

Lesson 1

1A Finding Meanings p. 4

- | | | |
|--------|--------|--------|
| 1. b—d | 4. b—c | 7. c—a |
| 2. d—b | 5. b—c | 8. b—d |
| 3. c—b | 6. c—d | 9. d—a |

1B Just the Right Word p. 5

- | | |
|--------------|-----------------|
| 1. lack | 6. mastered |
| 2. developed | 7. represents |
| 3. projects | 8. benefit |
| 4. ease | 9. patriotism |
| 5. complete | 10. dismayed |
| | 11. recommended |

1C Applying Meanings p. 6

- | | |
|------------|------------|
| 1. a, c | 5. b, c, d |
| 2. a, c, d | 6. c, d |
| 3. b, c, d | 7. a |
| 4. a, b | 8. a, d |

1D Word Study: Synonyms p. 7

- | | |
|---------------------|-----------------------|
| 1. benefit, help | 6. hail, greet |
| 2. finish, complete | 7. shortage, lack |
| 3. develop, grow | 8. suggest, recommend |
| 4. alarm, dismay | 9. comment, remark |
| 5. ease, comfort | 10. utter, say |

1E Vocabulary in Context p. 8

(Possible answers; students' sentences may vary.)

- He loved his people, worked for them, and had their best interests at heart.
- Utter** means "to speak."
- There were no books written in Cherokee before 1821 because the Cherokees **lacked** a written language.
- Sequoya was **dismayed** at what the white settlers were doing.
- Develop** means "to bring into being."
- He used the letters of these alphabets to **represent** syllables in the Cherokee language.
- The Cherokees had eighty-six sounds to **represent**.
- His work took twelve years to **complete**.
- He worked on the **project** with his daughter.
- It was popular because they could learn it with **ease**.
- We can tell the Cherokee leaders liked the new system because they **recommended** that it be taught to everyone who wanted to learn to read and write.
- Hailed** means "welcomed with enthusiasm and admiration."
- Those who **mastered** it taught others.
- He was a silversmith, a painter, and a soldier, as well as the inventor of the Cherokee alphabet.
- A written language enables people living far apart to communicate with each other by exchanging letters.

Lesson 2

2A Using Words in Context p. 14

- | | | | | |
|-------|-------|-------|-------|-------|
| 1a. I | 3a. C | 5a. C | 7a. C | 9a. C |
| 1b. C | 3b. C | 5b. C | 7b. C | 9b. I |
| 1c. C | 3c. I | 5c. I | 7c. I | 9c. I |
| 1d. I | 3d. C | 5d. C | 7d. I | 9d. C |

- | | | | | |
|-------|-------|-------|-------|--------|
| 2a. C | 4a. C | 6a. I | 8a. C | 10a. I |
| 2b. I | 4b. C | 6b. C | 8b. I | 10b. I |
| 2c. C | 4c. C | 6c. I | 8c. C | 10c. C |
| 2d. I | 4d. I | 6d. C | 8d. I | 10d. C |

2B Making Connections p. 16

- | | |
|---------|-------|
| 1. b, d | 6. a |
| 2. c | 7. c |
| 3. b, d | 8. b |
| 4. a, c | 9. c |
| 5. a, c | 10. c |

2C Determining Meanings p. 17

- | | |
|---------|------------|
| 1. b, d | 5. a, d |
| 2. a, b | 6. a, b, d |
| 3. b, d | 7. b, c, d |
| 4. c, d | 8. b, c |

2D Completing Sentences p. 18

- A **mature** person would (Idea: *think carefully before acting*).
- I would find it hard to **resist** (Idea: *sleeping in tomorrow*).
- When you **scorch** a piece of toast, you (Idea: *burn it slightly*).
- If the school play is a **towering** success, that means the tickets (Idea: *will be sold out*).
- To **affect** an interest in a book is to (Idea: *pretend to care about it*).
- When you **calculate** the answer to a math problem, you (Idea: *work it out carefully*).
- If the weight in an elevator must not **exceed** four hundred pounds, that means (Idea: *it is dangerous to have more than four hundred pounds in the elevator*).
- You might stretch out your **limb** if (Idea: *you want to reach something*).
- Our teacher does not **permit** us to (Idea: *leave the classroom without asking*).
- Something **mammoth** in size is (Idea: *a whale*).

2E Vocabulary in Context p. 19

(Possible answers; students' sentences may vary.)

- Forest fires **scorch** their surface.
- You can find them in Redwood National Park, in northwest California.
- It is **forbidden** in some areas to cut them down.
- The lowest **limbs** can be 150 feet above the ground.
- The trunks of redwoods look like the **columns** of a Greek temple.
- The oldest sequoia and redwood trees can **exceed** three thousand years.
- Towering** is a good word because the trees are as tall as towers.

8. Their bark is thickest when they are **mature**.
9. Thick bark helps them **resist** disease.
10. California does not **permit** you to cut down a sequoia.
11. Redwood is used because it does not **decay** as quickly as other wood.
12. Sequoias don't grow along the coast, because they need the colder, drier **climate** inland.
13. The **mammoth** General Grant sequoia's trunk is almost a hundred feet around.
14. It has been **calculated** that a full-grown sequoia contains enough wood to build thirty houses.
15. They have lived so long because they are not **affected** by fire and disease the way other trees are.

Lesson 3

3A Finding Meanings p. 27

- | | | |
|--------|--------|---------|
| 1. d—a | 5. b—c | 8. d—a |
| 2. c—d | 6. c—b | 9. c—b |
| 3. b—c | 7. a—b | 10. a—d |
| 4. a—b | | |

3B Just the Right Word p. 29

- | | |
|---------------|--------------|
| 1. drowsy | 6. migration |
| 2. cease | 7. severe |
| 3. hibernate | 8. reduction |
| 4. nestled | 9. burrowed |
| 5. approaches | 10. observed |

3C Applying Meanings p. 30

- | | |
|---------------|---------------|
| 1. a, d | 5. a, b, d |
| 2. b | 6. a, b, d |
| 3. b, d | 7. a, b, c, d |
| 4. a, b, c, d | 8. a, b, c |

3D Word Study: Latin Roots p. 31

- | | |
|-----------------------------|-------------------------------------|
| 1. <i>propius</i> , near | 6. <i>servare</i> , watch |
| 2. <i>hibernus</i> , winter | 7. <i>severus</i> , serious; strict |
| 3. <i>fames</i> , hunger | 8. <i>jacere</i> , throw |
| 4. <i>plere</i> , complete | 9. <i>bene</i> , well |
| 5. <i>cessare</i> , stop | 10. <i>calculus</i> , pebble |

3E Vocabulary in Context p. 32

(Possible answers; students' sentences may vary.)

