

Level Orange

SADLIER

# Vocabulary Workshop

TOOLS FOR COMPREHENSION



colossal  
evident  
contrast  
alert  
trudge  
appropriate  
warrant  
stampede

Jerome Shostak



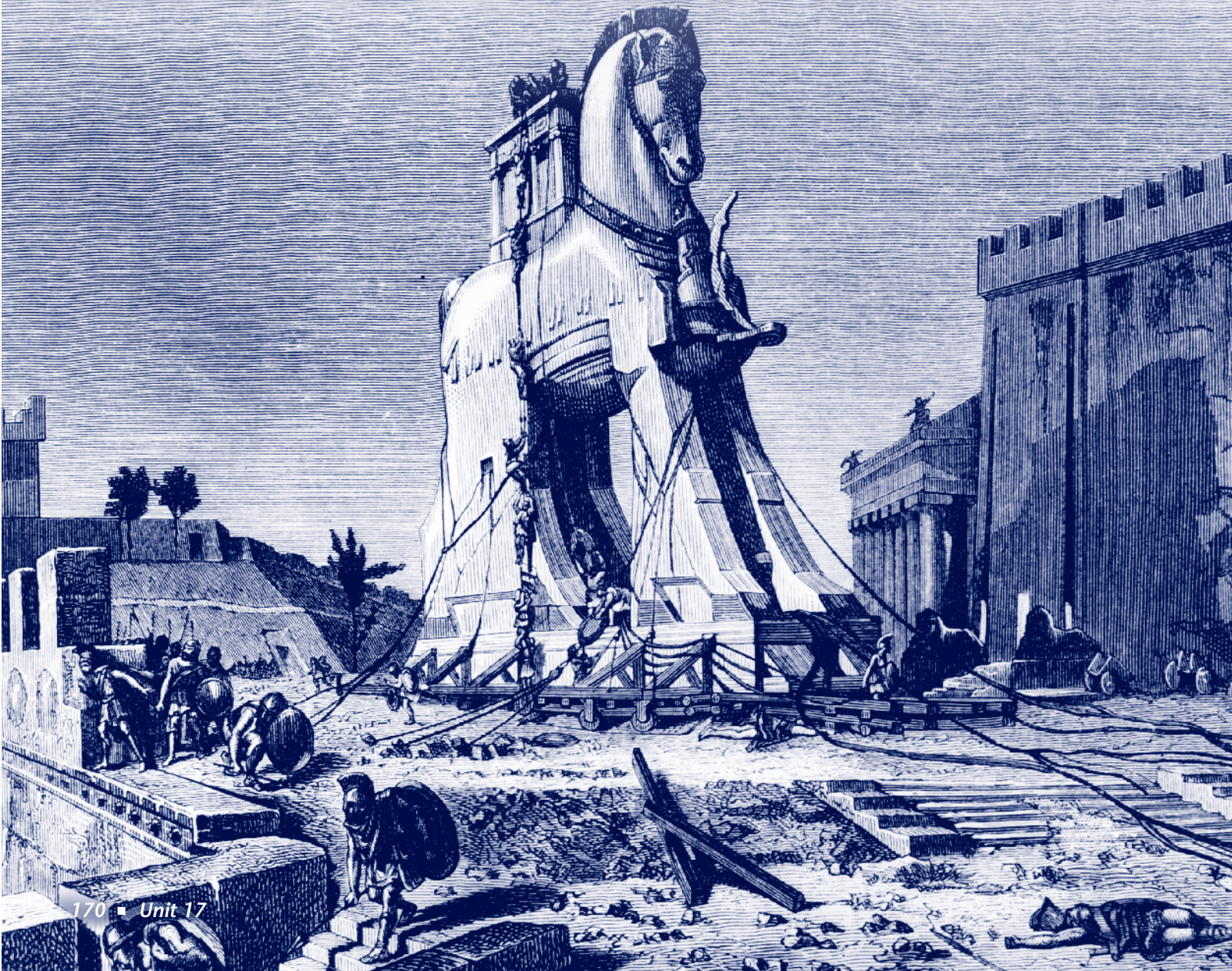
# UNIT 17

## Introducing the Words

*Read the following myth about a trick that led to victory in an ancient war. Notice how the highlighted words are used. These are the words you will be learning in this unit.*

# Odysseus and the Trojan Horse

(Greek Myth)







**F**or ten years, the Greeks and the Trojans (trō' jənz), who were from the city of Troy, had been at war with each other. The war began because a Trojan prince named Paris had stolen away Helen, wife of the Greek king Menelaus (men' ə lā' əs). Many times, the Greeks had tried to get past the Trojan army and enter Troy. However, they failed with each try.

