Lesson 9

» Student Book

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Lesson 9

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

dumbfound

dum' found

v. To make speechless with amazement.
The announcement that my cat Patch had won “best of show” dumbfounded me.
dumbfounded adj. Speechless with amazement.
The dumbfounded tenants stared at the eviction notice in disbelief.

ensue
en sø̅

v. To follow; to come as a result of or at a later time.
When the headmaster declared the next day a holiday, shouting and clapping ensued.

era
er' ə

n. A particular period in history.
The era of space exploration began in the 1950s.

flourish
flur' ish

v. 1. To thrive or prosper.
Plants flourish in a greenhouse.
2. To wave in the air.
The softball player flourished her hat above her head to acknowledge the crowd’s cheers.

n. 1. A sweeping motion.
The star of the show made her first entrance with a flourish.
2. A showy burst of music.
The opera begins with a flourish of trumpets.
3. A fancy line or curve added to something written.
His artistic nature was expressed in the flourish with which he signed his name.

garrison
gar' ə san

n. 1. Soldiers stationed in a place to protect it.
The garrison held off the enemy for four days before capitulating.
2. A military place of protection, together with its soldiers and weapons.
The garrison controlled the only passage through the mountain range.
v. To provide soldiers with a place to live.
The commander had to garrison the troops in an old schoolhouse.

grievous
grı̅ voıs

adj. Causing grief or pain; hard to bear.
It was a grievous loss to the entire family when our pet dog Tiny died.

hoard
hörd

v. To save and put away, especially secretly.
Squirrels hoard acorns for the winter.
n. Anything put away in such a manner.
My hoard of comic books includes several authentic 1930s Superman comics.

inundate
in' ən dät

v. 1. To cover, as with water from a flood.
The valley was inundated when the dam burst.
2. To load with an excessive amount or number of something.
Fans inundated radio stations with requests to play the Wailers’ new album.
invincible
in vin' so bol

adj. Impossible to defeat.
When the Yankees had a fifteen-game winning streak, we began to think they were invincible.
nomad

n. A member of a group that settles briefly in one place and then moves on to another. The Bedouins of the Sahara and Arabian deserts were nomads.

nomadic adj. (nō′mad′i k) Having the characteristics of a nomad.

After acquiring horses in the 1760s, the Cheyenne became nomadic buffalo hunters on the Great Plains.

placate

v. To stop from being angry; to calm.

I was able to placate my friend when I explained my reason for being late.

principal

adj. Most important.
The administration’s principal objective is to reduce the school dropout rate.

n. 1. A person or thing that is of the greatest importance.
The club owners and the players’ agent are the principals in the dispute over baseball players’ salaries.

2. The head of a school. The principal has the authority to hire extra teachers if student enrollment increases.

3. The sum of money owed, not including the interest.

You would need $8,479 to pay off the principal on the car loan.

ruthless

adj. Showing no mercy; pitiless.

Disease and inadequate supplies finally terminated the ruthless invader Attila the Hun in fifth-century Europe.

sacrifice

n. 1. Something given up for the sake of another.
The parents made many sacrifices so that their children could go to college.

2. An offering to a god.

In the Incan culture, sacrifices were often made during or after an earthquake, drought, or epidemic.

v. 1. To give up something for another.

I sacrificed my privacy by sharing my room with my sister.

2. To offer something of value to a god.

Goats and dogs were sacrificed at the ancient Roman festival of Lupercalia.

Choose two phrases to form a sentence that correctly uses a word from Word List 9. Write each sentence in the space provided.

9A Finding Meanings

1. (a) A flourish is (b) a burst of music. (c) A garrison is (d) a troubling situation.