1. Groundhogs **hibernate** in winter.
2. A groundhog makes a nest and closes off the openings of tunnels that lead to it.
3. The groundhog becomes so fat it can hardly move.
4. Before it begins its long sleep, it starts to feel **drowsy**.
5. They keep from freezing by sleeping in a **burrow** deep underground.
6. The temperature might be below zero in a **severe** winter.
7. We know it needs only a little oxygen because its breathing almost **ceases**.
8. It **nestles** in its underground bed.
9. The groundhog's size is **reduced** to only half of what it was in the fall.
10. **Observe** means "to notice."
11. It is **famished** because it hasn't eaten all winter.
12. He could **forecast** the weather.

13. The groundhog **ventures** above ground; if he sees his shadow, it means winter is not over, and he goes back to sleep.
14. Many northern birds **migrate** south in the fall and return in the spring.
15. Groundhogs eat garden plants during the summer.

Lesson 4

4A Using Words in Context p. 40

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. C | 3a. I | 5a. C | 7a. C | 9a. C |
| 1b. I | 3b. C | 5b. C | 7b. C | 9b. I |
| 1c. C | 3c. I | 5c. I | 7c. I | 9c. C |
| 1d. I | 3d. C | 5d. I | 7d. I | 9d. I |
| 2a. I | 4a. C | 6a. C | 8a. C | 10a. I |
| 2b. C | 4b. C | 6b. I | 8b. I | 10b. C |
| 2c. C | 4c. C | 6c. C | 8c. I | 10c. I |
| 2d. I | 4d. I | 6d. C | 8d. C | 10d. C |

4B Making Connections p. 42

- | | |
|------------|---------|
| 1. c | 6. a, c |
| 2. b, c, d | 7. a, b |
| 3. a | 8. c |
| 4. b, d | 9. b, d |
| 5. d | 10. b |

4C Determining Meanings p. 43

- | | |
|------------|------------|
| 1. a, b, d | 5. a, b, d |
| 2. a, d | 6. a, b, c |
| 3. a, d | 7. a, c, d |
| 4. a, b | 8. a, c |

4D Completing Sentences p. 44

1. If someone **imposes** on me, I might feel (Idea: *angry or surprised*).
2. If two lines are **parallel**, that means they are (Idea: *always the same distance apart*).
3. An animal that is **paralyzed** is (Idea: *unable to move*).
4. A **pessimist** thinks (Idea: *everything turns out badly*).
5. I have seen a **graceful** (Idea: *dancer*).
6. To **expose** something means to (Idea: *make it known*).
7. If you **contract** with someone, that means (Idea: *you sign an agreement*).
8. Something important that I think people should **attend** to is (Idea: *homelessness*).
9. An **astounding** news story might be (Idea: *someone has invented time travel*).
10. If you have been an **active** member of a club for three years, that means you (Idea: *have put your time and energy into the club for three years*).
11. A **modest** ice skater might say, (Idea: *"I'm not that great at ice skating."*)
12. When someone says something nice about you, your **response** might be (Idea: *to thank them*).

4E Vocabulary in Context p. 45

(Possible answers; students' sentences may vary.)

1. It wasn't until she was eight that the family had saved enough money from their **modest** income.
2. She was **paralyzed** and could neither run nor walk.

- They were **pessimistic** about her living more than a year or two.
- They get very sick, and their muscles are affected.
- Active** means "lively; moving around a lot."
- The narrative says he **cherished** her.
- He was surprised that she was able to walk as well as she did.
- Her movements were jerky.
- She was **eager** to go to school.
- Attend** means "to go to."
- They begin at a certain distance apart, and that distance remains the same no matter how far they are extended.
- Sample answer: They probably didn't want their citizens to learn about conditions in other countries or foreigners to learn about conditions in China.
- She gave **recitals** for visitors.
- Sample answer: The person probably expected her either to stay at home or to use a wheelchair.
- Sample answer: She might have left the stage.

Lesson 5

5A Finding Meanings p. 53

- | | | |
|--------|--------|---------|
| 1. d—a | 5. d—a | 8. b—c |
| 2. a—b | 6. d—c | 9. c—b |
| 3. c—b | 7. a—b | 10. a—c |
| 4. b—c | | |

5B Just the Right Word p. 55

- sensitive
- quaint
- abrupt
- achieved
- entertained
- persists
- mocked
- glimpsed
- revise
- phase

5C Applying Meanings p. 56

- | | |
|------------|------------|
| 1. b, c, d | 5. b, c, d |
| 2. b, c, d | 6. b, c, d |
| 3. a, b | 7. a, c, d |
| 4. a, b, d | 8. a, b |

5D Word Study: Prefixes p. 57

- unpatriotic
- unremarkable
- immature
- unaffected
- insufficient
- incomplete
- undeveloped
- unpersuasive
- immodest
- insensitive
- inactive
- unprepared

5E Vocabulary in Context

p. 58

(Possible answers; students' sentences may vary.)

- Sample answer: He might have felt hurt and lonely.
- He **entertained** his parents by putting on plays.
- They were dressed in **quaint** clothes that he made.
- Sample answer: His father died when he was eleven.
- Sample answer: He might have told her he would be happier there and might find work.
- He had failed at every job he **attempted**.
- They treated him with **contempt**.
- No. His plays were **rejected**.
- He tried acting, dancing, singing, and writing plays.
- His fairy tales were his greatest achievement.
- He **recalled** the stories his father told him when he was little.
- He **revised** his sentences until he got them just right.
- He was **persistent**.
- He was different—a daydreamer and an artist.
- It gives his readers a **glimpse** into the author's life.

