made around another body
   b. a complete or radical change
   c. the overthrow of a government

5. In Santa Fe, the mean temperature in April is 55 degrees, but it often goes as high as 75 in the day and as low as 35 at night.

   Part of Speech:______________

   a. cruel or petty           b. to intend or signify    c. in the middle
Homonyms and Homographs

STUDENT OBJECTIVES
- Identify homonyms and use them in correct contexts
- Identify homographs and use them in correct contexts

RESOURCES AND PREPARATION
You will need photocopies for students of:
- Student Lesson Summary, p. 183
- Practice Worksheets, Levels A and B, pp. 184–185
- Reteaching Worksheet, p. 186

Teach

1. **Introducing Homonyms and Homographs:** Write the following sentences on the board and ask students to underline, in each sentence, a pair of words that have the same spelling and sound but different meanings. Then have students tell the meaning of each underlined word.

**EXAMPLE**
To deposit my check in the bank after the storm, I had to climb over a bank of snow.
(bank / bank: financial institution; piled-up mass)
Put fixing the list of this cabinet on your to-do list.
(list / list; tilt; series of items)
He thinks that avoiding animal meats—especially, liver—makes him a clean liver.
(liver / liver: edible organ; one who lives in a certain style)

2. Tell students that word pairs with the same spelling and sound but different meanings are homonyms.

3. Explain to students that they will sometimes be familiar with one meaning of a homonym but not another. Point out that context clues in the sentence help show the meaning.

4. Then write the following sentences on the board. Ask students to underline a pair of words, in each sentence, that are spelled alike but have different meanings and different pronunciations. Call on volunteers to pronounce the underlined words and tell their meanings.

**EXAMPLE**
Calm down, or you won’t live to see a live performance by the band.
(live / live; remain alive; in-person)
The mole on my grandmother’s wrist looked like a spilled drop of her molé sauce.
(mole [mOl] / molé [mplÁ]: skin growth; spicy sauce made with unsweetened chocolate)
Did you ever see a raven raid its plunder?
(raven [rAvéN] / raven [rBvPÉN]: large black bird; eat greedily)

- **Explain** to students that word pairs that are spelled alike but have different meanings and different pronunciations are called homographs.
- **Stress** that, unlike multiple-meaning words, words that are homonyms and homographs have individual entries in the dictionary.
5. Teaching Homonyms and Homographs: Distribute the **Lesson Summary** and go over the **Academic Vocabulary**. Explain that -graph is a word part meaning “writing or printing” and -nym is a word part which means “meaning” and which is the origin of the word *name*. Have a volunteer tell how the meanings of these word parts can aid in remembering the definitions of *homonym* and *homograph*.

- Have a volunteer read **Step 1** of the **Here’s How** steps.
- Ask students to think of sentences using the word *l-o-n-g* in different ways. (Sample: Do you long for anything for your birthday? I’d like a long imitation fur coat.)
- Have students decide for themselves whether “corn / corn” are homonyms or homographs? (*homonyms*)
- Ask a volunteer to explain why *homonyms* is the correct choice. (*They are both pronounced the same way, and are spelled the same.*)
- Have volunteers read aloud **Steps 2–5**. For each step, have them read the example and tell how the step helps clarify the word’s meaning. For **Steps 4** and **5**, invite some or all students to practice using the dictionary to look up word meaning and pronunciation.
- Then ask: What does each mean? Are these words homonyms or homographs? (*homographs*) How do you know? (*They are pronounced the differently.*)

6. Guided Practice: Guide students to apply the **Here’s How** steps using the words *barrage / barrage*, as follows.

- Write the following example on the board.

  **EXAMPLE** We hid behind the barrage to protect ourselves from the barrage by the enemy.

  - Elicit that students may be familiar with the meaning “rapid discharge of ammunition,” have them look up another meaning of *barrage*. Ask: Based on the context, what part of speech will this other meaning be? (*noun*)
  - Write the following definitions on the board.

  **EXAMPLE** *barrage* n. [bärPGj] artificial obstruction, such as a dam

  *barrage* n. [bE-räzh ’] rapid, concentrated discharge

  - Ask: Are the words spelled alike? (*yes*) Are they pronounced alike? (*no*) Ask: Is the word pair *barrage / barrage* homonyms or homographs? (*homographs*)
  - Next, have students work in pairs. Have each duo write one passage containing a homonym pair and one passage containing a homograph pair. Then have students trade with another set of partners to read the work aloud, circle the homonyms and homographs, and tell their meanings.
HOMONYMS AND HOMOGRAPHS, CONTINUED

QUICK CHECK. To test students’ grasp of the lesson, write each sentence on the board. Ask students to identify the underlined word pairs in each sentence as either homonyms or homographs and tell the meanings of the words.

1. This evening I am set on evening the score in the number of crossword puzzles Bob and I have completed. (homographs; time of day; making even)

2. Because of heavy snow, the trash collector had to refuse to pick up our refuse yesterday. (homographs; decline; trash)

3. I like to pitch my tent where I can smell the sweet pine pitch. (homonyms; set up; sap)

Practice and Apply


- Assign Practice Worksheet A to grade-level and above-level students.
- Assign Practice Worksheet B to students who need more structured activities.

Answer Key: Practice Worksheet A

1. mole: animal; congenital growth on skin
2. might: helping verb (past tense of may) that expresses a state of doubt; great strength
3. novel: long work of fiction; strikingly different
4. loaf: relax; shaped mass of bread
5. mold: fungus; hollow form that shapes what is poured into it
6. peck: strike with a beak; unit of dry measure
7. wicked (two syllables): severe; wicked (one syllable) convey moisture away
8. alum (accent on second syllable): short for alumnus, a graduate from a particular school; alum (accent on first syllable): kind of chemical compound
9. lower (first, accented syllable pronounced with vowel sound of out): sullen look; lower (first, accented syllable pronounced with long o): further below
10. desert (accent on second syllable): leave alone; desert (accent on first syllable): barren region with little rainfall

Answer Key: Practice Worksheet B

1. diet: assembly of the princes; diet: usual food and drink of someone
2. flake: small bit of snow; flake: frame
3. meter: rhythm; meter: length (a little longer than a yard)
4. hamper: food basket; hamper: hinder
5. grave: serious; grave: place of burial
6. bluff: rough and blunt; bluff: cliff
7. Gn-vBIPGd /GnPvE-lGd
8. nOmPEr /nOmPbEr
9. lCd /lDd
10. BkPsCzQ /BkPsGz
Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A:** Students should answer at least eight items correctly.
- **Practice Worksheet B:** Students should answer at least eight items correctly.

For students who need reteaching, review the Lesson Summary. Focus on the Here’s How steps using examples from Practice Worksheet A. Then have students complete the Reteaching Worksheet, p. 186.

**Answer Key: Reteaching Worksheet**

1. e  2. b  3. f  4. j  5. c  6. h  7. a  8. d  9. g  10. i
Homonyms and Homographs

ACADEMIC VOCABULARY

- **homonyms**: words that have the same spelling and sound but different meanings
- **homographs**: words that are spelled the same but have different meanings and are also pronounced differently.

HERE’S HOW

**EXAMPLES**

**Homonyms**: Please don’t nag me about getting rid of the nag.

**Homographs**: The wind made the whirligig start to wind.

**EXAMPLE: CONTEXT SENTENCE**

“I don’t know what you are trying to intimate by your indirect statements.”

**Step 2: When you see a familiar word used in an unfamiliar way, consider if it is a homonym or a homograph.** Usually, *intimate* is an adjective that means “familiar” or “close,” but that part of speech and those definitions don’t work in this context. Therefore, the word must have another meaning.

**Step 3: Using context clues, infer the word’s meaning.** The context sentence says “to intimate,” so *intimate* must be a verb. The context sentence also mentions “indirect statements.” That context clue suggests that the verb *intimate* may mean “hint at.”

**EXAMPLE: WORKING DEFINITION**

*intimate* v. hint at

**Step 4: If there are no helpful context clues, look up the word in the dictionary.** The dictionary lists homonyms and homographs as separate entries because they have different origins.

**EXAMPLE: DEFINITIONS**

- *intimate* adj. (GnPtE-mGt) marked by close acquaintance
- *intimate* v. (GnPtE-mAtQ) to make known subtly and indirectly

**NOTE:** the second entry fits the meaning in the context sentence.

**Step 5: Check the pronunciation of the entry words.** Many homographs are pronounced differently from each other.

**EXAMPLE**

The pronunciation key for the two entries shows that the accent falls on different syllables, so the words are homographs.
A. **Directions:** Underline the homonyms in each sentence. Then write their meanings. You may check a dictionary.

1. The mole ran and hid before I could see if it had a mole on its skin.

2. How might they have developed such might?

3. The novel told the story of a novel relationship between so-called enemy soldiers.

4. In the spring, I like to loaf under a tree with a chunk of brie and a loaf of sourdough.

5. A smelly mold grew inside the unwashed cake mold.

6. The chickens tried to peck their way through a peck of apples.

B. **Directions:** Underline the two homographs in each sentence. For each pair, explain the difference in pronunciation. Then write the meanings. You may check a dictionary.

7. I worked up a wicked sweat, but my new shirt wicked it away.

8. The alum who spoke made his fortune in alum and other sulfates.

9. Her lower made my mood even lower.

10. Don’t desert me in the desert, or I’ll panic.
LESSON 20
Homonyms and Homographs

A. **Directions:** Circle the homonyms in each pair of sentences. Then write a brief definition of each homonym. You may check meanings in a dictionary.