2. (a) A principal is (b) an exchange for something else. (c) A hoard is (d) a collection put away secretly.
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<tbody>
<tr>
<td>3.</td>
<td>(a) speechless with amazement.</td>
<td>(c) To be inundated is to be</td>
<td>(d) covered with water.</td>
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<td></td>
<td>(b) To be grievous is to be</td>
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<td>4.</td>
<td>(a) provide them with a place to live.</td>
<td>(c) try to satisfy their demands.</td>
<td>(d) To garrison soldiers is to</td>
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<td></td>
<td>(b) To sacrifice soldiers is to</td>
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<td>5.</td>
<td>(a) a sum of money owed.</td>
<td>(c) Principal is</td>
<td>(d) A nomad is</td>
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<td></td>
<td>(b) a truth by which we govern ourselves.</td>
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<td>6.</td>
<td>(a) calm that person.</td>
<td>(c) To placate someone is to</td>
<td>(d) show that person no mercy.</td>
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<td></td>
<td>(b) To dumbfound someone is to</td>
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<td>7.</td>
<td>(a) prevented from moving.</td>
<td>(c) speechless with amazement.</td>
<td>(d) To be invincible is to be</td>
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<td></td>
<td>(b) To be dumbfounded is to be</td>
<td></td>
<td></td>
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<td>8.</td>
<td>(a) An era is</td>
<td>(c) a burst of music that announces an arrival.</td>
<td>(d) something that is given up for another.</td>
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<td></td>
<td>(b) A sacrifice is</td>
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<td>9.</td>
<td>(a) lack the means to support themselves.</td>
<td>(c) Ruthless people are those who</td>
<td>(d) Nomadic people are those who</td>
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<td></td>
<td>(b) keep moving from place to place.</td>
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<tr>
<td>10.</td>
<td>(a) a person of the greatest importance.</td>
<td>(c) A flourish is</td>
<td>(d) a sweeping motion.</td>
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<td></td>
<td>(b) An era is</td>
<td></td>
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<td>11.</td>
<td>(a) A ruthless character is one who</td>
<td>(c) exists only in stories.</td>
<td>(d) cannot be defeated.</td>
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<td></td>
<td>(b) An invincible character is one who</td>
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9B 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 Word List 9.

1. Oil is the **most important** export of Saudi Arabia.

2. John Hancock wrote his name with a **decorative sweeping line** when he signed the Declaration of Independence.

3. In Greek myths, an animal was sometimes **slaughtered as an offering** by a mortal to please the gods.

4. Some people believe you have to be **unwilling to show any pity to those with whom you have dealings** in order to succeed in business.

5. Many childhood memories **gradually became fainter and fainter** as we grow older.

6. Tennis suffered a **serious and very sad** loss when Arthur Ashe died.

7. The **period in history given the name** of “the cold war” ended in 1990 with the easing of tension between the United States and the Soviet Union.

8. If this heavy rain continues, soil erosion will **follow as a result of it**.

9. The **soldiers housed in a protected place** suffered few casualties during the attack.

9C Applying Meanings

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

1. Which of the following responses might **placate** an irate customer?
   (a) “Don’t blame me; I just work here.”  
   (c) “Would you calm down!”  
   (b) “I’ll take care of the problem.”  
   (d) “Let me get the manager.”

2. A town can be **inundated** with which of the following?
   (a) floodwaters  
   (c) winds of hurricane force  
   (b) tourists  
   (d) requests for tourist information

3. Which of the following can **flourish**?
   (a) a business  
   (c) a tree  
   (b) a country  
   (d) an incident
4. Which of the following could be the length of an era?
   (a) twenty years
   (b) twenty seconds
   (c) a couple of centuries
   (d) a couple of hours

5. Which of the following can be hoarded?
   (a) health
   (b) wealth
   (c) food
   (d) solitude

6. Which of the following describes a nomad?
   (a) is part of a group
   (b) has a permanent home
   (c) works at a 9 to 5 job
   (d) lives mostly in cities

7. Which of the following applies to the word principal?
   (a) it is not a noun
   (b) it can be a noun or an adjective
   (c) it is a noun only
   (d) it is an adjective only

8. Which of the following can be grievous?
   (a) a wound
   (b) a respite
   (c) a loss
   (d) an insult

9D Word Study

Write a synonym for each of these words. Choose from the list of words below.

consider  joy  amaze  satisfy  hasty
manage  overcrowded  brave  proud  beg

1. cope  ___________________  6. haughty  ___________________
2. congested ___________________  7. dumbfound  ___________________
3. beseech  ___________________  8. rapture  ___________________
4. ponder  ___________________  9. impetuous  ___________________
5. gratify  ___________________  10. plucky  ___________________
Read the passage below; then complete the exercise that follows.