Lesson 6

6A Using Words in Context p. 64

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. C | 3a. C | 5a. C | 7a. C | 9a. I |
| 1b. I | 3b. C | 5b. C | 7b. C | 9b. C |
| 1c. C | 3c. I | 5c. I | 7c. I | 9c. I |
| 1d. I | 3d. C | 5d. C | 7d. I | 9d. C |
| 2a. C | 4a. I | 6a. C | 8a. C | 10a. I |
| 2b. I | 4b. C | 6b. I | 8b. I | 10b. C |
| 2c. I | 4c. C | 6c. I | 8c. I | 10c. I |
| 2d. C | 4d. I | 6d. C | 8d. C | 10d. C |

6B Making Connections p. 66

- | | |
|---------|----------|
| 1. a, d | 6. c |
| 2. a, c | 7. b, d |
| 3. b, c | 8. a, c |
| 4. b | 9. a |
| 5. c | 10. a, c |

6C Determining Meanings p. 67

- | | |
|---------|------------|
| 1. b, c | 5. a, b |
| 2. b, d | 6. c |
| 3. a, b | 7. a, b, c |
| 4. b, c | 8. a, c |

6D Completing Sentences p. 68

- An **exquisite** performance I have seen is (Idea: a concert with my favorite band).
- If I met a **crafty** person, I would (Idea: not trust him or her).
- If you could **peer** into the future, you might see (Idea: flying cars).
- You should never **disclose** a friend's secret because (Idea: it is unfair to your friend).
- Something I have **applauded** is (Idea: my best friend's honesty).
- A **vain** person is someone who (Idea: tries to be the center of attention).
- To **jeer** at someone means to (Idea: mock them).
- I expect to make **progress** in (Idea: playing hockey).

- I feel **uneasy** when _____. (Idea: *I have a bad dream*).
- Something I **intend** to do someday is (Idea: *learn to play the drums*).

6E Vocabulary in Context p. 69

(Possible answers; students' sentences may vary.)

- He spent hours **peering** at himself in the mirror.
- They told him the new clothes would make the old ones seem **drab**.
- Someone with **refined** taste likes only the most beautiful things.
- It was impossible because they were just pretending and weren't really working.
- They were scoundrels because they were dishonest and were tricking the emperor.
- A child in the crowd shouted out the truth.
- They were **uneasy** because they were lying to the emperor.
- They told him his new clothes were the most **exquisite** they'd ever seen.
- They probably thought they were very **crafty**.
- Sample answer: They wanted to make him appear ridiculous and show people how **vain** he was.
- They were pretending to admire his "new clothes."
- The child was telling the truth and describing what the crowd actually saw.
- Palace officers made sure everyone turned out to see him.
- He ran back because the crowd was **jeering** at him.
- Vain** describes him perfectly because it means that he had much too high an opinion of himself and his appearance.

Lesson 7

7A Finding Meanings p. 77

- | | | |
|--------|--------|---------|
| 1. a—d | 5. d—c | 9. a—d |
| 2. c—b | 6. a—b | 10. c—b |
| 3. b—c | 7. c—b | |
| 4. a—d | 8. b—a | |

7B Just the Right Word p. 78

- | | |
|-------------|----------------|
| 1. limp | 6. confusing |
| 2. embraced | 7. alteration |
| 3. shallow | 8. distributed |
| 4. scurried | 9. surrounded |
| 5. instant | 10. ejected |

7C Applying Meanings p. 79

- | | |
|------------|------------|
| 1. a, c | 5. a, d |
| 2. b, c, d | 6. a, b |
| 3. a, b, d | 7. c, d |
| 4. a, b | 8. a, b, d |

7D Word Study: Prefixes p. 80

- | | |
|-------------------------|------------------------|
| 1. <i>re-</i> , against | 6. <i>ex-</i> , out |
| 2. <i>ex-</i> , out | 7. <i>re-</i> , again |
| 3. <i>pre-</i> , before | 8. <i>ex-</i> , out |
| 4. <i>un-</i> , not | 9. <i>e-</i> , out |
| 5. <i>re-</i> , again | 10. <i>re-</i> , again |

7E Vocabulary in Context p. 81

(Possible answers; students' sentences may vary.)

- It changes its color to match its **surroundings**.
- It can change colors in an **instant**.
- It makes a "screen" to **confuse** an attacker.
- It **ejects** a blob of black, ink-like liquid.
- It makes it easy for the octopus to **alter** its shape.
- If they had bones, the octopus's arms would be less **flexible**.
- It has two rows of deeply set suckers that give it a powerful grip.
- Its arms help it to **seize** animals that go by.
- A crab would start **scurrying** because it could easily be seized by the octopus's arms.
- It uses its beaks to crack the shell of its **victim**.
- Its eyesight is very **keen**.
- They are **distributed** throughout the world's oceans.
- They live mostly in warm, **shallow** water.
- No. If you don't struggle, but remain relaxed, the octopus will let you go.
- Limp** means "not stiff, but relaxed."

Lesson 8

8A Using Words in Contexts p. 88

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. C | 3a. C | 5a. C | 7a. C | 9a. C |
| 1b. C | 3b. C | 5b. I | 7b. I | 9b. C |
| 1c. C | 3c. C | 5c. C | 7c. C | 9c. I |
| 1d. I | 3d. I | 5d. C | 7d. I | 9d. C |
| 2a. C | 4a. C | 6a. C | 8a. C | 10a. I |
| 2b. I | 4b. I | 6b. C | 8b. C | 10b. C |
| 2c. C | 4c. I | 6c. I | 8c. I | 10c. C |
| 2d. C | 4d. C | 6d. I | 8d. C | 10d. I |

8B Making Connections p. 90

- | | |
|---------|----------|
| 1. a, c | 6. a, c |
| 2. b | 7. c, d |
| 3. d | 8. a, d |
| 4. b | 9. c |
| 5. b, d | 10. a, d |

8C Determining Meanings p. 91

- | | |
|------------|------------|
| 1. a, c, d | 5. a, d |
| 2. c, d | 6. a, b, d |
| 3. b, c | 7. a, b |
| 4. b, c, d | 8. b, d |

8D Completing Sentences p. 92

- My favorite **passage** from a story describes (Idea: *silver cows jumping back into a lake*).
- The most **ancient** thing I know of is (Idea: *the Egyptian pyramids*).
- A **century** is (Idea: *one hundred years*).
- If I redecorated the **interior** of my room, I would (Idea: *paint it purple*).
- An **intrusion** to my sleep would be (Idea: *my dog barking*).
- A **spacious** bedroom has room for (Idea: *a big bed, a desk, and two chairs*).
- If I gave a **portion** of my money away, I would give it to (Idea: *an animal shelter*).