1. We know a diet was a feature of the Holy Roman Empire. ____________________________
   Do we know what a member’s daily diet consisted of? ____________________________

2. Every winter someone tells me that each flake is unique. ____________________________
   Every summer I use a flake to dry fish. ____________________________

3. The poem has distinct meter. ____________________________
   Will a banner with the poem on it run the length of a meter? ____________________________

4. Jim carried the picnic hamper down the steps. ____________________________
   Did his fancy shoes hamper his descent? ____________________________

5. The widow had a grave look on her face. ____________________________
   Finally, she dropped the rose into the grave and left. ____________________________

6. My uncle frightened my friends, but his tough act was all a bluff. ____________________________
   To escape him, they ran up to the edge of the bluff. ____________________________

---

B. **Directions:** Underline the homographs in each sentence. Then read aloud each pair of sentences. Circle the correct phonetic respelling of each underlined homograph. Use a dictionary to check your answers.

7. (GnPvE-lGd / Gn-vBIPGd) The doctor’s first diagnosis was invalid.
   (GnPvE-lGd / Gn-vBIPGd) The mistake was corrected and the invalid is now recovering.

8. (nOmPbEr / nOmPEr) I was not only colder but also number.
   (nOmPbEr / nOmPEr) Take a number and wait your turn.

9. (lCd / lDd) The lead role will go to Sara.
   (lCd / lDd) The lead shield will protect you.

10. (BkPsCzQ / BkPsGz) The graph maker uses two axes—one x, one y.
    (BkPsCzQ / BkPsGz) The lumberjack uses two axes—both sharp.
Review  Many common English words are homonyms or homographs. Homonyms are words that have the same spelling and sound but have different meanings and origins—that is, they have separate dictionary entries. Homographs are words that are spelled the same, have different meanings and are also pronounced differently.

A. Directions: Read each pair of homonyms. Then match them with their meanings. You may want to check some words in the dictionary.

- 1. log / log  a. kind of tree / underside of hand
- 2. net / net  b. trap for birds / amount remaining after expenses
- 3. page / page  c. animal / shoe
- 4. mister / mister  d. speak rapidly / series of quick, light taps
- 5. mule / mule  e. short for a math term / a daily record
- 6. pan / pan  f. servant / one side of a leaf of a book
- 7. palm / palm  g. container / evergreen shrub
- 8. patter / patter  h. move a camera / cooking utensil
- 9. box / box  i. animal / chatter
- 10. yak / yak  j. device for watering plants / term of address

B. Directions: Read each sentence. Next to the number of each sentence, write the letter of the pronunciation of the underlined word. Check your dictionary if necessary.

- 11. Can the ______ push the ship to shore?  a. [wGnd]
- 12. How tall is the radio ______?  b. [touPER]
- 13. The ______ worsened the fire.  c. [tärPe]
- 14. ______ the antique clock carefully.  d. [tIPER]
- 15. The dog came home with ______ feet.  e. [tIPeR]
- 16. The dog would ______ for a biscuit.  f. [wFnd]
LESSON 21
TEACHER’S GUIDE
Homophones and Commonly Confused Words

STUDENT OBJECTIVES
- Identify and use homophones
- Identify and use commonly confused words

RESOURCES AND PREPARATION
You will need photocopies for students of:
- Student Lesson Summary, p. 191
- Practice Worksheets, Levels A and B, pp. 193–194
- Reteaching Worksheet, p. 195

Teach

1. Introducing Homophones and Commonly Confused Words: Write the following sentences on the board and ask students to find in each one a pair of words that have the same sound but different meanings and spellings. Then have students tell the meaning of each of these words.

   - Her work complements mine, and together we get many compliments.
   - The weather will determine whether the field trip is cancelled.
   - We already knew that the men were all ready to go back to work.

   (complements/compliments; completes; remarks that say something good)
   (weather/whether; atmospheric conditions; a word that expresses a choice or alternative)
   (already/all ready; previously; fully ready)

   - Tell students that word pairs such as these are called homophones.
   - Explain that it is important to know the meanings and spellings of homophones so they can avoid confusion when they write.

   Then write the following sentences on the board and ask students to find a pair of words in each case that are different in sound and spelling, but similar enough to cause confusion. Have students tell the meaning of each of these words.

   - His personal opinion of the factory personnel was not positive.
   - Formerly, she had been a school principal and always spoke formally.
   - He asked me to choose between football and baseball, and I chose the latter.

   (personal/personnel; individual; a group of people employed in the same place)
   (formerly/formally; previously; in a formal way)
   (choose/chose; select; have selected)

   - Tell students that these pairs of words are frequently confused and incorrectly used for each other.
   - Explain that it is important to learn the meanings and spellings of these commonly confused words.
2. Teaching Homophones and Commonly Confused Words: Distribute the Lesson Summary and review the Academic Vocabulary. Then ask students to read aloud the pairs of homophones and commonly confused words and their meanings.

- **Homophones**: Elicit that words such as board/bored are homophones because they sound the same.

- **Commonly Confused Words**: Words like beside/besides are pronounced slightly differently but are close enough to be easily confused.

To help students hear slight differences in the pronunciation of commonly confused words, emphasize the differing vowel or consonant sounds.

- **beside** (bG-sFdP)
- **besides** (bG-sFdzP)

Other easily confused words, such as later and latter, sound quite different but have similar meanings and are often used incorrectly.

Then share these easy tips with students.

- **bring/take**—You bring in the direction toward, but take away.
- **heal/heel**—The heal belongs to the feet; heal means to make healthy.
- **beside/besides**—Beside means by the side of; besides means also.

Tell students that the words listed on the Lesson Summary are not the only homophones or commonly confused words. Elicit or suggest other examples.

(Example: capital/capitol, desert/dessert, your/you're)

3. Guided Practice: Walk through the Here's How on the Lesson Summary.

- Call on volunteers to supply original sentences that use the words listed on the Lesson Summary. Ask students to tell what each word means. (Example: The movie bored her. [bored: not interested] The board of directors approved the funding. [board: a group of people with managerial functions])

- Remind students to use the dictionary if they are ever confused about the meanings of homophones or words that sound similar.

**QUICK CHECK.** To test students’ understanding of the lesson, write each sentence in the box below on the board. Ask students to identify the word in parentheses that correctly completes the sentence.

1. (Beside/Besides) a bicycle, she bought him a skateboard. (Besides)

2. He thought he would (bring / take) a cake to the party. (bring)

3. She (threw / through) the ball for the dog to catch. (threw)
Practice and Apply
- Assign Practice Worksheet A to students who need more structured activities.
- Assign Practice Worksheet B to grade-level and above-level students.

Answer Key: Practice Worksheet A
1. board: group of people with managerial powers; bored: not interested
2. heel: contemptible person; heal: to make healthy
3. beside: next to; besides: in addition to
4. Bring: refers to movement toward; take: refers to movement away from
5. bear: to support the weight of; bare: empty, plain
6. Personnel: employees; personal: individual
7. Choose: decide; chose: decided
8. dyed
9. later
10. formally
11. choose
12. rode
13. through
14. road

Answer Key: Practice Worksheet B
1. C
2. through
3. Besides
4. C
5. rowed
6. C
7. personal
8. formerly
9. latter
10. bare
11. The doctor said he could heal the patient’s disease.
12. Walk through the garden to see the flowers.
13. To cut down on costs, they laid off some personnel.
14. She dyed her shoes to match her dress.
15. The black bear invaded the campsite.
16. Besides dinner, he also cooked dessert.
Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A:** Students should answer twelve of the items correctly.
- **Practice Worksheet B:** Students should answer fourteen of the items correctly.

For students who need reteaching, review the Lesson Summary. Focus on the Here’s How, using examples from Practice Worksheet A. Then have students complete the Reteaching Worksheet, p. 195.

Answer Key: Reteaching Worksheet

1. f  
2. g  
3. i  
4. e  
5. b  
6. d  
7. c  
8. j  
9. a  
10. h  
11. bring  
12. chose  
13. formally  
14. died  
15. later  
16. through
ACADEMIC VOCABULARY

| homophones: words that sound alike but have different meanings and spellings |
| commonly confused words: words that are often mistaken for each other because they are so similar in sound, meaning, or spelling |

HERE’S HOW
Learn the meanings of these homophones and commonly confused words.

<p>| bare | lacking appropriate covering; plain; empty; in scant supply |
| bear | to support the weight of, to sustain; to produce fruit; a large heavy mammal |
| board | a piece of lumber; a group of people with managerial power |
| bored | not interested |
| beside | by the side of |
| besides | in addition to |
| bring | refers to movement toward or with |
| take | refers to movement away from |
| choose | decide or prefer |
| chose | decided or preferred |
| died | passed away; ceased functioning |
| dyed | changed the color of |
| formerly | previously |
| formally | in a formal way |
| heal | to restore to health; to mend |
| heel | the part of the foot below the ankle; the part of a shoe that covers the human heel; a contemptible person |
| later | more late |
| latter | the second of two |</p>
<table>
<thead>
<tr>
<th>homophone</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal</td>
<td>individual</td>
</tr>
<tr>
<td>personnel</td>
<td>employed group</td>
</tr>
<tr>
<td>road</td>
<td>street or thoroughfare</td>
</tr>
<tr>
<td>rode</td>
<td>traveled</td>
</tr>
<tr>
<td>rowed</td>
<td>propelled a boat with oars</td>
</tr>
<tr>
<td>threw</td>
<td>tossed</td>
</tr>
<tr>
<td>through</td>
<td>indicating movement; finished</td>
</tr>
</tbody>
</table>
LESSON 21 PRACTICE WORKSHEET A

Homophones and Commonly Confused Words

A. Directions: Underline the homophones or commonly confused words in each sentence. Then write their meanings. You may want to check some words in the dictionary.