Getting into Troy was especially difficult because a mighty wall had been constructed around the city to protect it. To the Greeks, the truth of the situation had become quite evident. They would have to find a different way to achieve their goal.

Odysseus (ō dis' ē əs) was a brave warrior on the Greek side, but when the war began, he felt little zest for joining in. He believed that there was no point in fighting a bloody war over Helen, and he declined to help bring her back to Greece. To make sure the Greeks would leave him alone, he pretended that he had lost his mind. He sowed salt with the seeds he was planting in a field. People interpreted his actions as madness. The salt would ruin the land and keep plants from growing. When Menelaus discovered that Odysseus was pretending, he ordered Odysseus to go to Troy.

It was Odysseus who at last came up with a plan to win the war. He submitted his scheme to Menelaus, who immediately approved it. In the next few months, the Greeks built a giant, hollow wooden horse. The structure was not a crude representation. Instead, it approximated the shape of a real horse and was a stunning work of art.

The Greeks placed the horse at the gate of the city of Troy as if it were a good-bye gift and then pretended to sail away. Inside the horse's belly, thirty soldiers waited quietly. Meanwhile, the Greek ships hid behind a nearby island.

At first, the Trojans did not know how to interpret this gift. Why would the Greeks leave such a precious object? The horse was extremely well crafted. Its beauty made a distinct impression on the Trojans.

Most Trojans were thrilled. Their first impulse was to bring the horse inside the city, believing that it was surely a blessing. Others warned that the horse would bring bad luck if it were brought in.

The Greeks left behind a man named Sinon (sī' nən). He told the Trojans that the Greeks had given up. He declared that the horse would bring them all good luck.

With much joy, the Trojans pushed the wooden horse inside the gates that were built into the wall. They took the wooden horse to one of the finest sectors of the city and began celebrating their victory. Meanwhile, the Greeks waited until they could spring into action.

Shortly after midnight, Sinon quietly unlatched an opening in the horse. By then, Sinon had oriented himself to where things were in the city. He showed Odysseus and the soldiers where to go to open the city gates. The Greek ships had returned to the harbor, and warriors finally entered the city. By dawn, Troy was burning and Helen had been taken to a Greek ship in the harbor. The war had been won, and Menelaus had his queen once again.

## Definitions

You were introduced to these words in the passage. Study the pronunciation, part of speech, definition, and example sentence for each word. Then read the synonyms and antonyms.

### Remember

A **noun** (n.) is a word that names a person, place, or thing.

A **verb** (v.) is a word or words that express action or a state of being.

An **adjective** (adj.) is a word that describes a noun or pronoun.

#### 1. **approximate** (adj.) almost exact or correct

(adj., ə prāk' sə mit)

*The approximate age of a fourth-grade student is nine.*

(uh-PROK-suh-mit)

#### (v.) to come close to or approach

(v., ə prāk' sə māt')

*The dog's howls approximate the sound of a wolf baying at the moon.*

(uh-PROK-suh-MATE)

SYNONYMS: (adj.) estimated, near; ANTONYM: (adj.) exact



**Approximate the distance between your desk and the desk next to yours.**



#### 2. **construct**

(kən strukt')

#### (v.) to make or build by fitting parts together

(kuhn-STRUHKT)

*Dad and I used scraps of wood to construct a birdhouse.*

SYNONYMS: to compose, create; ANTONYMS: to destroy, ruin



**Describe the steps required to construct your favorite sandwich.**

#### 3. **crude**

(krüd)

#### (adj.) done or made without skill or care

(KROOD)

*You can make a crude bookshelf from a few bricks and a piece of wood.*

SYNONYMS: basic, simple, rough; ANTONYMS: fancy, sophisticated

#### 4. **decline**

(di klīn')

#### (v.) to refuse to accept or do something

(di-KLINE)