8. I think the most **precious** thing is (Idea: *my baby sister*).
9. The best way to **locate** a lost object is (Idea: *to look where you had it last*).
10. A **ramp** might be used for (Idea: *wheelchairs*).

8E Vocabulary in Context p. 93

(Possible answers; students' sentences may vary.)

1. It is the only **ancient** site that remains today.
2. One goes through **passages** connecting the rooms.
3. The rooms in the **interior** must not have had windows on the outside and so did not get any light.
4. They dragged them up a **ramp** of earth.
5. It had to come by water because it came from **quarries** near the Nile River.
6. The people who worked only a **portion** of the year were farmers whose fields were flooded at that time, meaning they could not farm.
7. It is one of the most **spacious** rooms.
8. **Chamber** is another word for *room*.
9. Jewels and objects made of gold might have been left with the dead king.
10. The Egyptians put granite slabs outside the tomb to keep people from gaining **entry** to it.
11. **Intruders** stole the gold and the jewels.
12. The Great Pyramid was built over forty-five **centuries** ago.
13. They believed he was a god, a **descendant** of the sun god Ra.
14. At first its **surface** was smooth white limestone, but most of this is now gone.
15. Cairo is in Egypt.

Lesson 9

9A Finding Meanings p. 102

- | | | |
|--------|--------|---------|
| 1. a—b | 5. a—c | 8. a—b |
| 2. b—a | 6. c—d | 9. c—a |
| 3. d—c | 7. d—a | 10. c—b |
| 4. b—d | | |

9B Just the Right Word p. 103

- | | |
|--------------|----------------|
| 1. distance | 6. founder |
| 2. parched | 7. scarce |
| 3. advantage | 8. typical |
| 4. sole | 9. host |
| 5. shrewd | 10. tormenting |

9C Applying Meanings p. 104

- | | |
|------------|------------|
| 1. a | 5. a, b |
| 2. b, c, d | 6. a, b |
| 3. b, c, d | 7. a, b, c |
| 4. a, b, d | 8. b, c |

9D Word Study: Suffixes p. 105

- | | |
|----------------|----------------|
| 1. alteration | 5. persistence |
| 2. confusion | 6. migration |
| 3. exclamation | 7. preparation |
| 4. intention | 8. location |

9E Vocabulary in Context p. 106

(Possible answers; students' sentences may vary.)

1. They were known as the forty-niners.
2. They sold water at very high prices.
3. The businessmen wanted to get rich quickly.
4. Water was very **scarce** in the desert.
5. No, the **typical** person earned only about a dollar a day.
6. They suffered from hunger and thirst, as well as heat.
7. No, San Francisco was just a tiny **hamlet**.
8. Sample answer: People might have been worried about leaving their families and their jobs, and taking a risk that they would find gold.
9. Sam Brannan was one of the **founders** of San Francisco.
10. He bought pickaxes, shovels, and pans so he could sell them for a higher price.
11. President Polk made it known that gold had been discovered.
12. It was over seventeen thousand miles.
13. The growth of San Francisco was **astonishing**.
14. They are called **prospectors**.
15. Only newspapers gave this kind of information.

Lesson 10

10A Using Words in Context p. 113

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. C | 3a. I | 5a. C | 7a. C | 9a. C |
| 1b. I | 3b. C | 5b. I | 7b. I | 9b. C |
| 1c. C | 3c. I | 5c. I | 7c. C | 9c. C |
| 1d. I | 3d. C | 5d. C | 7d. C | 9d. I |
| 2a. C | 4a. C | 6a. C | 8a. I | 10a. C |
| 2b. I | 4b. C | 6b. I | 8b. C | 10b. C |
| 2c. C | 4c. I | 6c. C | 8c. I | 10c. I |
| 2d. C | 4d. C | 6d. I | 8d. C | 10d. C |

10B Making Connections p. 115

- | | |
|------------|------------|
| 1. a, c | 6. d |
| 2. b | 7. a, b, d |
| 3. b, c | 8. a, b, c |
| 4. c, d | 9. c |
| 5. a, b, d | 10. b |

10C Determining Meanings p. 116

- | | |
|------------|------------|
| 1. a, c | 5. b, c, d |
| 2. a, b, d | 6. b, d |
| 3. a, c | 7. a, d |
| 4. c, d | 8. a, c, d |

10D Completing Sentences p. 117

1. To **regain** something means to (Idea: *get it back after losing it*).
2. A farmer's **livelihood** is (Idea: *planting crops and raising livestock*).
3. If you are a **communicative** person, that means you (Idea: *are good at sharing information*).
4. I may want to **deliberate** if (Idea: *I have a big decision to make*).
5. A **misfortune** for me might be (Idea: *tripping and breaking a leg*).

- A **precipitous** drop in temperature might make us (Idea: *grab our coats*).
- A **symptom** of hunger might be (Idea: *a growling stomach*).
- My most **desirable** place to visit is (Idea: *New York City*).
- I would **cower** from (Idea: *an angry dog*).
- I **banish** fear by (Idea: *singing a happy song*).

10E Vocabulary in Context p. 118

(Possible answers; students' sentences may vary.)

- Tokoyo and her father were reunited, and her father **regained** his freedom.
- No. She had a father.
- Misfortune struck* means "terrible things happened suddenly."
- The sea god had cast a spell on him, causing many **ailments**.
- They tried to **console** her and raise her spirits.
- He lived in the **depths** of the sea.
- She searched for him and had her knife ready so she could attack him.
- Communication** between father and daughter was forbidden.
- He was **banished** to the island because he made a joke about the emperor.
- She went to the island because she had a strong **desire** to see her father.
- She was about to be thrown into the sea as a sacrifice to the sea god.
- She was **cowering** in fear.
- She wanted to get to the bottom of the sea so she could **slay** the sea god.
- All his **symptoms** disappeared.
- Diving for oysters was their **livelihood**. They were searching for pearls.