1. The board meeting bored her.

2. My mother thought the doctor was a heel because he wasn’t able to heal her.

3. I sat beside Jenna in the same cubicle for a year, and besides her constant phone calls I had to contend with her horrible music.

4. Bring me your excuse letter, and then take this slip to the attendance officer.

5. He could hardly bear that she had left; after she took all her things the apartment seemed so bare.

6. Personnel have to make a personal decision to strike.

7. Choose one of the options, and then let me know which one you chose.

B. Directions: Underline the word in parentheses that correctly completes each sentence. You may want to check some words in the dictionary.

8. He (died / dyed) his hair black.

9. I’ll see the movie (later / latter).

10. She spoke very (formerly / formally) for such a casual occasion.

11. The senior must (choose / chose) between two excellent universities.

12. During vacation, we (rowed / rode) horses and swam in the lake.

13. He was (through / threw) with his homework, so he went outside to play.

14. The crew made some repairs to the (rode / road).
A. **Directions:** If the underlined word is correct, write C. If it is incorrect, write the correct homophone or commonly confused word. You may need to check some words in the dictionary.

1. The **heel** of his shoe was coming apart.

2. When they were **threw** with dinner, they washed the dishes.

3. **Beside** rheumatism, she also suffers from diabetes.

4. When you **come** back, **bring** your textbook with you.

5. The captain **road** the small boat out to the middle of the lake, then he lost one of the oars.

6. He nailed a **board** over the window to prepare for the hurricane.

7. Whether to get married is a **personnel** decision.

8. **Formally,** he was a professor before he retired.

9. Of the two books, I prefer the **later**.

10. **Bear** feet are not allowed in the restaurant.

B. **Directions:** Write a sentence using the commonly confused word or homophone listed below.

11. **heal**

12. **through**

13. **personnel**

14. **dyed**

15. **bear**

16. **besides**
LESSON 21 RETEACHING WORKSHEET COPY MASTER

Homophones and Commonly Confused Words

Review Many common English words are homophones. Homophones are pairs of words that sound the same but have different meanings. Commonly confused words are words that are often mistaken for each other because they are so similar in sound, spelling, or meaning.

A. Directions: Read each homophone or commonly confused word. Then match it with its meaning. You may want to check some words in the dictionary.

1. bear
   a. lumber
2. bare
   b. individual
3. beside
   c. part of the foot
4. besides
   d. a group of employees
5. personal
   e. in addition to
6. personnel
   f. large mammal
7. heel
   g. lacking appropriate covering
8. heal
   h. not interested
9. board
   i. next to
10. bored
    j. make healthy

B. Directions: Underline the word in parentheses that correctly completes each sentence. Check your dictionary, if necessary.

11. Please (bring / take) me your homework.
12. She (choose / chose) to go to college.
13. The principal spoke very (formerly / formally) at the graduation ceremony.
14. My grandmother (died / dyed) recently, and we have been very sad.
15. My mother arrived (latter / later) than expected.
16. We drove (through / threw) the tunnel to get to the airport.
STUDENT OBJECTIVES

- Identify idioms
- Use context clues to understand the meanings of idioms

RESOURCES AND PREPARATION

You will need photocopies for students of:
- Student Lesson Summary, p. 201
- Practice Worksheets, Levels A and B, pp. 202–205
- Reteaching Worksheet, p. 206

Teach

1. **Idioms:** Ask students to discuss what might be meant by the following pieces of advice:
   - “Hold your horses, and keep a stiff upper lip.” (*be patient and be brave.*)
   - “Stick your neck out, and try not to get cold feet.” (*assert yourself, don’t be too timid to follow through.*)
   - Point out that these expressions are not literally referring to horses or to parts of the human body.
   - Elicit that the expressions are examples of **idioms**—colorful expressions whose meaning makes sense figuratively (as a metaphor, or image) but not literally.

2. **Teaching Idioms:** Distribute the Lesson Summary and read aloud the definition of an **idiom** in the Academic Vocabulary box.
   - Tell students that idioms are one way to discuss something ordinary in a more colorful way, that some idioms are clichés people get tired of hearing, and that combining idioms can lead to mixed metaphors.
   - Invite volunteers to suggest some other idioms they use in everyday speech.
   - Get the brainstorm started by offering such phrases as *walking on thin ice* ("taking a risk"); or *by hook or by crook* ("one way or another"). List responses on the board.
   - Ask volunteers to tell the meanings of their idioms.
   - Introduce the Here’s How section of the Lesson Summary, and go over the steps that can help students figure out the meaning of the idiom in the “Example Idiom.”

3. **Model the Skill.** Remind students that the context of an idiom—the words and sentences around it—can help them understand an unfamiliar idiom. To model this process, write the following sentence on the board:

   **EXAMPLE** Glenn was already angry at his older sister, so when Caroline taunted him by calling him a baby, she was adding fuel to the fire and he exploded.
   - Ask students to identify some context clues that enable them to figure out what the idiom *add fuel to the fire* means.
   - Elicit that readers know that Glenn was “already angry” and that taunting someone is likely to make that person even angrier. The fact that Glenn “exploded” confirms this.
   - Model inferring that *adding fuel to the fire* means “increasing the intensity” or “stirring up or stimulating an emotion or a topic.”
IDIOMS, CONTINUED

4. **Guided Practice:** Read each sentence aloud, or write them on the board. Ask students to use the context clues to tell the meaning of the underlined idiom in each sentence.

**EXAMPLE** No one laughed at Alan’s joke; it sailed like a lead balloon.  
(“sailed like a lead balloon” means “was not well-received.”)

**EXAMPLE** When Chelsea met the newcomer in her class, she said, “I’m sorry. Your name is on the tip of my tongue, but I just can’t remember it.”  
(On the tip of my tongue means “on the verge of being remembered.”)

**QUICK CHECK.** Read the following sentences below aloud and pose the questions that follow.

During a two-hour run in the woods, my dog Hunter went all out chasing a rabbit, but afterwards at home he snored and slept like a log.

- What are the two idioms in this sentence? (went all out; slept like a log)
- What do they mean? (tried his best; slept well)

After Tom forgot his lines and missed a rehearsal, his future as the lead actor in the play was touch and go. The play’s director told him to shape up or ship out.

- What are the idioms in these sentences? (touch and go; shape up or ship out)
- What do they mean? (uncertain; behave better or quit)

**Practice and Apply**


- Assign Practice Worksheet A to students who need more structured activities.
- Assign Practice Worksheet B to grade-level and above-level students.

**Answer Key: Practice Worksheet A**

1. d
2. a
3. b
4. a
5. d
6. Sample: tremendous challenge
7. Sample: my way around; what was going on
8. Sample: exact likeness
Answer Key: Practice Worksheet B

1. a ghost town, abandoned place
2. like white on rice, very closely
3. had outdone herself; had gone beyond her usual effort
4. on hand, present
5. for old times’ sake, one more time to honor the past
6. time; a long period of time
7. thoughts/emotions; hurt someone emotionally
8. place; the main street or place of business of a town
9. activity; begin an activity, make a start, leave
10. thoughts/emotions; sounds familiar
11. thoughts/emotions; reacts strongly, acts unreasonable
12. thoughts/emotions; have a strong disagreement; break up a friendship or partnership
13. place; in an obvious place; in a place where you must see it
14. activity; go straight to
15. time; for all time

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- Practice Worksheet A: Students should answer all eight items correctly.
- Practice Worksheet B: Students should answer at least thirteen of the fifteen items correctly.

For students who need reteaching, review the Student Lesson Summary. Focus on the example and relate it to the definitions in Academic Vocabulary and the steps in Here’s How. Have students use the steps to walk through the Quick Check examples. Then, have them complete the Reteaching Worksheet, p. 206.

Answer Key: Reteaching Worksheet

1. a  2. c  3. b  4. a
ACADEMIC VOCABULARY

**idiom:** a commonly used phrase that means something different from the literal meaning of the words

**HERE’S HOW**

**Step 1:** Identify the unfamiliar idiom.

**Step 2:** Look for context clues. Look for example clues, restatement clues, comparison or contrast clues, or definition clues. Ask yourself: Does anything hint at the meaning of this expression?

**Step 3:** Try out a meaning. Plug the meaning into the sentence to see if it sounds sensible.

**Step 4:** Use a dictionary or online source. Look up the idiom in a dictionary under the definition of the phrase’s main word. You can also search an online reference by putting the entire idiom in quotation marks and entering it in a search window.

**Step 5:** Confer. If you can’t find an idiom in a dictionary, ask someone what it means.

**EXAMPLE IDIOM**

Read the following passage, looking for clues to the meaning of the idiom.

“About tomorrow,” Louise went on, “You’ve drawn Beverly Mitchell for a big sister. I wanted to warn you that she’s the toughest, but if you get through all right it’ll be all the more credit for you.”