The Spanish Conquest of Mexico

For over two hundred years, until it was overthrown by Spanish invaders in 1519, the Aztec empire in Mexico was a prosperous and highly cultivated society. Many arts and sciences flourished; the Aztecs developed astronomy, mathematics, engineering, agriculture, sculpture, and music to a far higher degree than did the Europeans of that era. At the same time, they were a warlike people, ruthless in battle, and their religious beliefs involved acts of extreme cruelty. Prisoners of war were offered as human sacrifices to their many gods. The Aztecs believed that the gods had already destroyed the world four times, and unless they were placated in this way, they would destroy it again.

Originally a nomadic people who lived mainly by hunting, the Aztecs settled on an island on Lake Texcoco around 1300. The land there was wet and swampy, but the Aztecs drained the marshes and became farmers. While their principal crop was corn, they also grew beans, squash, and chili peppers. Over a two-hundred-year period, they created an empire extending across central Mexico from the Gulf of Mexico to the Pacific. Its capital was Tenochtitlán, which we know today as Mexico City. In 1500, Tenochtitlán was inundated by a terrible flood that drowned many of its people. After the floodwaters had receded, the Aztecs quickly rebuilt their city, but a far worse catastrophe was to follow.

In 1519, a Spanish explorer named Hernando Cortés landed in Mexico with an army of 600 soldiers. He established a garrison in what is now the city of Vera Cruz on Mexico’s east coast. His plan was to destroy the Aztec army and take over their country for Spain. Because horses were unknown to the Aztecs, they were dumbfounded by the sight of people on horseback. They believed the Spanish soldiers to be gods and therefore invincible. Fighting them, the Aztecs thought, would be pointless, so Montezuma, the Aztec emperor, allowed the Spaniards to take over his city without any resistance. Cortés now gave the orders and Montezuma became a prisoner in his own palace. The Spanish discovered a great hoard of gold and silver there. It was later loaded onto Spanish ships and sent to Spain although it is believed that much of the treasure was lost at sea.

When word came that Spanish soldiers had been killed in an attack on Vera Cruz, the Aztecs realized that they had made a grievous error in their previous thinking. These strange creatures were not gods after all! A battle ensued in Tenochtitlán, and although Montezuma was killed, the Aztecs drove the Spanish from their city. But their victory was only temporary. Cortés returned in 1521 with another army that laid siege to Tenochtitlán. After eighty days, the city was forced to surrender. The rule of the Aztecs in Mexico had ended; Spanish rule had begun.

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. When did the Aztecs give up their nomadic way of life?

2. What is the meaning of flourished as it is used in the passage?
3. What is the meaning of **principal** as it is used in the passage?

4. Why would thieves find Montezuma’s palace especially appealing?

5. What **grievous** event occurred in Tenochtitlán in 1500?

6. Why would neighboring tribes not want to antagonize the Aztecs?

7. What was an initial part of Cortés’s plan to conquer Mexico?

8. What shocked the Aztecs when they first saw the Spaniards?

9. How do we know that the Aztecs feared their gods?

10. What is the meaning of **sacrifices** as it is used in the passage?

11. Why did the Aztecs capitulate so readily?

12. What **ensued** after the second surrender of Tenochtitlán?

13. In what year did the Aztec **era** end?
14. What is the meaning of receded as it is used in the passage?

15. What is the meaning of inundated as it is used in the passage?

**Fun & Fascinating Facts**

Flourish and flower (as verbs) are synonyms; both can mean “to thrive.” We can say that the arts flourished in Athens in the fifth century B.C.; we can also say that the arts flowered in Athens at that time. Both words come from the Latin flos, which means “a flower.”