Lesson 11

11A Finding Meanings p. 126

- | | |
|--------|---------|
| 1. b—a | 7. a—b |
| 2. c—d | 8. a—b |
| 3. c—d | 9. b—a |
| 4. d—c | 10. b—c |
| 5. a—c | 11. b—c |
| 6. a—c | |

11B Just the Right Word p. 127

- yield
- annual
- boring
- evaporates
- nourishes
- crude
- blending
- hues
- vision
- artificial

11C Applying Meanings p. 128

- | | |
|------------|------------|
| 1. b, c | 5. a, c, d |
| 2. c, d | 6. a, b |
| 3. b, c | 7. a, d |
| 4. a, b, d | 8. c, d |

11D Word Study: Antonyms p. 129

- | | |
|------------|--------------|
| 1. lessen | 6. natural |
| 2. rise | 7. lose |
| 3. slight | 8. upset |
| 4. new | 9. worthless |
| 5. cramped | 10. refined |

11E Vocabulary in Context p. 130

(Possible answers; students' sentences may vary.)

- The syrup is a **blend** of cane sugar syrup and real maple syrup.
- Cane sugar syrup is cheaper and more plentiful than real maple syrup.
- Another word for the leaves of a tree is **foliage**.
- Maple trees are a visual treat in the late fall.
- You might see brilliant reds and golds.
- The amount **varies** between twelve and twenty gallons.
- Yield** means "to produce."
- Sap **nourishes** the trees.
- On sunny days, the flow of sap **increases**.
- They needed axes to make **gashes** in the trees.
- This method could cause **considerable** damage to the tree.
- In order to get at the syrup, tree farmers **bore** holes in the trunk.
- That syrup is **crude** and needs to be refined before it is ready to use.
- When it is boiled, the water in it **evaporates**.
- Maple sugaring occurs **annually**.

Lesson 12

12A Using Words in Context p. 137

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. C | 3a. C | 5a. C | 7a. C | 9a. C |
| 1b. C | 3b. C | 5b. I | 7b. C | 9b. C |
| 1c. I | 3c. C | 5c. I | 7c. I | 9c. I |
| 1d. I | 3d. I | 5d. C | 7d. I | 9d. C |
| 2a. C | 4a. C | 6a. C | 8a. C | 10a. C |
| 2b. I | 4b. I | 6b. C | 8b. C | 10b. C |
| 2c. C | 4c. I | 6c. I | 8c. C | 10c. I |
| 2d. I | 4d. C | 6d. I | 8d. I | 10d. I |

12B Making Connections p. 139

- | | |
|------------|------------|
| 1. a, b, d | 6. a |
| 2. a | 7. a, c, d |
| 3. a, d | 8. c, d |
| 4. b | 9. b |
| 5. a, d | 10. d |

12C Determining Meanings p. 140

- | | |
|------------|------------|
| 1. b, c | 5. b, d |
| 2. a, b, c | 6. b, c, d |
| 3. b, c, d | 7. c, d |
| 4. c, d | 8. a, d |

12D Completing Sentences p. 141

1. If you have a **blissful** expression, you look (Idea: *very happy*).
2. I move around **furiously** when (Idea: *I am in a rush to get somewhere*).
3. A gentle **caress** feels (Idea: *very soothing*).
4. Something I wish I could **shun** is (Idea: *Brussels sprouts*).
5. An example of an **amiable** greeting is (Idea: *a hug and a smile*).
6. Sometimes I **mope** when (Idea: *I don't get my way*).
7. I would like to **request** (Idea: *new shoes for my birthday*).
8. If countries are **separate**, that means they are (Idea: *set apart from each other*).
9. To **prefer** something is to (Idea: *like it better than something else*).
10. Something I like to **clutch** is (Idea: *my pillow when I sleep*).

12E Vocabulary in Context p. 142

(Possible answers; students' sentences may vary.)

1. **Gesture** means "movement of the hand."
2. She became ill and had to be **separated** from the other gorillas.
3. She preferred books with pictures of gorillas and cats.
4. She gave her a cat because Koko **requested** it.
5. Koko had an **amiable** personality.
6. **Furious** means "very angry."
7. She could not be **coaxed**, and refused to play with the toy cat.
8. She **shunned** it because she knew it wasn't real, and she wanted a real cat.
9. She picked it up and **caressed** it.
10. All Ball **clutched** Koko's fur.
11. She **moped** for days.
12. **Replace** means "to take the place of."
13. She **recovered** her good spirits.
14. It gave her the **ability** to make jokes and tell lies.
15. You would feel totally, completely happy.

Lesson 13

13A Finding Meanings p. 152

- | | | |
|--------|--------|---------|
| 1. d—b | 5. b—d | 8. d—b |
| 2. b—d | 6. d—c | 9. a—b |
| 3. a—b | 7. d—b | 10. d—b |
| 4. d—a | | |

13B Just the Right Word p. 154

- | | |
|--------------|---------------|
| 1. depend | 6. invaded |
| 2. dreary | 7. suspects |
| 3. isolated | 8. terror |
| 4. temporary | 9. routed |
| 5. appalled | 10. tragedies |

13C Applying Meanings p. 155

- | | |
|---------------|---------------|
| 1. a, b | 5. b, c, d |
| 2. a, b, c, d | 6. a, c, d |
| 3. b, d | 7. a, b, c, d |
| 4. c, d | 8. a, b, d |

13D Word Study: Latin Roots p. 156

1. *solus*, alone
2. *rumpere*, to break
3. *visus*, to see
4. *centum*, hundred
5. *tempus*, time
6. *visus*, to see
7. *amicus*, friend
8. *annus*, year
9. *locus*, place
10. *jacere*, to throw

13E Vocabulary in Context p. 157

(Possible answers; students' sentences may vary.)

1. Answers will vary.
2. Hitler's armies **invaded** their country.
3. He intended to do away with all the Jewish people in Europe.
4. He had a **fanatical** hatred of them.
5. They lived in **terror** that the Germans would kill them.
6. **Occupied** means "lived in."
7. They **depended** on friends to bring them food.
8. They hoped Hitler would be defeated.
9. Answers will vary.
10. She **revealed** the details of her life in hiding as well as her feelings; she was the same age as many of her readers.
11. They had no contact with the outside world and were crowded in a small space.
12. Sample answer: She may have been most dejected when, after two years, they were still in hiding.
13. No one **suspected** that they were hiding behind the bookshelf.
14. His armies were **routed** by the Russians, Americans, and British.
15. Answers will vary.