“Thanks, Lou,” Millicent said gratefully, thinking, this is beginning to sound serious. Worse than a loyalty test... Or does it just make them feel good to see us run around at their beck and call?

“All you have to do really,” Louise said, “is be very meek and obedient when you’re with Bev and do just what she tells you.”

—Sylvia Plath, “Initiation”

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m not sure what being at someone’s beck and call means. I don’t know the word <em>beck</em>. No one seems to be calling each other. Perhaps it’s an idiom.</td>
<td>Part of the “initiation” is described as “obeying” and being “meek and obedient” and doing “just what she tells you.”</td>
<td>It seems that being “at their beck and call” means something like <em>doing whatever they want you to do, without questioning.</em></td>
<td>You could look up this idiom in a regular dictionary or in a dictionary of idioms under “beck.” I could search for it on the Internet, using the exact phrase in quotation marks.</td>
</tr>
</tbody>
</table>
LESSON 22
PRACTICE WORKSHEET A COPY MASTER

Idioms

A. Directions: Use context and, if needed, a dictionary to learn the meaning of the underlined idiom. Circle the best definition of the idiom.

1. There’s no one there while the [baseball players’] strike is on . . . It’s lonely as a ghost town.
   a. haunted house  c. horror movie
   b. very small village  d. abandoned place

2. By now I couldn’t see the [ski] trail. There was no point in trying. I stuck to him like white on rice and did what he did and somehow made it to the bottom without sailing off a cliff.
   —Tobias Wolff, “Powder”
   a. closely  b. annoyingly  c. unsuccessfully  d. cleverly

3. On Christmas Eve I saw that my mother had outdone herself in creating a strange menu.
   —Amy Tan, “Fish Cheeks”
   a. had tripped herself up in some way
   b. had gone beyond her usual effort  d. had played a good trick
   c. had injured herself

4. “Ain’t we all getting ready for her? Well, I must be going now. But I’ll be on hand when she comes . . . .”
   —Mark Twain, “The Californian’s Tale”
   a. present
   b. away
   c. very happy  d. a good helper

5. All these thoughts went through my head as I sat with my hand on the phone, wanting to get into a fight with Charlene for old times’ sake.
   —Bill Cosby, from Love and Marriage
   a. just for a change  c. to settle a grudge
   b. in an old-fashioned way  d. once more, to honor the past

Standards Lesson Files

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IDIOMS, CONTINUED

B. Directions: Write the meaning of the underlined idiom in each sentence.

6. If you don’t prepare, your first exposure to SAT’s can be a real trial by fire.

7. My first day at school, I didn’t know which end was up.

8. Fred is the spitting image of his father, but his personality is more like his mother’s.
A. **Directions:** Underline the idiom. Then write its meaning.

1. There’s no one there while the [baseball players’] strike is on...It’s as lonely as a ghost town.

2. By now I couldn’t see the [ski] trail. There was no point in trying. I stuck to him like white on rice and did what he did and somehow made it to the bottom without sailing off a cliff.
   —Tobias Wolff, “Powder”

3. On Christmas Eve, I saw that my mother had outdone herself in creating a strange menu.
   —Amy Tan, “Fish Cheeks”

4. “Ain’t we all getting ready for her? Well, I must be going now. But I’ll be on hand when she comes . . . .”
   —Mark Twain, “The Californian’s Tale”
IDIOMS, CONTINUED

5.

All these thoughts went through my head as I sat with my hand on the phone, wanting to get into a fight with Charlene for old times’ sake.

—Bill Cosby, from *Love and Marriage*

B. Directions: For each idiom, tell whether it refers to *time, place, physical activity,* or *thoughts / emotions.* Then write its meaning. (*The first one has been done for you.*)

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Refers to</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. a dog’s age</td>
<td>time</td>
<td>a long period of time</td>
</tr>
<tr>
<td>7. break someone’s heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. the main drag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. shove off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. rings a bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. go bananas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. fall out with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. under your nose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. make a beeline for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. for good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 22
Idioms

Review In understanding idioms, this procedure is helpful: First, identify the unfamiliar idiom. Then, look for context clues to its meaning. Try out a possible meaning by plugging it into the sentence instead of the idiom. Use a dictionary or an online source under the definition of the phrase’s main word. Ask someone else whether he or she knows what the idiom means.

Directions: In each of the items, circle the letter of the best answer.

1. Which of the following sentences contains an idiom?
   a. “If the distance is not too far and I’m feeling energetic, I like to go on shank’s mare.”
   b. “When you cook lasagna, which kinds of cheese should you use?”
   c. “Benjamin Franklin wrote ‘Early to bed and early to rise makes a man healthy, wealthy, and wise’ and other wise sayings.”

2. Choose the likeliest meaning for the underlined idiom in the following sentence: “I would say that my little brother is a high-maintenance person, because taking care of him for a few hours usually exhausts me.”
   a. highly intelligent
   b. somewhat aggressive
   c. very demanding

3. What do you do when you look for context clues to the meaning of an unfamiliar idiom?
   a. break the expression down into its prefixes, suffixes, and Greek or Latin roots
   b. look for familiar terms around the expression that could hint at its meaning
   c. consult a dictionary of slang

4. Choose the likeliest meaning for the underlined idiom in the following sentence: “I enjoyed my new job at first, but now, unfortunately, the bloom is off the rose.”
   a. The attraction has worn off.
   b. All flowers fade after a while.
   c. I really don’t like gardening.
STUDENT OBJECTIVES

- Identify the relationship between words in a pair
- Apply the relationship of one word pair to a second pair of words
- Solve analogy problems

RESOURCES AND PREPARATION

You will need photocopies for students of:

- Student Lesson Summary, p. 211
- Teaching Model, Types of Word Relationships, p. 212
- Practice Worksheets, Levels A and B, pp. 213–214
- Reteaching Worksheet, p. 215

Teach

1. Introducing Analogies: Explain that analogy problems ask students to identify and compare relationships between pairs of words.

   - Write the words huge and tiny on the board. Ask: What is the relationship between these two words? (They are opposites.)
   - Write tense and calm on the board. Ask: Are these two words related in the same way? (Yes, they are opposites too.)
   - Explain that the similarity between these relationships can be expressed as a sentence.
     
     HUGE relates to TINY just as tense relates to calm.

   - Explain that analogies can also be expressed using symbols. Note how a colon separates words within a pair. A double colon separates the two pairs.
     
     HUGE : TINY :: tense : calm

2. Teaching Analogies: Distribute the Lesson Summary and review the Academic Vocabulary. Then note that not all analogies are antonyms like huge : tiny :: tense : calm. Have students brainstorm other ways that a pair of words might be related. (Sample: homonyms, synonyms, part to whole, cause and effect, category and example)

   - Types of Analogies. Distribute the Teaching Model, and point out the other common types that are listed in the chart. Discuss each type and example with students, listing each one on the board in symbol form. Make sure students know that synonyms are words that mean the same thing and antonyms are words that mean opposite things. Point out as well that analogies may appear in either direction. For example, product to producer (survey : pollster) or producer to product (pollster : survey). Explain that the order must be consistent in both word pairs to form a true analogy.

   - Formats. Tell students that analogy problems on tests usually appear in two formats. Discuss the examples on the bottom of the Lesson Summary. Point out that for fill-in-the-blank items, problem-solvers must come up with the second word of the second pair of words, while in multiple choice items, problem-solvers choose from possible pairs to find the best match to the relationship in the first word pair.
3. Guided Practice: Explain that the process for solving both types of analogy problems is similar. Walk through the Here’s How steps on the Lesson Summary, beginning with the Fill-in-the-Blank example as follows.

- **Relationship:** Ask: What kind of word relationship is this? (part to whole)
- **Rephrase:** Have a volunteer say a sentence that expresses the relationship of the first pair of words. Write it on the board. (A finger is a part of the hand.) Then, write the following sentence on the board.

**EXAMPLE** A finger is a part of the hand just as a spoke is a part of a __________.

- **Test:** Ask students to suggest possible answers and test their choices in the sentence. (Sample: A finger is a part of the hand just as a spoke is a part of a wheel.)
- **Review:** Have students discuss how well their answer fits and whether any other words might fit better.

- **Multiple Choice Formats:** Next, repeat the process with the multiple choice example. Ask: What kind of word relationship is this? (cause and effect) Have a volunteer say a sentence that expresses the relationship between hurricane and flood. (A hurricane causes a flood.) Then have students expand the sentence to include a “blank” word pair. (A hurricane causes a flood just as a __________ causes __________.) Have volunteers take turns reciting the sentence using different answer choices, and then have the class choose the best analogy. (C: A hurricane causes a flood just as a match causes a fire.) Review other misleading choices: choice B, for example, might fool students because tidal wave appears to relate to hurricane. Stress that plugging it into the sentence makes it clear. (“A tidal wave causes an ocean” is clearly incorrect.)

- **Solving Analogy Problems:** Have students write an original analogy problem of either format, exchange papers with a partner, and then solve the problem, identifying the type of analogy written.

**QUICK CHECK.** Write the following analogy on the board and ask students to express it as a sentence. Then have them answer the questions.

NET : TENNIS COURT :: median : highway.

(A net divides a tennis court just as a median divides a highway.)