*I have to decline the invitation to the party because I am sick.*

#### (n.) a decrease in influence, strength, or amount

*A poor diet can cause a decline in health.*

SYNONYMS: (v.) to reject; (n.) a weakening

ANTONYMS: (v.) to accept; (n.) an increase, a strengthening



**Use each definition of decline in a sentence.**

#### 5. **distinct**

(di stingkt')

#### (adj.) not alike; different from others

(di-STINGKT)

*You can tell the two kittens apart because one has a distinct white stripe on its tail.*

SYNONYMS: definite, one of a kind; ANTONYM: similar

**6. evident**

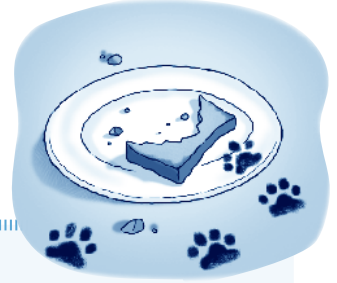
(ev' i dənt)  
(EV-i-duhnt)

(adj.) clear or plain to see

*The muddy paw prints made it evident that the dog took the sandwich.*

SYNONYMS: obvious, noticeable

ANTONYMS: unclear, hidden, unknown

**7. impulse**

(im' puls)  
(IM-puhlss)

(n.) a sudden wish or urge to do something

*When the movie reached the scary part, I had the impulse to cover my eyes.*

SYNONYMS: desire, inclination; ANTONYM: aversion



**With your partner, describe the last time you had an impulse to do something. What did you do?**

**8. interpret**

(in tûr' prit)  
(in-TUR-prit)

(v.) to explain the meaning or importance of

*The doctor will interpret the lab results.*

SYNONYMS: to define, clarify, understand; ANTONYM: to misunderstand

**9. orient**

(ôr' ē ent)  
(OR-ee-ent)

(v.) to adjust or adapt to a new or unfamiliar situation; to find one's position in relation to new surroundings

*It took a few seconds for my eyes to orient themselves to the bright sunlight.*

SYNONYM: to familiarize



**Tell your partner about a time when you had to orient yourself to new surroundings. Explain how you did it.**

**10. sector**

(sek' tər)  
(SEK-tur)

(n.) a part or division of something; the part of a circle included between two radii

*Each grade was assigned a different sector of the park to clean up.*

SYNONYMS: piece, segment; ANTONYM: whole

**11. submit**

(səb mit')  
(suhb-MIT)

(v.) to present or hand in something; to surrender or give in to someone or something

*Young children will keep asking for something until you submit to their wishes.*

SYNONYMS: to yield, obey; ANTONYM: to defy

**12. zest**

(zest)  
(ZEST)

(n.) a strong interest or enjoyment

*The explorer has a zest for adventure and travel.*

SYNONYMS: enthusiasm, passion, interest; ANTONYMS: apathy, dullness



## Synonyms

Choose the word that is most nearly the **same** in meaning as the word or phrase in **boldface**. Then write your choice on the line provided.

1. a **part** of society  
a. impulse      b. sector      c. decline      d. zest      \_\_\_\_\_
2. a **passion** for exploring  
a. zest      b. decline      c. impulse      d. sector      \_\_\_\_\_
3. **explain** the facts  
a. submit      b. orient      c. construct      d. interpret      \_\_\_\_\_
4. **give in** to their demands  
a. orient      b. construct      c. decline      d. submit      \_\_\_\_\_
5. a **desire** to laugh  
a. sector      b. zest      c. impulse      d. decline      \_\_\_\_\_
6. **adapt** my schedule  
a. orient      b. decline      c. submit      d. interpret      \_\_\_\_\_

## Antonyms

Choose the word that is most nearly **opposite** in meaning to the word or phrase in **boldface**. Then write your choice on the line provided.

