

Lesson 5

Word List

Study the definitions of the words below; then do the exercises for the lesson.

abrupt

ə brʌpt

adj. Happening suddenly, without warning.

When the bus made an **abrupt** stop, several people were thrown off balance.

achieve

ə tʃi:v

v. To do what one sets out to do.

Even though she was blind and deaf, Helen Keller **achieved** her goal of graduating from college.

achievement *n.* Something done that takes skill or effort.

Landing astronauts on the moon was a great **achievement**.

attempt

ə tempt

v. To try; to make an effort.

When I **attempted** to leave class early, the teacher asked me to wait until the period was over.

n. A try.

The athlete cleared the bar in the high jump on her third **attempt**.

contempt

kən tempt

n. A feeling that someone or something is bad or unworthy.

Their classmates felt nothing but **contempt** for those who refused to help the new student.

entertain

en tər tain

v. 1. To interest and amuse.

My little brother Ramon **entertained** himself for hours with his new paints.

2. To have guests.

We **entertained** some old friends on Thanksgiving weekend.

3. To have in mind.

Lin is **entertaining** the idea of going to soccer camp next summer.

glimpse

glɪmps

v. To get a quick look at.

I **glimpsed** a black bear near our campground.

n. A quick or hasty look.

I was thrilled to get a **glimpse** of Pavarotti leaving the opera house.

mock

mæk

v. To make fun of.

Cinderella's stepsisters **mocked** her for thinking she could go to the ball.

adj. Not real; pretended.

Mock turtle soup is really made of veal broth, not turtle meat.

persist

pər sist

v. 1. To keep on doing or trying.

In spite of many falls on the ice, I **persisted** and finally did a figure-eight.

2. To go on and on.

If this rain **persists**, we'll have to cut our vacation short.

persistence *n.* Sticking to something; not giving up.

Emil's **persistence** was rewarded when the tenth law school he applied to accepted him.

persistent *adj.* Refusing to give up.

The **persistent** reporter kept asking questions until she had found out all there was to know about the case.

persuade
pər swād'

v. To win someone over by arguing or asking.

Frank finally **persuaded** me to read *The Adventures of Tom Sawyer*.

persuasive *adj.* Having the power to persuade.

Mary was so **persuasive** that we agreed to help her paint her room.

phase
fāz

n. A stage in a series of changes.

The full moon is one of the **phases** of the moon.

quaint
kwānt

adj. Odd or unusual in a pleasing or old-fashioned way.

Wooden shoes seem **quaint** to Americans, but not to the people of Holland.

recall
ri kōl'

v. 1. To remember.

Do you **recall** what time we left for the soccer game?

2. To call or take back.

The manufacturer **recalled** the cars because of a problem in the steering.

reject
ri jekt'

v. To refuse to accept or use.

The school board **rejected** the plan for the new gym because its cost was excessive.

n. (rē' jekt) Something that falls short of what is acceptable.

Peter buys factory **rejects** at the pottery store for much less than the price of perfect pieces.

revise
ri vīz'

v. 1. To go over carefully in order to correct or improve.

I don't like to **revise** my stories, but I have to admit they get better when I do.

2. To change in order to bring up to date.

The publishers of that dictionary **revise** it every eight or ten years.

sensitive
sen' sə tiv

adj. 1. Quick to notice or feel.

My doctor is very **sensitive** to my feelings.

2. Easily affected by even slight change.

Film used in cameras is very **sensitive** to light.

5A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 5. Write each sentence in the space provided.

1. (a) one stage in a process.
(b) something overheard.

- (c) A glimpse is
(d) A phase is

2. (a) An achievement is
(b) something done by making an effort. (c) Contempt is
(d) something that is changed.

3. (a) loud noise.
(b) quick look.

- (c) A glimpse is a
(d) A reject is a

4. (a) Persistence is
(b) Contempt is
(c) a feeling that something is unworthy.
(d) a wish to do better.
5. (a) that is not accepted.
(b) that goes on longer than expected.
(c) An attempt is something
(d) A reject is something
6. (a) Sensitive people
(b) expect the worst to happen.
(c) are skilled at getting their ideas across.
(d) Persuasive people
7. (a) To attempt something is to
(b) try to do it.
(c) take it back.
(d) To revise something is to
8. (a) give up.
(b) To persist is to
(c) refuse to give up.
(d) To recall is to
9. (a) To mock an idea is to
(b) give it serious thought.
(c) To entertain an idea is to
(d) keep it to oneself.
10. (a) To recall something is
(b) To revise something is
(c) to take it back.
(d) to throw it with force.

abrupt
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5B Just the Right Word

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Lesson 5.

- This thermometer is very **quick to show changes** to the temperature.
- His top hat and long cape seemed **pleasingly old-fashioned** to the audience.
- The **unexpectedly sudden** change in the weather surprised everyone.
- Juanita **did what she set out to do, which was to get** a perfect score on the test.
- We **had people staying with us** almost every weekend last summer.

6. If the fog **goes on for a long time**, the plane will be unable to leave on time.
7. The coach **made fun of** the shortstop's unusual way of running.
8. I **caught a quick look at** him through the window of the bus.
9. She needs to **make changes in** her speech before she gives it.
10. Each **stage in the series of changes** must be carefully planned or the project will fail.

5C Applying Meanings

Circle the letter of each correct answer to the questions below. A question may have more than one correct answer.