1. What type of analogy is this? (object to action; part to whole)
2. What is another word pair that could fit as the second pair? (Sample: diameter : circle)
ANALOGIES, CONTINUED

Practice and Apply

- Assign Practice Worksheet A to students who need more structured activities.
- Assign Practice Worksheet B to grade-level and above-level students.

Answer Key: Practice Worksheet A
1. d  2. d  3. c  4. a  5. d  6. b  7. c  8. d

Answer Key: Practice Worksheet B

Assess and Reteach
Use these guidelines to determine if students need the Reteaching Worksheet.

- Practice Worksheet A: Students should answer five of the eight items correctly.
- Practice Worksheet B: Students should answer the first four items correctly and four of the last six items correctly.

For students who need reteaching, review the Lesson Summary. Then return to the analogies in the Teaching Model. Have students write a sentence for each analogy. (Sample: A camera is used to photograph just as a stove is used to cook.) Then have them complete the Reteaching Worksheet, p. 215.

Answer Key: Reteaching Worksheet
1. acknowledge, deny; CELEBRATE : LAMENT :: acknowledge : deny
2. disaster, catastrophe; FEAT : ACCOMPLISHMENT :: disaster : catastrophe
3. crest, wave; SUMMIT : MOUNTAIN :: crest : wave
4. school, fish; POD : WHALES :: school : fish
5. drums, percussion; SAXOPHONE : WIND :: drums : percussion
ACADEMIC VOCABULARY

**analogy:** A comparison between two sets of word pairs in which the words in each pair share similar relationships

HERE'S HOW

**Step 1: Identify the relationship between the first pair of words.** Ask yourself: How are these words related? Write a sentence expressing the relationship.

**EXAMPLE**
- HUGE : TINY Huge is the opposite of tiny.
- DROUGHT : WATER Drought is caused by a lack of water.
- CAMERA : PHOTOGRAPH A camera is used to photograph.

**Step 2: State the relationship between the two pairs.** Again, write it as a sentence.

**EXAMPLE**
Huge is the opposite of tiny just ____________ as is the opposite of ____________

**Step 3: Test possible answers by plugging words into the sentence.**

- **Fill-in-the-blank problems:** Brainstorm one word that completes the sentence so that the second relationship is exactly the same as the first relationship.
- **Multiple choice problems:** Test each answer choice in your sentence. Select the pair that best completes it.

**Step 4: Review your choice.** Reread the completed analogy. Check to make sure the second relationship is exactly the same as first relationship.

**EXAMPLE: ANALOGY PROBLEMS**

<table>
<thead>
<tr>
<th>Directions: Write a word that completes the analogy.</th>
<th>Directions: Choose the word pair that best matches the relationship shown in the first word pair.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINGER : HAND :: spoke : _____</td>
<td>HURRICANE : FLOOD</td>
</tr>
<tr>
<td></td>
<td>A: toe : foot</td>
</tr>
<tr>
<td></td>
<td>B: tidal wave : ocean</td>
</tr>
<tr>
<td></td>
<td>C: match : fire</td>
</tr>
<tr>
<td></td>
<td>D: yawn : boredom</td>
</tr>
</tbody>
</table>

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Here are some common types of relationships used in analogies:

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>synonyms</td>
<td>UNWIELDY is to CUMBERSOME as nimble is to agile.</td>
</tr>
<tr>
<td>antonyms</td>
<td>HESITANT is to DETERMINED as indifferent is to concerned.</td>
</tr>
<tr>
<td>word to quality</td>
<td>MEDDLER is to INTRUSIVE as advocate is to supportive.</td>
</tr>
<tr>
<td>sequence</td>
<td>SUMMER is to AUTUMN as afternoon is to evening.</td>
</tr>
<tr>
<td>item to category</td>
<td>TROMBONIST is to MUSICIAN as astronomer is to scientist.</td>
</tr>
<tr>
<td>cause and effect</td>
<td>BOMB is to DESTRUCTION as spark plug is to ignition.</td>
</tr>
<tr>
<td>degree</td>
<td>CRY is to WAIL as complain is to bemoan.</td>
</tr>
<tr>
<td>tool and user</td>
<td>RADAR is to METEOROLOGIST as X-ray is to radiologist.</td>
</tr>
<tr>
<td>object and action</td>
<td>BALLOT is to CAST as application is to submit.</td>
</tr>
<tr>
<td>person and action</td>
<td>WITNESS is to OBSERVES as a pedestrian is to walks.</td>
</tr>
<tr>
<td>product and producer (or</td>
<td>SURVEY is to POLLSTER as article is to journalist.</td>
</tr>
<tr>
<td>source)</td>
<td></td>
</tr>
<tr>
<td>part and whole</td>
<td>TIRE is to AUTOMOBILE as blade is to ice skate.</td>
</tr>
<tr>
<td>object/person to place</td>
<td>POUND is to ENGLAND as rupee is to India.</td>
</tr>
</tbody>
</table>
LESSON 23
PRACTICE WORKSHEET A

Analogies

Directions: Circle the answer that best completes the analogy.

1. DIFFERENT is to EXOTIC as stubborn is to ________________.
   a. flexible
   b. alike
   c. rude
   d. obstinate

2. COMPLIMENT is to INSULT as accept is to ________________.
   a. appreciate
   b. recede
   c. precede
   d. rebuff

3. DONOR is to GIVE as helper is to ________________.
   a. ask
   b. take
   c. assist
   d. provide

4. BASIL is to SPICE as Cheddar is to ________________.
   a. cheese
   b. cracker
   c. milk
   d. dinner

5. WATER is to RESERVOIR as valuables are to ________________.
   a. lake
   b. mine
   c. store
   d. safe

6. HORN is to BULL as antler is to ________________.
   a. cow
   b. deer
   c. head
   d. trophy

7. SIGH is to ENNUIS as whoop is to ________________.
   a. fear
   b. anxiety
   c. excitement
   d. sleepiness

8. FARCE is to HUMOROUS as elegy is to ________________.
   a. lovely
   b. silly
   c. desperate
   d. serious
Analogies

A. Directions: Circle the answer that best completes the analogy.

1. IDLENESS : INACTION :: disorder :
   a. laziness
   b. action
   c. order
   d. turmoil

2. VENDOR : SELL :: consumer :
   a. steal
   b. purchase
   c. return
   d. attend

3. WILLINGNESS : REFUSAL ::
   a. style : acceptance
   b. courtesy : disrespect
   c. stubbornness : rejection
   d. friendliness : spirit

4. MINT : COINS ::
   a. station : trains
   b. bank : debt
   c. mall : cars
   d. hive : honey

B. Directions: Complete each analogy below by filling in an appropriate word.

5. CATERPILLAR : BUTTERFLY :: tadpole :

6. CHILDHOOD : ADOLESCENCE :: Spring :

7. PARIS : FRANCE :: London :

8. HERMIT : RECLUSIVE :: miser :

9. CHARLATAN : DECEIVE :: mentor :

10. ASCETIC : DISCIPLINED :: hedonist : 
An analogy is a comparison between two word pairs where each pair has a similar relationship. The words within a pair may be antonyms, for example, or show a cause-and-effect relationship. To complete an analogy, identify the relationship between the first pair of words. Select words that create a similar relationship for the second pair.

Directions: Read the example. Complete each analogy using word pairs from the list. Then, rewrite the analogy using symbols.

<table>
<thead>
<tr>
<th>crest : wave</th>
<th>disaster : catastrophe</th>
<th>school : fish</th>
<th>drums : percussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>guitars : loud</td>
<td>soft : sound</td>
<td>filth : dirt</td>
<td>acknowledge : deny</td>
</tr>
</tbody>
</table>

EXAMPLE  
Din means extreme noise just as ___filth___ means extreme ___dirt___. DIN : NOISE :: filth : dirt

1. Celebrate and lament are antonyms just as ___________ and ___________ are antonyms.
   ___________ : ___________ :: ___________ : ___________

2. Feat and accomplishment are synonyms just as ___________ and ___________ are synonyms.
   ___________ : ___________ :: ___________ : ___________

3. The summit is the top of a mountain just as a ___________ is the top of a ___________.
   ___________ : ___________ :: ___________ : ___________

4. A pod is a group of whales just as a ___________ is a group of ___________.
   ___________ : ___________ :: ___________ : ___________

5. A saxophone is a type of wind instrument just as ___________ are a type of ___________ instrument.
   ___________ : ___________ :: ___________ : ___________
STUDENT OBJECTIVES
• Learn about a variety of vocabulary references, both print and electronic
• Use reference sources to find definitions, synonyms, and facts about words

RESOURCES AND PREPARATION
You will need photocopies for students of:
• Student Lesson Summary, p. 221
• Teaching Model, “Electronic Dictionary Entry,” p. 222
• Teaching Model, “Thesaurus Entries,” p. 223
• Practice Worksheets, Levels A and B, p. 224–225
• Reteaching Worksheet, p. 226

Teach
1. Vocabulary Reference Sources: Pass out the Lesson Summary and guide students through the Academic Vocabulary. Explain that vocabulary reference sources include—print dictionaries, electronic dictionaries, thesauruses, and glossaries. Review the definition of each. For example, how does an electronic dictionary differ from a printed dictionary? (Printed dictionaries contain guidewords on each page to locate a word; electronic dictionaries use a search engine to find a word.) Introduce students to the Oxford English Dictionary (OED). Explain to students that the OED is an example of an unabridged dictionary—a dictionary that claims to list and define all the words used in a language. The OED, which in print is 22 volumes long, illustrates with quotations the use of English words through history. Encourage students to go to the dictionary’s website, www.oed.com, and click on “Word of the day” to see an example of an entry.