1. **accept** a job offer  
a. orient      b. interpret      c. decline      d. submit      \_\_\_\_\_
2. a **hidden** mistake  
a. approximate      b. distinct      c. crude      d. evident      \_\_\_\_\_
3. **tear down** a building  
a. interpret      b. construct      c. submit      d. approximate      \_\_\_\_\_
4. a **similar** pattern  
a. evident      b. distinct      c. approximate      d. crude      \_\_\_\_\_
5. the **exact** height  
a. approximate      b. distinct      c. crude      d. evident      \_\_\_\_\_
6. a **sturdy** dwelling  
a. distinct      b. crude      c. evident      d. approximate      \_\_\_\_\_

## Completing the Sentence

Choose the word from the box that best completes each item. Then write the word on the line provided. (You may have to change the word's ending.)

approximate  
decline  
impulse  
sector

construct  
distinct  
interpret  
submit

crude  
evident  
orient  
zest

### The School Fair

- Every \_\_\_\_\_ of the student population took part in the school fair. Each group decorated its assigned space in the gym.
- Each grade then decorated its individual area to make it \_\_\_\_\_.
- This year, each group had a chance to \_\_\_\_\_ an idea for a centerpiece for the fair.
- After the votes were counted, it was \_\_\_\_\_ that a fishpond was the students' favorite idea.
- The students plan to fill a kiddie pool with water and then \_\_\_\_\_ fishing poles made from sticks and string with magnets tied on the ends.
- Attendees will use these \_\_\_\_\_ fishing poles to catch cardboard fish that have paper clips attached to them.

### Baseball Fever

- Once the first warm days of spring arrive, people with a \_\_\_\_\_ for sports turn their attention to baseball.
- Since it is called "America's favorite pastime," people with a passion for the sport often give in to the \_\_\_\_\_ to go outside and play ball.
- The youngest baseball fans are sometimes \_\_\_\_\_ to the sport by a version of the game called T-ball.
- T-ball allows these youngsters to hit a ball off a tee instead of accepting or \_\_\_\_\_ a pitch from a pitcher.
- The rules are simple and easy to \_\_\_\_\_, so young players can concentrate on batting, running the bases, and fielding.
- The \_\_\_\_\_ age of a T-ball player is anywhere from age five to age seven.

## Word Associations

Circle the letter next to the word or expression that best completes the sentence. Pay special attention to the word in **boldface**.

1. If you **decline** dessert, you might say,
  - a. "No, thank you."
  - b. "Yes, please."
  - c. "I'll take that one."
  - d. "I'm not finished yet."
2. Someone may **interpret** for you if
  - a. you are too short to reach something.
  - b. you speak a different language.
  - c. you play the piano.
  - d. you help with the family chores.
3. To make it **evident** that a note came from you,
  - a. include the date.
  - b. write a greeting.
  - c. make a copy.
  - d. sign your name.
4. If you have a **zest** for learning,
  - a. you might read history books.
  - b. you might read fantasy books.
  - c. you might read comic books.
  - d. you might read picture books.

## Words with Latin Roots

The unit word **construct** comes from the Latin **con-**, meaning "with," and **struct**, which means "to build or pile up." Together the word parts mean "to build by putting parts together." The root **struct** is used in the following words:

- structure (n.): a building; a way in which parts are arranged (*something built*)
- constructive (adj.): serving to improve or advance (*building up*)
- instruct (v.): to direct; to provide with knowledge (*to build knowledge*)
- destructive (adj.): damaging (*able to tear down something built*)
- restructure (v.): to organize again or differently (*to build again*)

Choose two of the words from the list. Write a sentence for each word to show you understand its meaning.

1. \_\_\_\_\_
2. \_\_\_\_\_




## Words in Context

 Read the passage. Then answer each question.



### Who Was Homer?

- 1 Two ancient poems are still hugely popular today. The *Iliad* and the *Odyssey*, as the poems are called, were composed in ancient Greece. A poet named Homer is said to have composed them. The poems were recited long before they were finally written down. Students and readers today continue to **interpret** the stories Homer told in his poems.
- 2 Experts can only give an **approximate** idea of Homer's life. It is not **evident** where Homer was born. And it is not clear exactly when he lived. Some scholars have suggested that Homer never even existed. No, they argue, the poems were not written by one **distinct** poet. They were **constructed** by many poets retelling the stories over time.
- 3 It is possible readers must **submit** to the idea that we may never know who wrote the two famous poems. But as long as readers continue to show a **zest** for stories about heroes and adventure, the popularity of Homer's poetry may never suffer a **decline**.