Don’t confuse hoard, “something collected and stored away secretly,” with horde, which means “a large crowd or swarm.” These two words are homophones; they sound the same but have different spellings and meanings.

Don’t confuse principal with principle, which has three meanings: (1) “a rule or truth by which we govern ourselves (The principle of the separation of church and state traces to the First Amendment to the Constitution);” (2) “a truth from which other truths can be worked out” (One of the principles of plane geometry is that parallel lines never meet); (3) “a rule or law that explains how something works” (An electric bell works on the principle of the continuous making and breaking of an electric current).
How *Wordly Wise 3000* Book 7 Can Help in Vocabulary Development

Each Student Book contains 15 (Books 2–3) to 20 (Books 4–12) lessons. Each lesson teaches 10 (Books 2–3) to 15 (Books 4–12) vocabulary words and may also teach some variants of a word (such as *magnanimous/magnanimity*). Here is a sample copy of a Book 7 lesson with comments explaining its features.

### Word List

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

**astute**
- adj. Wise in a clever or practical way.
  - An astute shopper compares prices carefully before making a purchase.

**authentic**
- adj. Genuine; true.
  - An authority on old maps declared that the sixteenth-century chart of the Florida Keys is authentic.
  - authenticity n. (adj. + -ity): The condition of being genuine.
  - authenticate v. To prove that something is genuine.
  - Only an art expert can authenticate the painting as one by Rubens.

**delicacy**
- n. 1. A choice item of food.
  - Smoked salmon is a delicacy.
  - 2. Great consideration for the feelings of others.
  - Discussing her mistake will embarrass her unless you handle the matter with delicacy.

**derogatory**
- adj. Expressing a low opinion, intended to hurt the reputation of a person or thing.
  - His habit of making derogatory comments about his co-workers made him unpopular.

**devour**
- v. 1. To eat up hungrily.
  - The wolf was about to devour Little Red Riding Hood when the woodcutter arrived.
  - 2. To take in eagerly with the eyes or ears.
  - The children devoured comic books when they were younger.

**figment**
- n. Imaginary; not real.
  - Unseen are mythical creatures.

**mythical**
- adj. Parrots have brightly colored plumage.

**plumage**
- n. A bird’s feathers.
  - Parrots have brightly colored plumage.

**predatory**
- adj. 1. Living by killing and eating other animals.
  - Crocodiles are predatory reptiles.
  - 2. Living by robbing or stealing from others.

**prior**
- adj. 1. Coming earlier in time.
  - I was unable to see you this morning because I had a prior appointment.
  - 2. Coming before in order or importance.
  - The court ruled that the Native Americans had a prior claim to the land.

### Lesson 2

Each lesson opens with a word list that gives each word’s definition(s), pronunciation, and sentences showing the words in context. Sentences provide directional context clues to the word’s meaning (not just random information).
Since words are generally acquired in word families (or as roots), related word forms are provided in boldfaced type where appropriate.

The introduction of the vocabulary words is followed by five exercises per lesson to reinforce the meanings of those words. These give students practice in applying the definitional or contextual information they have just seen in the word list, helping them strengthen their understanding of each word's meaning.

1A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 2. Write each sentence in the space provided.

Example:
1. (a) To authenticate is to
   (b) To scavenge is to
   (c) To prove is to
   (d) To search is to

2. (a) Authenticity is
   (b) Solitude is
   (c) Authentic is
   (d) Solitude is

3. (a) Authentic is
   (b) Solitude is
   (c) Authenticity is
   (d) Solitude is

4. (a) Authenticity is
   (b) Solitude is
   (c) Authenticity is
   (d) Solitude is

5. (a) Authenticity is
   (b) Solitude is
   (c) Authenticity is
   (d) Solitude is

2B Just the Right Word

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or form of the word) from Word List 2.

Example:
1. People who are able to use good judgment are unlikely to be fooled easily.

   People who are able to use good judgment are unlikely to be fooled easily.

2. The killing on a large scale of the American bison almost led to its extinction.

   The killing on a large scale of the American bison almost led to its extinction.