2. Teaching Vocabulary Reference Sources: Use the Lesson Summary to review the steps for using reference sources.

• Which Source to Use: Remind students that with printed dictionaries they rely on guidewords on each page to locate a word but that with an electronic dictionary (in effect, a database), a search engine automatically finds the word entry. Ask what type of vocabulary reference source would students use to find synonyms and antonyms? (thesaurus) Ask students to find and read definitions of terms from glossaries in their social studies, science, or other textbooks. Explain that the definitions in a glossary are often narrower and more focused than are the definitions in a general dictionary. Finally, point out that dictionaries have syllabification and pronunciation, but thesauruses do not. Both have synonyms, but a thesaurus has many more synonyms (and often antonyms) for an entry.

• Using an Electronic Dictionary: Pass out the Teaching Model “Electronic Dictionary Entry.” Review the numbered annotations on the Teaching Model with students. Make sure students can locate each item—pronunciation, part of speech, definitions, etc.—in the entries. Have students look up the word dialogue in a printed dictionary. With students, compare the electronic dictionary entry with the printed dictionary entry. Basically, there should be few or no differences.
• **Using a Thesaurus:** Remind students that a *thesaurus* lists synonyms and sometimes—antonyms. Make sure students understand that synonyms are words with nearly the same meaning. Antonyms are words with opposite meanings. Point out that a thesaurus can be useful, when students find that they are overusing a word in their writing. A thesaurus can also help when students are groping for exactly the right word. Students should understand that some thesauruses list only synonyms. In that case, students would use a dictionary to look up the synonyms to find slight differences in meaning among them. Other thesauruses clarify these differences.

• **Alphabetical Order:** When words in a vocabulary reference source are listed in alphabetical order, remind students that words that begin with the same letter are alphabetized by the second letter. Words with the same first two letters are alphabetized by the third letter, and so on.

• **Cross References:** Sometimes a vocabulary reference source, such as a dictionary, will list a cross reference where a student can find out more about an entry word. For example in the ‘Teaching Model, “Electronic Dictionary Entry,” there is a cross reference under Etymology for the word *dialogue* that states, “See *dialect.*” This means that both *dialogue* and *dialect* have a similar word history. Students can find out more about the etymology of *dialogue* by looking up *dialect.*

3. **Guided Practice: Using an Electronic Dictionary.** Distribute the Teaching Model, “Electronic Dictionary Entry,” which shows an entry from an abridged dictionary. Stress that the numbered blurbs on illustrate the wealth of information found in dictionary entries. Work with students to answer the following items.

- What is the most common meaning of *dialogue?* (*A conversation between two or more people.*)
- What is the least common meaning of *dialogue?* (*an exchange of ideas or opinions*)
- How many accepted spellings are there? (*two*)
- From what languages is *dialogue* derived? (*Middle English, Old French, Latin, and Greek*)
- What is the noun form of *dialogue?* (*dialoguer*)
- Based on the usage note, how would students summarize the debate about using *dialogue* to mean “to engage in an informal exchange of views?” (*Although such usage is becoming more popular, most commentators consider it jargon or bureaucratese.*)

4. **Guided Practice: Using a Thesaurus.** Distribute the Teaching Model, “Thesaurus Entries.” This *Teaching Model* has entries for *conversation* and for *dexterity* through *dialogue.* Work with students to answer the following items.

- For which entry does this thesaurus list both synonyms and antonyms? (*dexterity*)
- What is a synonym for *dexterous* when it means “showing art or skill in performing something?” (*artful*)
- What is a synonym for *dial* when it is a verb? (*telephone*)
- How many spellings are there for *dialog?* (*two*)
In the last entry for *dialogue*, there is a cross reference to *conversation*. What will you find if you look up *conversation* in the thesaurus? (*other synonyms for dialogue*)

**QUICK CHECK.** To test students’ grasp of the lesson, ask the following items about the entry words on the Teaching Models.

- **Dictionary:** Identify three points where you can hyphenate *dialoguing* at the end of a line if necessary. (*after di, a, and logu*)
- **Thesaurus:** Identify three synonyms for the adjective *dexterous*. (*Accept any three of the following—adroit, clever, deft, facile, handy, nimble, slick*)
- **Thesaurus:** Suggest one antonym for *dexterity*. (*clumsiness*)
- **Dictionary:** Find one example of the noun *dialogue* in context—that is, in a phrase. (*“the dialogues of Plato”; “achieving constructive dialogue . . .”*)
- **Thesaurus:** Find one example of *dialect* in context. (*“Cockney is a dialect of English.”*)
- **Glossary:** Identify one term that has to do with government in the glossary of your social studies or history textbook. (*Samples: checks and balances; parliamentary; Constitution, Executive, Legislative, or Judicial Branch; amendments; monarchy; dictatorship; republic; representative; democracy; assembly*)

**Practice and Apply**


- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

**Answer Key: Practice Worksheet A**

1. The glossary is concerned with the meaning of theme only in regard to literature.
2. Students should name any two of the following kinds of information—pronunciation, part of speech, etymology, other forms.
3. The glossary gives an example of a literary theme.
4. c
5. a

**Answer Key: Practice Worksheet B**

1. **Samples:** celerity, dispatch, expeditiousness, fleetness, hurry, hustle, rapidity, speed, speediness, swiftness
2. **Sample:** veracity
3. Macadam is named after John Loudon McAdam (1756–1836), a Scottish civil engineer.
4. **Sample:** Imperialism is the policy of extending a nation’s authority over other countries by economic, political, or military means.
5. appeals
6. neglected
7. objections
8. pleas
9. rejected
10. scorn

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A:** Students should correctly answer 2 out of items 1–3 and both 4 and 5.
- **Practice Worksheet B:** Students should correctly answer 3 out of items 1–4 and all of items 5–10.

For students who need reteaching, review the Student Lesson Summary. Focus on the examples and relate them to one or two new examples, brainstormed with students. Then, have students complete the Reteaching Worksheet, p. 226.

**Answer Key: Reteaching Worksheet**

1. b 2. c 3. c 4. c 5. a 6. b
Using Vocabulary Reference Sources

ACADEMIC VOCABULARY

**dictionary:** provides a word’s spelling, pronunciation, definition(s), part of speech, and etymology, or history; may also include other forms of the word, example phrases and sentences showing how the word is used, and synonyms

**unabridged dictionary:** lists and defines all the words used in a language

**abridged dictionary:** lists and defines the most common words in a language

**thesaurus:** provides synonyms and, sometimes, antonyms

**specialized dictionaries:** for use by people with particular interests, such as *Dictionary of American Biography* and *Dictionary of Computer Words*

**glossary:** similar to a specialized dictionary but briefer; gives definitions for terms specific to a subject; often located at the end of textbooks

**HERE’S HOW**

**Step 1: Decide which vocabulary reference to use.** Some information is available in one kind of vocabulary reference but not another. For example, generally, you can find the pronunciation of a word in a *dictionary*, not a *thesaurus*. Usually, you can find a greater range of synonyms in a *thesaurus* than in a dictionary. There is also a difference between an abridged dictionary and an unabridged dictionary.

- An **unabridged dictionary** might illustrate with quotations the use of all English words.
- An **abridged dictionary** only lists the most common words.

**Step 2: Learn how to use each vocabulary reference.** Become familiar with the format of your particular dictionary, thesaurus, or glossary. For example, determine if your dictionary lists meanings for a given word according to the meaning’s frequency of use or in chronological order with the most recent definition last. Check to see if your thesaurus lists entries in alphabetical order or provides an alphabetically organized index that sends you to a numbered entry for a particular meaning.

**Step 3: Follow alphabetical order to locate a word.** Remember that for words beginning with the same letter you must alphabetize by the second letter, that for words beginning with the same first two letters you must alphabetize by the third letter, and so on. Figure out if your reference alphabetizes a two-word entry only up to the word space or across it. For example, does *dial tone* come before or after *dialogue*? (after)

**Step 4: Make the most of cross-references.** If a vocabulary reference tells you to look up another word to learn more about the word you are interested in, do so.
Electronic Dictionary Entry

**ELECTRONIC DICTIONARY ENTRY**

dialogue

**SYLLABICATION:** di • a • lo • gue

**PRONUNCIATION:** df 'e-lôg', lôg'

**VARIANT FORMS:** or di • a • log

**NOUN:**

1. A conversation between two or more people.
2a. Conversation between characters in a drama or narrative.
2b. The lines or passages in a script that are intended to be spoken. 3. A literary work written in the form of a conversation: the dialogues of Plato. 4. Music: A composition or passage for two or more parts, suggestive of conversational interplay. 5. An exchange of ideas or opinions: achieving constructive dialogue with all political elements.

**VERB:**

Inflected forms: dia • logued or dia • loged, dia • loguing or dia • logging, dia • logues or dia • logs

**TRANSITIVE VERB:** To express as or in a dialogue.

**INTRANSITIVE VERB:** 1. To converse in a dialogue. 2. Usage Problem To engage in an informal exchange of views.

**ETYMOLOGY:** Middle English dia • log, from Old French dia • logue, from Latin dialogus, from Greek dialogos, conversation, from dia • legesthai, to discuss. See dialect.