1. What is the meaning of the word **approximate** as it is used in paragraph 2?  
(a) exact                      (b) approach                      (c) estimated                      (d) come close to
2. What does the word **distinct** mean as it is used in paragraph 2?  
(a) definite                      (b) vague                      (c) similar                      (d) new
3. Pick the word that best defines **submit** as it is used in paragraph 3.  
(a) yield                      (b) hand in                      (c) assign                      (d) circle
4. Pick the word that best defines **decline** as it is used in paragraph 3.  
(a) reject                      (b) increase                      (c) illness                      (d) weakening

 Use a comma to set off an introductory word. For example, a comma follows the introductory word **yes** in the sentence **Yes, I will**. Underline an example of a comma used to set off an introductory word or a name in "Who Was Homer?"

### Write Your Own

  Imagine you have found an ancient scroll that reveals facts about Homer. With your partner, write a biography based on information in the scroll. Use three vocabulary words from this unit in your writing.

## Word Study **Roots** *struct, spect, scribe/script*

Remember that a **root** is the main part of a word. Sometimes, if you know the meaning of the root, you can figure out the meaning of the word.

Look at the chart below to find the meanings of some words with the roots *struct*, *spect*, and *scribe/script*.

### **struct**—build

The root **struct** appears in **construct** (page 172). When you **construct** a model airplane, you build it.

### **spect**—see

The root **spect** appears in **inspect**. When you **inspect** an object, you look at it closely.

### **scribe/script**—write

The root **scribe** appears in **describe**, and the root **script** appears in **description**. When you **describe** something, you explain it in words. The **description** is the explanation itself.


<b>structure</b>	something that has been built, such as a building or bridge
<b>respect</b>	deep admiration for someone or something
<b>scribble</b>	to write carelessly
<b>prescription</b>	a doctor's written directions for using medicine or the treatment a patient should receive

**PRACTICE** Complete each sentence with a word that contains the root *struct*, *spect*, or *scribe/script*. Choose from the words above.

1. The \_\_\_\_\_ tells me to get sleep and get lots of rest.
2. When I \_\_\_\_\_, it is hard to read what I wrote.
3. We are going to use wood to \_\_\_\_\_ a tree house.
4. I \_\_\_\_\_ my older sister because she always helps other people.

**APPLY** Complete each sentence to show you understand the meaning of the word in **boldface**.

5. I would **describe** myself as \_\_\_\_\_.
6. The biggest **structure** I have ever seen was \_\_\_\_\_.
7. In science class, we used a microscope to **inspect** \_\_\_\_\_.
8. My book report included a **description** of \_\_\_\_\_.

 Choose one of these roots: *struct*, *spect*, *scribe*, or *script*. Create a word chain of three words, with each word containing the root. Here is an example: *struct* — *construct*, *constructor*, *construction*. Use a dictionary, either in a book or online, if you need help.

## Shades of Meaning Metaphors

In the passage “Odysseus and the Trojan Horse” on pages 170–171, you read this sentence: *Odysseus was a brave warrior on the Greek side, but when the war began, he felt little **zest** for joining in.* The word *zest* can mean “a strong interest or enjoyment.” Some people are described as having a *zest for life*, which means “a passion for living.”

A **metaphor** is a comparison of two unlike things without using the words *like* or *as*. Here is an example: *His zest for life was a blueprint for others to follow.* In the sentence, the metaphor *zest for life was a blueprint* compares a zest for life to a blueprint. It means that everyone should live life to the fullest.

**PRACTICE** Figure out the meaning of each metaphor in **boldface**. Write the number of each sentence next to its meaning.

- |                                                                                        |                                  |
|----------------------------------------------------------------------------------------|----------------------------------|
| 1. My brother <b>was a bundle of nerves</b> as he waited for the test results.         | _____ has ups and downs          |
| 2. Whenever I have a bad day, my mom reminds me that life <b>is a roller coaster</b> . | _____ moves slowly               |
| 3. My sister <b>is a snail</b> the entire day when she doesn't get enough sleep.       | _____ something pleasant to hear |
| 4. When I was homesick, your voice on the phone <b>was music to my ears</b> .          | _____ very nervous               |

**APPLY** Figure out the meaning of each metaphor. Write the meaning on the line provided.

5. With no air conditioning, the room **was an oven**.

\_\_\_\_\_

6. The January blizzard **was a howling beast**.

\_\_\_\_\_

7. When the school day is over, the hallways **are a beehive of activity**.

\_\_\_\_\_

8. After the long climb up the mountain, my legs **were rubber**.

\_\_\_\_\_



## Vocabulary for Comprehension

Read this passage in which some of the words you have studied in Units 13–18 appear in **boldface**. Then answer the questions.