Lesson 14

14A Using Words in Context p. 163

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. C | 3a. C | 5a. C | 7a. C | 9a. C |
| 1b. C | 3b. C | 5b. C | 7b. C | 9b. C |
| 1c. I | 3c. C | 5c. I | 7c. I | 9c. I |
| 1d. I | 3d. I | 5d. I | 7d. I | 9d. C |
| 2a. C | 4a. C | 6a. C | 8a. C | 10a. I |
| 2b. I | 4b. I | 6b. C | 8b. I | 10b. C |
| 2c. C | 4c. C | 6c. I | 8c. C | 10c. C |
| 2d. I | 4d. I | 6d. I | 8d. I | 10d. I |

14B Making Connections p. 165

- | | |
|---------|---------|
| 1. b, d | 6. c |
| 2. b | 7. b, c |
| 3. d | 8. a, c |
| 4. a, d | 9. b, c |
| 5. b, c | 10. d |

14C Determining Meanings p. 166

- | | |
|------------|------------|
| 1. a, c, d | 5. b, c |
| 2. a, d | 6. c, d |
| 3. a, b, d | 7. a |
| 4. a, d | 8. a, b, d |

14D: Completing Sentences p. 167

1. A musical **chord** is (Idea: *three or more notes played together*).
2. I always make an **exceptional** effort to (Idea: *keep my room clean*).
3. If something is on the **fringe**, that means it is (Idea: *on the outer edge*).
4. I wish I could **afford** to (Idea: *buy a new baseball bat*).
5. I am **fortunate** because (Idea: *I have a family that loves me*).
6. A **melancholy** person feels (Idea: *very sad*).
7. An **obstinate** person might say, (Idea: *"I will never do it."*)
8. To **relent** means to (Idea: *become less strict*).
9. Something I have **submitted** is (Idea: *my homework*).
10. A **humble** person is someone who (Idea: *does not demand attention*).

14E Vocabulary in Context p. 168

(Possible answers; students' sentences may vary.)

1. They grew along the **fringes** of the lake.
2. The music became very **melancholy**.
3. **Afford** means "to be able to pay for."
4. They lived in a **humble** cottage.
5. She **boasted** to her neighbors about the silver cows.
6. They went up the mountain to a **meadow** by the lake.
7. They seemed to be responding to the **chords** he played on his harp.
8. It was of **exceptional** quality.
9. She felt fortunate because the silver cows gave twice as much milk as the black and white ones did.
10. When his mother told him to be quiet, he **submitted** to her will.
11. He **pleaded** with her to spare the animal.
12. No. She would not **relent**.
13. **Trudged** suggests he was sad and heavy-hearted.
14. She was a very **obstinate** person.
15. He last saw the silver cows when they ran to the edge of the lake and **plunged** in.

Lesson 15**15A Finding Meanings** p. 175

- | | | |
|--------|--------|---------|
| 1. d—a | 5. b—a | 9. c—a |
| 2. a—d | 6. d—c | 10. c—b |
| 3. a—c | 7. b—c | 11. b—c |
| 4. a—d | 8. b—a | |

15B Just the Right Word p. 177

1. fragile
2. pounced
3. prompted
4. talons
5. trophy
6. contrasts
7. concentrate
8. considered
9. concerns

15C Applying Meanings p. 178

- | | |
|---------------|---------------|
| 1. a, c | 5. b, c |
| 2. b | 6. a, b, c, d |
| 3. a, b, c, d | 7. b, c |
| 4. a, b | 8. a, b, d |

15D Word Study: Prefixes p. 179

1. *con*, with
2. *con*, together
3. *com*, with
4. *com*, with
5. *con*, with
6. *con*, with
7. *con*, with
8. *con*, together
9. *com*, with
10. *con*, with

15E Vocabulary in Context p. 180

(Possible answers; students' sentences may vary.)

1. A farmer would be most likely to kill a bald eagle when he/she sees it with a small animal in its **talons**.
2. It became **apparent** in the 1950s.
3. Their eggs were **fragile**, and when they broke, the chicks inside were killed.
4. The number of bald eagles has been increasing in **recent** years.
5. Human beings are the only creatures that **menace** the bald eagle.
6. It **pounces** on small animals and fish.
7. She wrote *Silent Spring*, a book about the damage some chemicals were doing to wildlife.
8. It became **concentrated** in lakes and streams.
9. It was in **widespread** use in the United States.
10. They had them stuffed as **trophies**.
11. **Considered** means "thought to be."
12. It was important because there was a big drop in the bald-eagle population.
13. Congress passed a law **banning** the use of DDT.
14. It got its name from its white-feathered head, which **contrasts** with its brown-feathered body.
15. It is a **symbol** of America.

Lesson 16**16A Using Words in Context** p. 187

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. I | 3a. C | 5a. I | 7a. I | 9a. C |
| 1b. C | 3b. I | 5b. I | 7b. C | 9b. C |
| 1c. I | 3c. C | 5c. C | 7c. C | 9c. C |
| 1d. C | 3d. I | 5d. C | 7d. I | 9d. I |
| 2a. C | 4a. C | 6a. I | 8a. I | 10a. I |
| 2b. I | 4b. C | 6b. I | 8b. C | 10b. I |
| 2c. C | 4c. C | 6c. C | 8c. C | 10c. C |
| 2d. C | 4d. I | 6d. C | 8d. C | 10d. C |

16B Making Connections p. 189

- | | |
|------------|---------|
| 1. b | 6. a, d |
| 2. a, c | 7. b |
| 3. a, b, c | 8. b |
| 4. a, c, d | 9. d |
| 5. b | 10. b |

16C Determining Meanings p. 190

- | | |
|------------|---------|
| 1. a, c | 5. b, d |
| 2. b, c | 6. a, b |
| 3. b | 7. a, d |
| 4. a, b, c | 8. b, d |

16D Completing Sentences p. 191

- One thing I **detest** is (Idea: *cheating on a test*).
- At **dusk**, the sun (Idea: *goes down*).
- I would like to **obtain** (Idea: *permission to go to my friend's house*).
- I need to **practice** (Idea: *throwing the football*).
- One way to **extinguish** a candle flame is (Idea: *to throw water on it*).
- In an **orchard** you might find (Idea: *apples*).
- A food that is **familiar** to me is (Idea: *mangoes*).
- To **wander** means to (Idea: *roam freely*).
- It **concerns** me that (Idea: *my friend is being bullied*).
- If a man is **stout**, that means he is (Idea: *large and heavy*).