**OTHER FORMS:** di • a • log•u • er — NOUN

**USAGE NOTE:** In recent years the verb sense of dialogue meaning “to engage in an informal exchange of views” has been revived, particularly with reference to communication between parties in institutional or political contexts. Although Shakespeare, Coleridge and Carlyle used it, this usage today is widely regarded as jargon or bureaucratese. Ninety-eight percent of the Usage Panel rejects the sentence Critics have charged that the department was remiss in not trying to dialogue with representatives of the community before hiring the new officers.

1 Entry word

2 Syllabication shows where you can break a word if it falls at the end of a line.

3 Pronunciation uses special symbols to show how to say the word, including which syllable(s) to stress. Here, an icon tells users that an audio clip of the pronunciations is available.

4 Variant forms acknowledge an alternative spelling.

5 Parts of speech help you to use the word as it usually functions. Note that for a verb the principal parts (or “inflected forms”) are given. If a word works as more than one part of speech, the dictionary deals with one part at a time.

6 Definitions The more common definition appears first in this dictionary. Note that an italic usage label identifies the definition of the noun dialogue when it appears in the field of music. Other usage labels include terms such as Archaic, meaning “no longer current,” and Informal. Within the definitions are italicized examples of the word in context—that is, in a phrase—so you can figure out which meaning of an entry word applies to the word you looked up.

7 Etymology provides a deeper sense of the meaning of the word by showing where it comes from.

8 Cross-references send users to other entries for more information.

9 Other forms (or “derived words”) identify words related in form. The dictionary gives the part(s) of speech of the derived word(s).

10 Usage notes give guidance on grammar, diction, and so on.
LESSON 24
TEACHING MODEL
Using Vocabulary Reference Sources

Thesaurus Entries
from Roget’s II: The New Thesaurus, Expanded Edition

Thesaurus Entries

**conversation noun**
Spoken exchange: *a telephone conversation with a friend.*

**dexterity noun**
1. Skillfulness in the use of the hands or body: *performed with dexterity on the parallel bars.*
2. The quality or state of being agile.

**dextrous adjective**
1. Exhibiting or possessing skill and ease in performance: *dextrous handling of the sports car.*
2. Showing art or skill in performing or doing.

**dexteroyness**
1. Skillfulness in the use of the hands or body.
2. The quality or state of being agile.

**diablerie also diablery noun**
1. Annoying yet harmless, usu. playful acts.
2. A wicked act.

**diablersy**
SEE diablerie.

**idiolic also idiobical adjective**
Perversely bad, cruel, or wicked.

**diagonal adjective**
Angled at a slant.

**dial verb**
Informal. To communicate with (someone) by telephone.

**dial noun**
The marked outer surface of an instrument.

**dialect noun**
1. An often-regional form of a language not considered standard: *Cockney is a dialect of English.*
2. A system of terms used by a people sharing a history and culture.
3. Specialized expressions indigenous to a particular field, subject, trade, or subculture.

**dialog noun**

**dialogue also dialog noun**
Spoken exchange.

*Syns*: chat, colloquy, confabulation, converse, dialogue (*also* dialog), parley, talk.

2. agility.

2. ARTFUL.

1. DEXTERITY.
2. AGILITY.

1. MISCHIEF.
2. CRIME.

BIAS adjective.

TELEPHONE.

FACE noun.


2. LANGUAGE.

3. LANGUAGE.

CONVERSATION.

—from Roget’s II: The New Thesaurus, Expanded Edition
Directions: Use the dictionary and glossary entries to answer the items. Write your answers on the lines.

Dictionary Entry

**theme**

**PRONUNCIATION:**

NOUN:

1. A topic of discourse or discussion. See synonyms at **subject**.
2. A subject of artistic representation.
3. An implicit or recurrent idea; a motif: *a theme of powerlessness that runs through the diary; a party with a tropical island theme.*
4. A short composition assigned to a student as a writing exercise.
5. *Music* The principal melodic phrase in a composition, especially a melody forming the basis of a set of variations.

**ETYMOLOGY:**

Middle English *teme, theme,* from Old French *tesme,* from Latin *thema,* from Greek. See dhe- in Appendix I.

**OTHER FORMS:**

*themed,* them•ing,* themes

**TRANSITIVE VERB:**

Inflected forms: themed, them•ing,* themes

**Glossary Entry**

**Theme:** The underlying message about life or human nature that the writer of a work of literature wants readers to understand.

**Example:** The theme of William Shakespeare’s *Othello*—that jealousy is destructive—is a common one.

---

1. Why does the glossary give only one definition for *theme* when the dictionary has seven?

---

2. What can you learn about *theme* from the dictionary and not from the glossary? Besides definitions, name two kinds of information that only the dictionary provides.

---

3. What does the glossary provide that the dictionary does not?
LESSON 24

PRACTICE WORKSHEET B

COPY MASTER

Using Vocabulary Reference Sources

Directions: Use vocabulary references of your own or those from a classroom or library to answer the following items.

1. List five synonyms for the noun haste.

2. What is an antonym for mendacity?

3. What is the etymology of the kind of pavement called macadam?

4. In the glossary of your history or social studies text, what is the definition of the word imperialism?

Directions: Use a thesaurus to supply a synonym for each underlined word in the following passage. In the passage, Patrick Henry (1736–1799) calls on American colonists to take up arms against the British.

Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned with contempt from the foot of the throne!

5. petitions

6. slighted

7. remonstrances

8. supplications

9. spurned

10. contempt
LESSON 24  
Using Vocabulary Reference Sources

Review  A dictionary provides a word’s spelling, pronunciation, definition(s), part of speech, and etymology, or history; it may also include other forms of the word, example phrases and sentences showing how the word is used, and synonyms. A thesaurus provides synonyms and, sometimes, antonyms. A glossary gives definitions for terms specific to a subject; it is often located at the end of textbooks.

Directions: First, read the entries for the word conflict from two vocabulary references. Then, circle the correct answers to questions 1–6.

ENTRY 1
Conflict  A conflict is a struggle between opposing forces that is the basis of a story’s plot. An external conflict pits a character against nature, society, or another character. An internal conflict is a conflict between opposing forces within a character.

ENTRY 2
conflict noun
2. A state of disagreement and disharmony: family conflicts.

conflict verb
To fail to be in accord: Your story conflicts with hers.

1. Which entry most likely came from a literature textbook that contains stories, poems, essays, and so on?
   a. Entry 1  
   b. Entry 2  
   c. no entry

2. Which clue could help you figure out the correct answer to question 1?
   a. The entry tells how to pronounce conflict.
   b. The entry deals with the term conflict only in the context of literature.
   c. The entry shows conflict as both a noun and a verb.

3. Which entry most likely came from a thesaurus?
   a. Entry 1  
   b. Entry 2  
   c. no entry
USING VOCABULARY REFERENCE SOURCES, CONTINUED

4. Which clue could help you figure out the correct answer to question 3?
   a. The entry shows how to divide conflict into two syllables.
   b. The entry shows how to use conflict in a sentence.
   c. The entry gives synonyms for conflict or cross-references to synonyms for conflict.
LESSON 25 TEACHER’ GUIDE

Etymologies

STUDENT OBJECTIVES
- Identify and use an etymology in a dictionary entry
- Understand the symbols and abbreviations sometimes used in dictionary etymologies

RESOURCES AND PREPARATION
You will need photocopies for students of:
- Student Lesson Summary, p. 233
- Practice Worksheets, Levels A and B, pp. 235–236
- Reteaching Worksheet, p. 237

Teach

1. **Etymologies**: Ask students what kind of information they can find in the dictionary. If no one mentions it, point out that dictionaries provide the history behind many words and trace their development from one language to another. This word history is known as an etymology. It tells how a word came into the English language.

2. **Teaching Etymologies**: Distribute the Lesson Summary and go over the Academic Vocabulary with students. Discuss the steps in the Here’s How section. Make sure students understand how symbols and abbreviations are used to save space.
   - Go over the annotated Example: Etymology with students. Help them see that the etymology in this dictionary entry tells the reader that the word school came into Modern English.
   - Point out that the entry also includes a list of the earliest appearances of the word in texts written in English. Such listings appear only in a special dictionary called The Oxford English Dictionary. The first reference in Old English is from Aelfric, an English churchman and writer who lived from 955 to 1020. The second reference is a line from Geoffrey Chaucer’s fourteenth-century Middle English classic The Canterbury Tales.
   - As a class, translate the etymology into a complete sentence or sentences. Guide students as they contribute to the phrasing, eliciting a description similar to the following:

   **EXAMPLE** School comes from the Middle English scole, which comes from the Old English scl, which in turn comes from the Latin words schola and scola. These Latin words come from the Greek word skhole, which refers to “leisure,” which can be extended to mean “learning during leisure time” or “using leisure time for study.”

3. **Guided Practice**: You may wish to create a class list of many of the languages that have a connection to Modern English and their common dictionary abbreviations, such as: ME (Middle English); OE (Old English); Fr. (French); OFr. (Old French); Ital. (Italian); OItal. (Old Italian); Lat. (Latin); Gk. (Greek); Ar. (Arabic); G. (German); and IE. (Indo-European).
Then have students use a dictionary to find etymologies and contribute them to a class chart, with the following headings: **word; definition; word roots; etymology in sentence form.**

For the sake of interest and challenge tell students to research words of three-syllables or more.