3. While Carlotta was at camp, she read with great eagerness the letters from home.

   While Carlotta was at camp, she read with great eagerness the letters from home.

4. Persons who pick up objects that have been thrown away are not allowed at the town dump.

   Persons who pick up objects that have been thrown away are not allowed at the town dump.

5. It is obvious that the coins marked SS c.i. are not genuine but must be a fake.

   It is obvious that the coins marked SS c.i. are not genuine but must be a fake.

6. There is some unlimited business left over from a meeting that took place before the present meeting.

   There is some unlimited business left over from a meeting that took place before the present meeting.

7. I feel very clumsy and not at all graceful when called upon to dance in public.

   I feel very clumsy and not at all graceful when called upon to dance in public.
8. People who live the condition of being all alone make lighthouse keepers.
9. I try to ignore statements that are intended to hurt someone's reputation.
10. The counselor asked questions about the student's family with much consideration for his feelings.

In Applying Meanings, the third exercise, students answer questions that use the vocabulary words in a specific context. To select the correct answer, students need to use their full knowledge of each word's meaning.

The vocabulary words appear in a box on every two-page spread in the lesson so that students do not have to flip back to the Word List to see their word choices.

The fourth exercise provides more sophisticated word study. In the Word Study activity, students either identify synonyms and antonyms, explore how prefixes and suffixes change word meanings, learn about Latin or Greek word roots, complete analogies, or distinguish between homophones.

From the Teacher's Resource Book: Teacher's Guide

www.epsbooks.com/WW3000
The Last Dodo

If someone called you a "dodo," you would probably be insulted. It is a derogatory term that describes someone who is not very astute. The English word comes from the Portuguese dudu, which means "a foolish person." Dodo was the name Portuguese settlers gave to a large bird that inhabited the island of Mauritius in the Indian Ocean. Some people think of the dodo as a mystical creature, but it was a real bird, and its story is a sad one.

For thousands of years, until the island of Mauritius was discovered by Portuguese sailors in 1507, this odd-looking bird lived in peaceful solitude. Because there were no predatory animals on the island, it had long since lost the ability to fly. And since it had no natural enemies, it was very trusting and made no attempts to flee when approached by humans. Because of this, the Portuguese considered the bird stupid and gave it the name by which we know it—the dodo.

Even if it had been less trusting of humans, the dodo would still have been vulnerable because it was too fat and ungainly to run very fast. The settlers on the island found that dodos, although a bit tough, were good to eat and slaughtered them in large numbers. Domesticated animals brought to the island by the settlers added to the dodos' problems. The female dodo laid a single large white egg, which it deposited on the ground, usually in a soft of grass. Prior to the arrival of the first settlers, the eggs had been undisturbed until they hatched. To the dogs that now roamed the island, these eggs were a delicacy, so the dogs scavenged the island and devoured any dodo eggs they found.

The dodo was last seen alive in 1681, and none is believed to have survived after that date. As time passed, people began to wonder if the dodos ever existed. Drawings done by artists who had visited Mauritius showed a bird somewhat larger than a swan, with a long neck, a large head, an enormous black bill, and a short, fluffy tail. Its plumage was grayish over most of its body and white on its breast. Most people who saw these pictures thought that such an odd-looking creature must be a figment of the artist's imagination, so that there was no way of knowing whether they provided an authentic record of an actual creature.

Then, in 1861, a number of dodo bones were discovered in a swamp on Mauritius. Several skeletons were reconstructed from them and later displayed in museums in London and Paris. They are all that remains of this odd-looking but rather lovely bird.

Read the passage below; then complete the exercises that follow.

Exercise 1: What drastic change occurred in the dodo's living conditions in 1507?

Exercise 2: What is the meaning of prior as it is used in the passage?