16E Vocabulary in Context p. 192

(Possible answers; students' sentences may vary.)

- It's an **apt** name because he planted apple seeds as he traveled.
- As a result of his planting, **orchards** grew wherever he had visited.
- His clothes were **threadbare**, but that did not bother him.
- He **detested** all killing.
- He usually just **wandered** from one place to another.
- Practice** means "something that he usually did."
- He **obtained** them from cider mills in New England.
- He got his walking stick from an apple tree.
- At **dusk**, he looked for a place to spend the night.
- He was **content** to sleep outside.
- He once **extinguished** his campfire because it was attracting mosquitoes, who were killed by the flames.
- He loved the sight of **blossoms** on the apple trees.
- The **boughs** of the trees were full of fruit.
- He was a **familiar** sight to people who lived in the Ohio River Valley.
- He would return so he could **prune** the trees to make sure they stayed healthy.

Lesson 17

17A Finding Meanings p. 200

- | | | |
|--------|--------|---------|
| 1. b—d | 5. d—b | 8. a—d |
| 2. d—a | 6. b—a | 9. d—c |
| 3. d—a | 7. c—b | 10. b—c |
| 4. a—d | | |

17B Just the Right Word p. 202

- | | |
|---------------|---------------|
| 1. wafted | 6. approval |
| 2. deprived | 7. hearty |
| 3. fare | 8. stingy |
| 4. conclusion | 9. merits |
| 5. escort | 10. addressed |

17C Applying Meanings p. 203

- | | |
|---------------|---------------|
| 1. a, b, c, d | 5. b |
| 2. a, b | 6. a, b, c, d |
| 3. a, b, d | 7. a, b, c, d |
| 4. b, c | 8. a, c |

17D Word Study: Homophones p. 204

- | | |
|---------|-----------|
| 1. hail | 8. boar |
| 2. hale | 9. fare |
| 3. pier | 10. fair |
| 4. peer | 11. chord |
| 5. vein | 12. cord |
| 6. vain | 13. bough |
| 7. bore | 14. bow |

17E Vocabulary in Context p. 205

(Possible answers; students' sentences may vary.)

- No. He was shy and afraid to speak.
- Hearty** means "satisfying."
- Instead of giving his leftover food to needy families, he gave it to his pigs.
- The tajiri did not get what he wanted—the goat. He was granted only the right to smell the goat.
- The smells of delicious food would not have **wafted** out.
- He saw the maskini **inhale** deeply and look blissful.
- He needed an **escort** because he probably wouldn't have gone to jail willingly.
- Yes, he was **summoned** before the court.
- The decision would be based on the facts of the case.
- The tajiri claimed the maskini was **depriving** him of the smells from the kitchen.
- Sample answer: He was probably terrified of losing his goat.
- An older person whom other villagers respected might become an **elder**.
- The chief **addressed** the crowd near the court.
- Concluded** means "formed an opinion."
- Sample answer: They might have applauded.

Lesson 18

18A Using Words in Context p. 212

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. C | 3a. C | 5a. C | 7a. C | 9a. C |
| 1b. C | 3b. I | 5b. I | 7b. I | 9b. C |
| 1c. I | 3c. I | 5c. I | 7c. C | 9c. I |
| 1d. I | 3d. C | 5d. C | 7d. I | 9d. I |
| 2a. C | 4a. C | 6a. C | 8a. C | 10a. C |
| 2b. C | 4b. I | 6b. I | 8b. C | 10b. C |
| 2c. C | 4c. I | 6c. I | 8c. C | 10c. C |
| 2d. I | 4d. C | 6d. I | 8d. I | 10d. I |

18B Making Connections p. 214

- | | |
|------------|---------|
| 1. a | 6. a, d |
| 2. a, b, d | 7. a, c |
| 3. b, c | 8. d |
| 4. d | 9. a, d |
| 5. b | 10. a |

18C Determining Meanings p. 215

- | | |
|------------|------------|
| 1. a, b, d | 5. b, c, d |
| 2. a, b, c | 6. a, b, d |
| 3. a, c, d | 7. c |
| 4. a, b, c | 8. a, b |

18D Completing Sentences p. 216

1. A **barrier** to getting good grades might be (Idea: *not listening in class*).
2. To **ensure** a good night's sleep, I (Idea: *close my door*).
3. A **frequent** wish of mine is (Idea: *to swim in the ocean*).
4. You might keep **abreast** of what's happening in the world by (Idea: *watching the news on television*).
5. If you cross the **frontier** into another country, that means you (Idea: *cross the border*).
6. A **peasant** is someone who (Idea: *makes a living working in the soil*).
7. A **threat** to a mouse might be (Idea: *a cat*).
8. A **vast** distance is one that (Idea: *covers many miles*).
9. An example of an **external** item of clothing is (Idea: *a coat*).
10. To **utilize** is to (Idea: *put to use*).

18E Vocabulary in Context p. 217

(Possible answers; students' sentences may vary.)

1. They visit it because it is one of the most famous sites in China.
2. It takes a long time because it is such a **vast** country.
3. Beijing is the **capital** of China.
4. It was built as a **barrier** against tribes from the north.
5. He worried about **external** attacks.
6. They spent most of their time **feuding**.
7. Sample answer: He might have influence over only that small kingdom.
8. Those tribes were **threatening** his rule.
9. It would have taken place on China's northern **frontier**.
10. They **utilized** whatever was close at hand.
11. They housed the emperor's soldiers.
12. The top was so wide that ten people could walk **abreast**.
13. The **breadth** of the wall is nearly twenty feet.
14. They were forced to leave their farms and had to carry everything either on their backs or slung on poles.
15. Yes, it **ensured** the safety of Shi Huangdi's empire by protecting it from outside attacks.