A male bowerbird decorates a bower to attract a mate.

### Bower Builders

- 1 The male bowerbirds (baù' ûr bûrdz) of Australia and New Guinea are unusual birds. They build bowers to attract a mate. Bowers are a type of structure. Male bowerbirds make their bowers out of twigs, sticks, and moss. Without a **manual** to instruct them, bowerbirds create these wonderful structures.
- 2 Different bowerbirds construct different kinds of bowers. Each structure is **appropriate** for the specific bowerbird that creates it. Some bowerbirds carpet an area with moss to create a "mat" bower. In **contrast**, others build a tall tower of sticks to create a "maypole" bower. Others build low "hut" bowers. Still others form "avenue" bowers. "Avenue" bowers are formed by building two walls of sticks on a mat of twigs. These different structures are all effective in attracting a mate. Who could **decline** such a thoughtful gift?
- 3 Some males spend a week building a bower. Others spend two months. There is no **approximate** time frame for building a bower. Some bowers can measure up to seven feet in height. Bowerbirds then spend months decorating the bowers. Some bowerbirds "paint" a **sector** with berry juice. All bowerbirds adorn part of the bowers with things from the environment. They might add feathers, stones, dead insects, and shells. They might even add flowers and berries. They might add colorful or shiny bits of trash.
- 4 Bowerbirds also sing to get recognition. They can mimic the sounds around them. They put the sounds together to make unusual songs. They might also dance or flap their wings. They may even toss around objects to impress a mate.
- 5 After all that work, bowerbirds never **abide** in a bower. A female selects a mate. Then she builds a nest in a protected area. Afterward, she lays her eggs and raises her young.

Fill in the circle next to the choice that best answers the question.

1. What is a main idea of this passage?
  - (a) Bowerbirds are resourceful animals.
  - (b) Bowerbirds build bowers to attract mates.
  - (c) Bowerbirds live in beautiful bowers.
  - (d) Bowerbirds sing to get recognition.
2. What does the word **manual** mean as it is used in paragraph 1?
  - (a) a building plan
  - (b) a book of instruction
  - (c) built by hand
  - (d) well-built
3. Which word has the opposite meaning of **appropriate** in paragraph 2?
  - (a) steal
  - (b) suitable
  - (c) improper
  - (d) establish
4. What does the use of the word **contrast** in paragraph 2 suggest?
  - (a) The bowers may look very different from each other.
  - (b) The bowers are almost identical.
  - (c) All bowers are tall.
  - (d) Some bowers are tall.
5. What does the word **approximate** mean as it is used in paragraph 3?
  - (a) standard
  - (b) correct
  - (c) almost exact
  - (d) to come close
6. What does the author mean by the word **sector** in paragraph 3?
  - (a) a building
  - (b) a circle
  - (c) a segment
  - (d) a field
7. Which phrase from the passage best shows the idea of **sector**?
  - (a) “spend months”
  - (b) “part of”
  - (c) “things from”
  - (d) “might add”
8. What is the meaning of **abide** as it is used in paragraph 5?
  - (a) to put up with
  - (b) to have patience with
  - (c) to move away from
  - (d) to live



## Write Your Own

*You read how the male bowerbirds of Australia and New Guinea use items they find in their environment to build bowers to attract a mate. Imagine that bowerbirds lived in our area. What might they use to build their bowers? How might they decorate them? Write your description on a separate sheet of paper. Use at least three words from Units 13–18.*

# Classifying

Choose the word from the box that goes best with each group of words. Write the word in the space provided. Then explain what the words have in common.

**babble**  
**drab**  
**hazardous**  
**manufacture**

**dense**  
**effective**  
**indifferent**  
**mistrust**

**dismal**  
**evident**  
**landslide**  
**sector**

1. dull, colorless, dingy, \_\_\_\_\_

\_\_\_\_\_

2. chat, discuss, gossip, \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_, unsafe, dangerous

\_\_\_\_\_

4. design, \_\_\_\_\_, advertise, sell

\_\_\_\_\_

5. sect, section, \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_, compact, thick, solid

\_\_\_\_\_

7. creative, massive, objective, \_\_\_\_\_

\_\_\_\_\_

8. unclear, known, \_\_\_\_\_

\_\_\_\_\_

9. bleak, hopeless, \_\_\_\_\_

\_\_\_\_\_

10. fascinated, curious, \_\_\_\_\_

\_\_\_\_\_

11. earthquake, tsunami, volcano, \_\_\_\_\_

\_\_\_\_\_

12. miscalculate, misprint, mislead, \_\_\_\_\_

\_\_\_\_\_



## Completing the Idea

Complete each sentence so that it makes sense. Pay attention to the word in **boldface**.