3. What was it about the dodo's nature that made it so vulnerable?

4. What was it about the dodo's physical condition that made it easy to catch?

5. What other names of birds are derogatory when applied to humans?

6. How was the existence of the dodo authenticated?

7. What did the Portuguese think of the dodo's intelligence?

8. What is the meaning of delicacy as it is used in the passage?

9. What color were the feathers of a dodo?

10. What is the meaning of devoured as it is used in the passage?

11. Why did many people believe the dodo to be a figment of an artist's imagination?

12. What did many people come to think about the dodo before the discovery of the bones?

13. What is the meaning of slaughtered as it is used in the passage?

After reading the passage, students answer questions about it. If a vocabulary word is not used in the question, students must use it in their response. In this way, each word is reviewed once again. Although the questions are about the content of the passage, students need to understand the meanings of the vocabulary words in order to be able to answer them.
14. What is the meaning of **predatory** as it is used in the passage?

15. How would you describe the dogs that lived on the island?

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**FUN & FASCINATING FACTS**

The Latin for feather is **pluma**. In addition to the word **plumage**, this Latin root gave us the English word **plumes**, which is a noun, meaning “a large feather or group of feathers.” (Birds plumes themselves with their beaks.) The French word for pen is **plume** and comes from the same Latin root. Pens were once made from large feathers with the ends split to hold ink.

The Latin **solus** means “alone” or “without company” and forms the root of a number of English words in addition to **solitude**. Solitaire is a card game for just one person. Solitary means “alone” or “without company.” Solo means “performed by one person.”

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**Clues Across**

1. To become weaker; to decrease (1)
2. To present as a gift (3)
3. To figure out roughly (1)
4. Something that brings about a result (1)
5. Lacking; empty (3)
6. A luminous body in the night sky (2)
7. Forceful anger; fury (3)
8. Opposite of smooth (1)
9. To pay attention to (3)
10. Something that exists only in the mind (2)
11. Wise in a clever or practical way (2)
12. To gain ownership (4)
13. To keep in good condition (4)
14. Something fake or false (1)
15. Large country in central Africa
16. A deadly disease that spreads rapidly (3)
17. Excesses in the highway can kill (2)
18. Imaginary; not real (2)
19. To receive after the death of someone (4)
20. Not frank or honest (3)
21. Birds’ feathers (2)
22. Excesses ___ in the highway can kill
23. To eat up hungrily (2)
24. Having the ability to do what is needed (4)
25. Comes before D E F
26. To make live new again (4)
27. To direct or manage activities (4)
28. Four score

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**Clues Down**

1. To present as a gift (3)
2. To become weaker; to decrease (1)
3. To figure out roughly (1)
4. Something that brings about a result (1)
5. Lacking; empty (3)
6. A luminous body in the night sky (2)
7. Forceful anger; fury (3)
8. Opposite of smooth (1)
9. To pay attention to (3)
10. Something that exists only in the mind (2)
11. Wise in a clever or practical way (2)
12. To gain ownership (4)
13. To keep in good condition (4)
14. Something fake or false (1)
15. Large country in central Africa
16. A deadly disease that spreads rapidly (3)
17. Excesses in the highway can kill (2)
18. Imaginary; not real (2)
19. To receive after the death of someone (4)
20. Not frank or honest (3)
21. Birds’ feathers (2)
22. Excesses ___ in the highway can kill
23. To eat up hungrily (2)
24. Having the ability to do what is needed (4)
25. Comes before D E F
26. To make live new again (4)
27. To direct or manage activities (4)
28. Four score

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Every fourth lesson is followed by a crossword or hidden message puzzle that incorporates the words from the previous four lessons, giving students a playful way to revisit the words they now know as their own.

The lessons work sequentially, with each exercise requiring more precise knowledge of the vocabulary words than the previous exercise. This systematic approach to vocabulary instruction enables students to actively participate in the process of their own word learning by thinking about the various meanings of each word and applying what they know.