Discuss the idea of making inferences about history from etymologies. For instance, the word *school* comes down to us from the Greek language, where it originally referred to a leisure-time activity. Ask: What historical inference can you draw from that fact? (*Sample: Schooling was a luxury rather than a requirement in ancient times, a sign of privilege.*) Have students make similar inferences about words they listed in the class chart.

You may also want to point out that some dictionaries such as *The American Heritage Dictionary*, provide extended **Word History** features for selected words. These features elaborate on the bare facts about the word presented in the etymology.

**QUICK CHECK.** To close this lesson, ask students the following questions:

1. What information about a word does an etymology give?  
   (*An etymology explains a word’s origin, history, and development.*)

2. Where can I find a word’s etymology?  
   (*in a dictionary entry*)

3. Write the etymology below on the board and ask students to translate it into a complete sentence.
   
   **oil** [ME. oil <. oile< Lat. oleum, OLIVE OIL< Gk. elaiwon and elaion, from elaiwa and elaia, OLIVE]

   (*Sample: Oil comes from the Middle English word oil, which comes from the Old French oile, which comes from the Latin oleum, which means “olive oil” and which comes from the Greek words elaiwon and elaion, which are based on elaiwa and elaia, meaning “olive.”*)

4. What historical inference can you draw from the etymology of *oil*?  
   (*Sample: To the ancient Greeks oil was not a fossil fuel, but rather the edible liquid that came—and still comes—from olives. We can also infer that the oil obtained from olives was probably an important part of daily life in ancient times.*)

**Practice and Apply**

Activities involving etymologies appear on pp. 235–236.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.
ETYMOLOGIES, CONTINUED

Answer Key: Practice Worksheet A
1. c
2. c
3. b
4. c
5. Sample: The word orange comes from the Middle English word orange, which comes from the Old French phrase pume orange. This phrase is a French translation of the Old Italian melarancios, which comes from two words: mela, meaning “fruit,” and aracio, “orange tree.” These words in turn come from the Arabic naranj, which is based on the Persian word naranq, meaning “fragrant.”

Answer Key: Practice Worksheet B
1. Spanish
2. d
3. Sample: The word canary comes from the French word canari, which comes from the Spanish word canario, which comes from the Late Latin words Canaria (insulae), meaning “islands of dogs.” These words come from the Latin word canarius, meaning “pertaining to dogs,” based on the Latin word canis, which means “dog.”
4. Sample: The fact that the word canary originated from words referring to dogs allows us to infer that Europeans first saw canaries not during ancient times but somewhat later, when they explored the Canary Islands. These islands must have been populated at the time with wild dogs.
5. Sample: candidate [Lat. candidatus, clothed in white candidus, white.]
6. Sample: The fact that the word candidate comes directly to English from classical Latin suggests that the concept of seeking public office goes back at least to Roman times. Furthermore, the fact that the Latin word for a person aspiring to public office literally means “clothed in white” suggests that public officials or those hoping to become public officials may have worn white clothing to indicate their role.

Assess and Reteach
Use these guidelines to determine if students need the Reteaching Worksheet.
- Practice Worksheet A: Students should answer at least four of the five items correctly.
- Practice Worksheet B: Students should be able to answer items 1–4 correctly. items 5 and 6 are more challenging.

For students who need reteaching, review the Lesson Summary, focusing on the steps and applying them to the Example Etymology. Choose some example words, and model researching and paraphrasing their etymologies. Then have students complete the Reteaching Worksheet, p. 227.

Answer Key: Reteaching Worksheet
1. b; 2. b; 3. a; 4. c
ACADEMIC VOCABULARY

**etymology:** the part of a dictionary entry that explains a word’s origin, history, and development.

**symbols and abbreviations:** conventions used in dictionaries to convey a large amount of information in a small amount of space.

**inference:** understanding made by combining what you already know with new information to suggest a likely, or logical guess

**HERE’S HOW**

**Step 1: Look in a dictionary for an etymology for a word.** Etymologies for dictionary entries are often enclosed in brackets such as square brackets: [·]. If you’re unsure how an etymology is indicated in your dictionary, look at the section on using the dictionary at the front of the book. There will usually be a sample entry that shows how an etymology is presented. There may also be an explanation of how etymologies help show the way language changes.

**Step 2: Read the etymology for your word.** Make sure you understand any symbols.

- The symbol < in front of a language usually means the word came from that language.
- Make sure you understand any language abbreviations you find. For instance, French could be Fr., Latin could be Lat., and Old English could be OE.

**Step 3: "Translate" the etymology into a complete sentence or two.** Create a complete sentence by replacing symbols and abbreviations with real words and adding other words as necessary.

**Step 4: Make inferences from what you learn about a word’s history.** Think about what you can learn from a word’s etymology. Can you make any broad inferences about history, science, or other areas from the etymology?
**EXAMPLE: ETYMOLOGY**

**school** (skōl) *n.* An institution for the instruction of children or people under college age. [ME *scole*, < OE *scol* < Lat. *schola*, *scola*, < Gk. *skhole*, employment of leisure.]

c. 1000, Aelfric: “Eac thaer leornode on thacre yclan scole . . .”; 1386, Chaucer: “a litel scole”; 1440, *Alphabet of Tales*: “When he was a child and went unto the skule . . .”

Square brackets [ ] indicate an etymology.

*ME.* stands for Middle English.

The symbol < means the word came from the language listed after it.

Certain dictionaries—such as *The Oxford English Dictionary*—list the earliest appearances of the word.
A. Directions: Read the boxed dictionary entry. For the questions that follow, circle the best answer.

**orange** (ôr’înj) *n.* Any of several southeast Asian evergreen trees of the genus *Citrus*, widely cultivated in warm regions and having fragrant white flowers and round fruit with a yellowish or reddish rind. [\(<\) ME, *orange* \(<\) OFr., *pume orange*, translation of OIt. *Melarancios: mela*, fruit + *aracio*, orange tree \(<\) Ar. *naranj* \(<\) Per. *narang*, fragrant.]

1. The boxed entry gives an etymology for what word?
   a. fragrant
   b. orange tree
   c. orange
   d. fruit

2. What is the most likely meaning for the abbreviation Ar?
   a. American
   b. Arabic
   c. Old Arabic
   d. Eurasian

3. According to this dictionary, the word *orange* first came into Old French from
   a. Greek
   b. Old English
   c. Old Italian
   d. Modern English

4. Through how many languages can the word’s history be traced?
   a. 2
   b. 3
   c. 5
   d. 6

B. Directions: Write the etymology of the word *orange* as a complete sentence.

5. ____________________________________________
LESSON 25

Etymologies

A. Directions: Read the boxed dictionary entry. Then respond to the questions.


1. From which language did the French word *canari* come?

2. What is the most likely meaning of *insulae*?
   - a. isolation
   - b. insulation
   - c. isolated
   - d. islands

3. Translate the etymology for the word *canary* into a complete sentence.

4. The history of the word *canary* leads to words referring to dogs. What inference about the time when Europeans first saw canaries can be drawn from this etymology? What inference can be drawn about the place where these birds were first seen?

B. Directions: Find a word with an interesting etymology in the dictionary. Then follow the prompts.

5. Copy the entry word and its etymology from the dictionary onto the lines below. Then write the etymology in your own words as a complete sentence.

6. What historical inference can you make from your word's etymology?
Review  \textbf{Etymology} refers to the history of a word, as presented in its dictionary entry. In identifying and understanding etymologies, this procedure is helpful: First, find and read the word’s etymology in its dictionary entry, interpreting the symbols identifying the various languages involved in the word’s history. Then, translate the etymology into your own words in a sentence or two. Finally, try to make inferences based on the history of the word.

\textbf{Directions:} In each of the items, circle the letter of the \textit{best} answer.

1. The etymology of any word includes what information?
   \begin{itemize}
   \item[a.] the synonyms for the word
   \item[b.] the earliest known form of the word
   \item[c.] the word’s Latin root
   \end{itemize}

2. The word \textit{spider} has the following etymology: “[\textit{ME spithre} \textless \textit{OE spithra} \textless \textit{spinthra} \textless \textit{spinnan}, to spin].” Based on the similarities between \textit{spithre} and \textit{spithra}, what can you guess about the meanings of \textit{ME} and \textit{OE}?
   \begin{itemize}
   \item[a.] \textit{ME} probably means “Middle English,” while \textit{OE} probably means “Old European.”
   \item[b.] The terms probably refer to later and earlier forms of the same language.
   \item[c.] The terms refer to different dialects that existed at the same time.
   \end{itemize}

3. Which inference can be drawn from the etymology for \textit{spider}?
   \begin{itemize}
   \item[a.] The spider’s ability to make a web was its outstanding attribute.
   \item[b.] Some spiders are very small, while others are quite large.
   \item[c.] Spiders did not exist in ancient Rome; they were not seen anywhere in the world until Rome conquered Britain.
   \end{itemize}

4. The etymology for the word \textit{three} includes this information: “akin to Ger. \textit{drei} \textless \text{IE base} \textit{trei-} \textless \textit{L tres}, Gr \textit{trepis}, Sans \textit{trij}.” Which of the following can you infer from this information?
   \begin{itemize}
   \item[a.] Three is a prime number, like five, nineteen, and sixty-seven.
   \item[b.] The English word \textit{dry} is somehow related to the concept of “three.”
   \item[c.] The word \textit{three} did not change much from ancient times.
   \end{itemize}
ART CREDITS

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