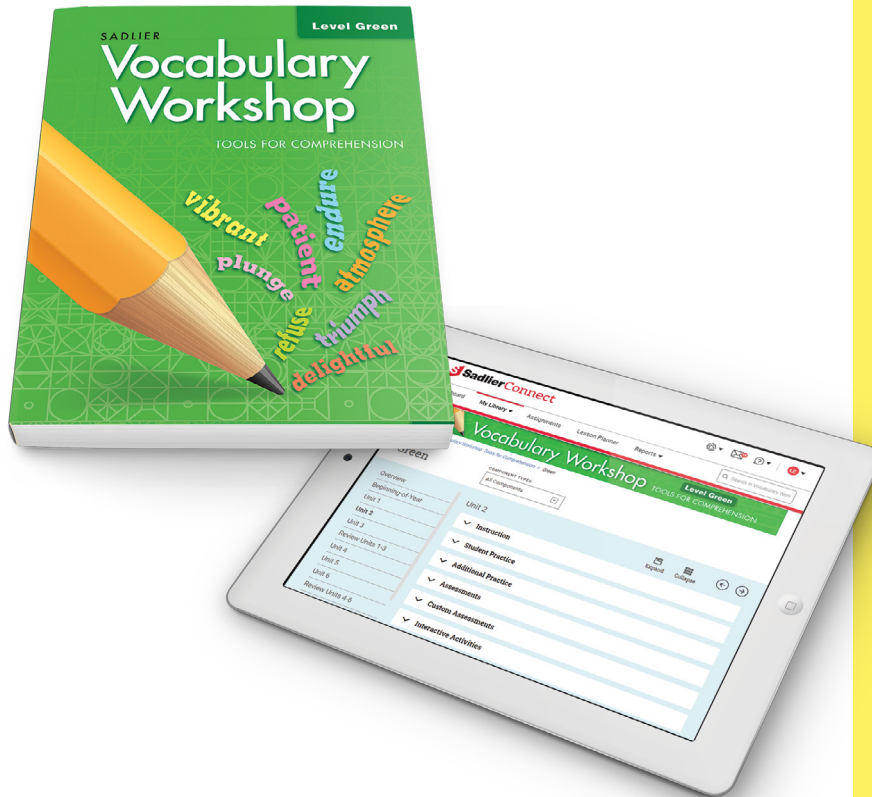
1. I show **courtesy** when I \_\_\_\_\_.
2. When someone gives me a **compliment**, I \_\_\_\_\_.
3. I offered to **assist** my friend when \_\_\_\_\_.
4. My family members are going to **assemble** for \_\_\_\_\_.
5. I had to **decline** the invitation because \_\_\_\_\_.
6. Sometimes, I **exaggerate** when \_\_\_\_\_.
7. I do not feel it is **appropriate** to \_\_\_\_\_.
8. Our team joined in a **huddle** to \_\_\_\_\_.
9. My friends thanked me for my **generosity** when I \_\_\_\_\_.
10. For me, the first **symptom** of a cold is \_\_\_\_\_.
11. To **orient** myself to a new place, I \_\_\_\_\_.
12. At school, I have to **abide** by \_\_\_\_\_.
13. I will be **noticeable** in a crowd if \_\_\_\_\_.
14. I am always **thorough** when I \_\_\_\_\_.
15. To show that I am **agile**, I will \_\_\_\_\_.
16. Something I have a **zest** for is \_\_\_\_\_.
17. I am **carefree** when \_\_\_\_\_.

## Writing Challenge

Write two sentences using the word **appropriate**. In the first sentence, use **appropriate** as a verb. In the second sentence, use **appropriate** as an adjective.

1. \_\_\_\_\_
2. \_\_\_\_\_

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