1. Which of the following can be **sensitive**?

(a) a person's clothing	(c) a person's feelings
(b) a person's hearing	(d) a person's skin

2. Which of the following might a person think **quaint**?

(a) a full moon	(c) a hundred-year-old toy
(b) an old Valentine card	(d) pictures in a 1910 book of fairy tales

3. Which of the following might a person **glimpse**?

(a) someone leaving a crowded room	(c) a loud noise
(b) a letter someone is trying to hide	(d) a strange smell

4. Which of the following can a person **achieve**?

(a) a goal one sets for oneself	(c) curly hair
(b) a calm frame of mind	(d) high marks on a test

5. Which of the following would you probably **reject**?

(a) a chance to attend college	(c) bad advice
(b) an offer of a ride from a stranger	(d) an unworkable plan

6. Which of the following might be **persistent**?

(a) a flash of lightning	(c) a back pain
(b) cold and rainy weather	(d) a bad smell

7. Which of the following can be **revised**?

- (a) a written contract (c) a set of calculations
(b) a person's height (d) a weather forecast

8. Which of the following might be **entertaining**?

- (a) a magician's tricks (c) a bus timetable
(b) a football game (d) an aching tooth

5D Word Study

Some things have just one part, and some things have more than one part. A brick has just one part. So does a baseball bat. A box has a bottom, four sides, and a top. Your body is made up of a head, a trunk, and four limbs.

Some words, too, have just one part, and some words have more than one part.

There are names for these different parts. The main part of a word is called its *root*. You will remember roots from Lesson 3. Our word *patriotic* is formed from the Latin root *pater*, meaning "father."

A *prefix* is the part of a word that comes before the root. The prefix *un-* turns a word into its opposite. It turns *interesting* into *uninteresting*. *In-* is another prefix that does the same thing. It turns *sane* into *insane*. Note that *in-* changes to *im-* before the *m* sound. This makes it easier to say.

Change each of the words below into its opposite by adding one of the following prefixes: *un-*, *in-*, or *im-*. Check each of your answers in a dictionary to be sure you have formed an actual word.

1. patriotic _____
2. remarkable _____
3. mature _____
4. affected _____
5. sufficient _____
6. complete _____
7. developed _____
8. persuasive _____
9. modest _____
10. sensitive _____
11. active _____
12. prepared _____

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5E Passage

Read the passage below; then complete the exercise that follows.

A Life That Changed

Hans Christian Andersen's famous story "The Ugly Duckling" tells of a little duckling that looks different from others and is **mocked** by them for being odd. The little creature turns out not to be a duck at all but a beautiful swan. From a quick **glimpse** into the life of the author, we learn that a dramatic change took place in Andersen's own childhood, and that he also took a long time to fit in and to find a special place for himself.

Hans Christian Andersen was born in Denmark in 1805. His father was a shoemaker who struggled to make a living. Hans always felt loved by his parents, and had a happy childhood. He had no brothers or sisters, and he was a **sensitive** child who lived in a private world of his own. His greatest joy was a toy theater his father made for him. The little boy **entertained** his parents by putting on plays, dressing the people of his little toy theater in **quaint** clothes that he made himself.

When Hans was eleven his father died, and the young boy's life changed **abruptly**. He had to go to work, but he failed at every job he **attempted**. His fellow workers could not understand the strange boy who spent all his time daydreaming, and they treated him with **contempt**, making his life miserable. When he was fourteen, Hans **persuaded** his mother to let him go to the big city of Copenhagen, where he tried to get work as an actor, but was unsuccessful. He also tried dancing and singing, but he was not very good at these either. He tried writing plays, but they were **rejected** by theater owners. In this **phase** of his life, he didn't seem to fit in anywhere.

But Hans Christian Andersen **persisted** in his efforts to be a writer. Over the next fifteen years he wrote poems, travel articles, and novels, as well as plays. He worked very hard, taking care to **revise** each sentence carefully until he got the words just right. No one paid much attention to his work, however, until he began writing fairy tales. He did not have to search for ideas for these; all he had to do was **recall** the stories his father had told him when he was a little boy. He wrote more than a hundred and fifty wonderful fairy tales, at last **achieving** fame and becoming one of the best-loved writers in the world. You will read one of his stories in the next lesson.

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from this lesson's word list, use one in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words).

1. How do you think a **sensitive** person like Andersen might have responded to cruel remarks?

2. What was one of Andersen's favorite childhood activities?

3. Why did the people in Hans's toy theater look so charmingly old-fashioned?

4. What caused an **abrupt** change in Andersen's life when he was a child?

5. What might Andersen have said to **persuade** his mother to let him go to Copenhagen?

6. Why must Andersen's mother have been pessimistic about his chances of success?

7. How do you know that Andersen was not popular with his fellow workers?

8. Was Andersen's playwriting successful?

9. What jobs did Hans try during the **phase** of his life when he didn't fit in anywhere?

10. In your opinion, what was Andersen's greatest **achievement**?

11. What helped give Andersen ideas for stories?

12. How can you tell that Andersen was usually not satisfied with his first version of a story?

13. What quality did Andersen have that helped him succeed?

14. Why do you think the people Andersen worked with mocked him?

15. Why might the story of the Ugly Duckling be of special interest to Andersen's readers?

FUN & FASCINATING FACTS

The Latin *abruptus* means “broken” and forms the root of the adjective **abrupt**. If there is an *abrupt* end to something—a speech, for example—it means it was *broken* off suddenly and unexpectedly.

Other words formed from this root include *interrupt* (When you *interrupt* a conversation, you *break* into it) and *disrupt* (If you *disrupt* a meeting, you *break* it up).