A boxed feature called Fun & Fascinating Facts appears at the end of each lesson. This feature provides explanations or short stories about word origins and word families. Telling stories about words conveys a sense of fun about language and encourages students to become interested in learning words in general.
**Lesson 9**

**9A Finding Meanings** p. 68
1. a—b  5. c—a  9. d—b
2. c—d  6. c—a  10. c—d
3. c—d  7. b—c  11. b—d
4. d—a  8. b—d

**9B Just the Right Word** p. 70
1. principal
2. flourish
3. sacrificed
4. ruthless
5. recede
6. grievous
7. era
8. ensuing
9. garrison

**9C Applying Meanings** p. 70
1. b, d  5. b, c
2. a, b, d  6. a
3. a, b, c  7. b
4. c  8. a, c

**9D Word Study** p. 71
1. manage
2. overcrowded
3. beg
4. consider
5. satisfy
6. proud
7. amaze
8. joy
9. hasty
10. brave

**9E Passage** p. 72
(The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)
1. They did this in 1300 when they became farmers on an island in Lake Texcoco.
2. Flourished means "prospered."
3. Principal means "most important."
4. It contained a great hoard of gold and silver.
5. Many of its people drowned in a great flood.
6. They were ruthless in battle.
7. He established a garrison in what is now Vera Cruz.
8. They were dumbfounded to see people on horseback.
9. They tried to placate them.
10. Sacrifices means "offerings to a god."
11. They thought that the Spaniards were gods and, therefore, invincible.
12. Spanish rule began in Mexico.
13. It ended in 1521.
14. Receded means "dropped to a lower level."
15. Inundated means "covered with water from a flood."
Lesson 9

1. The Aztecs gradually dropped their _____________ ways and became city dwellers.

2. The Aztecs were fierce warriors. They seemed _______________ to the neighboring tribes they conquered as they extended their empire.

3. The Aztecs administered their empire efficiently. Over time it _______________ and eventually extended across the width of Mexico.

4. The people of Tenochtitlán lived in fear. Their gods were _______________ and if angered would destroy the world as they had done several times before.

5. Great efforts were made to keep the gods happy. After a battle, prisoners of war were _______________ as offerings to them.

6. In 1500, the water level in the lakes surrounding Tenochtitlán rose. Many died when flood-waters _______________ the city.

7. The Aztecs had never seen horses. It's not surprising that the sight of armored men on horseback _______________ them.

8. The Aztecs believed the Spanish were godlike and couldn't be killed. Since it was useless to fight them, they were forced to _______________ the enemy.

9. Before long, the Aztecs discovered the Spanish were not immortal. This occurred when they attacked the _______________ at Vera Cruz, killing some soldiers.

10. Montezuma led the Aztecs in battle against the Spanish invaders. It was a _______________ loss to his followers when he was killed.

11. The Aztecs drove the Spanish from their city. They believed the danger of invasion had _______________ when the men on horseback left Mexico.

12. The Aztecs held off the Spanish army when it returned in 1521 and tried to enter the city. A siege _______________ which lasted for eighty days.

13. With the fall of Tenochtitlán, the Spanish conquest of Mexico was complete. The _______________ of Spain’s rule lasted for three hundred years.

14. The Spanish took possession of vast quantities of gold and silver. These precious metals were the _______________ export from Mexico during their rule.

15. Many of the treasure-laden ships bound for Spain were lost at sea. Each left a _______________ of gold and silver lying on the sea bed.
Lesson 9

1. nomadic
2. invincible
3. flourished
4. ruthless
5. sacrificed
6. inundated
7. dumbfounded
8. placate
9. garrison
10. grievous
11. receded
12. ensued
13. era
14. principal
15. hoard
Choose the BEST way to complete each sentence or answer each question. Then fill in the circle next to your answer.

1. Who are the principals in a conflict?
   - A. all of the people involved
   - B. the main people involved
   - C. friends of the main people involved
   - D. people who are trying to teach important values

2. An era is a certain
   - A. day of the week.
   - B. period in history.
   - C. month of the year.
   - D. time of day.

3. A musical flourish is a
   - A. rhythmic drumbeat.
   - B. quiet, sorrowful tune.
   - C. showy burst of music.
   - D. hit song on the radio.

4. To garrison soldiers is to
   - A. welcome them into the armed forces.
   - B. punish them for breaking rules.
   - C. provide them with supplies.
   - D. provide them with a place to live.

5. To sacrifice is to
   - A. miss someone who has moved away or died.
   - B. give someone a gift on a special occasion.
   - C. buy something that is very expensive.
   - D. give up one thing in order to get another.
6. To **flourish** your hat is to
   A. decorate it.
   B. wave it.
   C. wear it.
   D. take it off.

7. To **sacrifice** an animal is to
   A. kill it as a religious offering.
   B. slaughter it for food.
   C. train it.
   D. sell it at an auction.

8. The actor bowed with a **flourish**. He
   A. moved jerkily.
   B. made a sweeping motion.
   C. moved clumsily.
   D. did a little dance step.

9. The company president was **inundated** with e-mail messages. This means that she received
   A. several e-mail messages filled with good wishes.
   B. a huge number of e-mail messages.
   C. one or two e-mail messages.
   D. a few e-mail messages from angry customers.

10. Which is an example of a **sacrifice**?
    A. Alicia’s parents couldn’t afford to send her to college.
    B. Akiko’s mother gave up buying a car so that she could send her to college.
    C. Geeta’s family could not persuade her to go to college.
    D. Luisa’s parents had plenty of money. They could easily afford to send her to college.

11. Suppose a bank lends Mr. Pine some money to buy a car. What is the loan **principal**?
    A. the total payment that Mr. Pine makes each month
    B. the interest that Mr. Pine pays each month
    C. the amount that Mr. Pine originally borrowed
    D. the total amount that Mr. Pine has repaid so far
12. Which describes a hoard?

A. a large group of people  
B. some nuts that a squirrel has hidden  
C. a cave where a bear hibernates  
D. a prairie dog town

13. To write with a flourish is to

A. scribble  
B. print neatly  
C. add a fancy line or curve  
D. write in very large letters

*Find a SYNONYM for each underlined word. Then fill in the circle next to your answer.*

14. garrison

A. battleship  
B. sergeant  
C. fort  
D. commander

15. dumbfound

A. greet  
B. astound  
C. capture  
D. respect

16. flourish

A. exist  
B. glow  
C. expand  
D. thrive

17. grievous

A. complicated  
B. baffling  
C. painful  
D. extraordinary
18. **nomadic**
   - A. wandering
   - B. solitary
   - C. welcoming
   - D. rapid

19. **principal**
   - A. related
   - B. secondary
   - C. primary
   - D. explanatory

20. **receded**
   - A. exploded
   - B. blared
   - C. sounded
   - D. faded

21. **sacrifice**
   - A. respect
   - B. bow
   - C. offering
   - D. request

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

22. **dumbfounded**
   - A. amazed
   - B. unimpressed
   - C. exhausted
   - D. worried

23. **ensued**
   - A. exceeded
   - B. preceded
   - C. escaped
   - D. captured
24. invincible
   A. speechless
   B. weightless
   C. colorless
   D. powerless

25. placate
   A. join
   B. force
   C. annoy
   D. interest

26. receded
   A. parted
   B. succeeded
   C. restrained
   D. advanced

27. ruthless
   A. merciful
   B. attractive
   C. delicious
   D. warm

28. hoarded
   A. welcomed
   B. cured
   C. spent
   D. calmed
Find the words that correctly complete each analogy. Then fill in the circle next to your answer.

29. president : company ::
   A principal : leader
   B principal : important
   C principal : school
   D principal : student

30. fill : empty ::
   A inundate : flood
   B inundate : water
   C inundate : drain
   D inundate : valley

31. nomad : tent ::
   A farmer : farmhouse
   B farmer : resident
   C farmer : crops
   D farmer : animals

32. battleship : sailors ::
   A garrison : battles
   B garrison : soldiers
   C garrison : weapons
   D garrison : war
Answer Key

Lesson 9 Test
1. B
2. B
3. C
4. D
5. D
6. B
7. A
8. B
9. B
10. B
11. C
12. B
13. C
14. C
15. B
16. D
17. C
18. A
19. C
20. D
21. C
22. B
23. B
24. D
25. C
26. D
27. A
28. C
29. C
30. C
31. A
32. B