Lesson 19

19A Finding Meanings p. 224

- | | | |
|--------|--------|--------|
| 1. c—d | 4. a—d | 7. a—d |
| 2. b—a | 5. b—c | 8. b—c |
| 3. b—a | 6. d—a | 9. d—a |

19B Just the Right Word p. 226

- | | |
|--------------|----------------|
| 1. foremost | 7. sentimental |
| 2. trio | 8. created |
| 3. source | 9. recognizes |
| 4. eliminate | 10. auditions |
| 5. engaged | 11. entrancing |
| 6. elevate | |

19C Applying Meanings p. 227

- | | |
|------------|------------|
| 1. a, c | 5. a, b, c |
| 2. a, d | 6. a, d |
| 3. a, b, c | 7. a, c |
| 4. b, d | 8. c |

19D Word Study: Prefixes p. 228

1. **tri**angle
2. trillion
3. **tri**plets
4. trial
5. **tri**cycle
6. **tri**dent
7. **tri**color
8. **tri**o
9. tribe
10. **tri**PLICATE
11. **tri**pod
12. trickle

19E Vocabulary in Context p. 229

(Possible answers; students' sentences may vary.)

1. Dance companies go on **tour** around the country.
2. She **eliminated** things she felt were unnecessary.
3. They had tight waists, short skirts, tights, and stiffened ballet shoes.
4. It was a stage that was stripped to its **essentials**, with bare stage settings and simple costumes.
5. They were based on **sentimental** stories and followed fixed patterns of movement.
6. She used a variety of **sources**, including Native American life, scenes from American history, and the poetry of Emily Dickinson.
7. She was **entranced** by her work.
8. She wanted to concentrate on teaching and developing her own style of dancing.
9. **Engage** means "to hire."
10. A **trio** of dancers is three dancers.
11. **Recognized** means "accepted and approved."
12. At the time of her death, she was **creating** a new dance for her company.
13. She **elevated** modern dance to a new American art form.
14. She was one of the **foremost** dancers of the twentieth century.
15. You have to **audition**.

Lesson 20

20A Using Words in Context p. 237

- | | | | | |
|-------|-------|-------|-------|--------|
| 1a. C | 3a. C | 5a. C | 7a. C | 9a. C |
| 1b. I | 3b. I | 5b. I | 7b. I | 9b. C |
| 1c. C | 3c. C | 5c. C | 7c. I | 9c. C |
| 1d. I | 3d. I | 5d. I | 7d. C | 9d. I |
| 2a. C | 4a. C | 6a. C | 8a. C | 10a. C |
| 2b. C | 4b. C | 6b. C | 8b. C | 10b. I |
| 2c. C | 4c. I | 6c. I | 8c. I | 10c. I |
| 2d. I | 4d. I | 6d. C | 8d. I | 10d. C |

20B Making Connections

p. 238

- | | |
|---------|------------|
| 1. b, c | 6. b, d |
| 2. d | 7. c |
| 3. b | 8. a, b |
| 4. b | 9. a, b, c |
| 5. a | 10. b, c |

20C Determining Meanings

p. 239

- | | |
|------------|------------|
| 1. a, b, d | 5. a, b |
| 2. a, d | 6. d |
| 3. a, b, c | 7. b, d |
| 4. a | 8. a, b, d |

20D Completing Sentences

p. 241

- The person who can **arrest** someone is called a (*police officer*).
- Eventually** I hope to (Idea: *win a trophy in gymnastics*).
- If I am **humiliated**, I feel (Idea: *embarrassed*).
- I might **implore** my teacher to (Idea: *skip the test next week*).
- I think it's an **outrage** that (Idea: *my parents don't let me go shopping by myself*).
- A different word for **dispute** is (Idea: *argument*).
- Something I am **capable** of is (Idea: *making my own dinner*).
- If you are **sullen**, that means you feel (Idea: *angry or hurt*).
- When you **insert** a key into a door, you (Idea: *unlock the door*).
- Something I should be **congratulated** for is (Idea: *learning my vocabulary*).

20E Vocabulary in Context

p. 242

(Possible answers; students' sentences may vary.)

- Yes. His "crime" was refusing to bow before the cap on the pole.
- Although they obeyed the order, they were **sullen**.
- The cap was a symbol of Austrian rule.
- They don't believe he really existed.
- Gessler **despised** the Swiss people.
- He ordered him to be sent to jail because he was **outraged** when Tell told him he would have killed him if his son had been hurt.
- He didn't think they were **capable** of ruling themselves.
- They were waiting for him to **release** the arrow.
- He **inserted** the first one in his crossbow and the second in his belt.
- Quiver** means "a case for holding arrows."
- He intended to **pierce** Gessler's heart.
- He **congratulated** William Tell for demonstrating such skill.
- The crew covered below.
- They **implored** William Tell to take over.
- It **eventually** led to Swiss freedom from Austrian rule.

Lessons 1–4

Crossword Puzzle

page 50

1	C	O	2	M	P	L	E	T	3	E		4	V		5	D	E	C	7	A	Y	
			A						8	A	T	T	E	N	9	D		X		L		
10	U	T	T	E	11	R			G			N		O	12	O	C	E	A	N		
			U	13	E	A	S	E			14	T	W	O			E		M			
15	A		R		M			R			U		16	D	E	V	E	L	O	17	P	
18	P	R	E	P	A	R	19	E			R		L			D					A	
P					R		20	G	R	O	V	E	E					21	P		R	
R		22	P		K		G							23	A	24	C	H	E	A		
O		A			25	N		26	S	27	C	O	R	28	C	H		L		R	L	
29	A	C	T	I	V	E			O			O		30	D	I	S	M	A	Y		
C		R			S			L			L				M		I		S			
31	H	A	I	L		T		32	B	U	R	R	O	W		A		T		I		
			O		L			M		R					T						S	
		33	T	O	W	E	R	I	N	G		34	S	E	V	E	R	E				

Lessons 5–8

Crossword Puzzle

page 98

1	D	I	S	T	3	R	I	B	U	T	4	E		5	P	E	R	6	S	U	7	A	D	E
			U		E						N		E				H		B					
			R		C			8	A	L	T	E	R		9	Q	U	A	R	R	Y			
10	S	U	R	F	A	C	E			E	S			T		U								
			O		L			11	P	O	R	T	I	O	N				P					
12	D	O	U	B	L	E				13	T		S			14	E	N	T	R	Y			
E		N			M		15	C	R	A	F	T	Y		16	Y								
S		17	D	18	R	A	B				I			19	E	V	E					20	S	
C			E		21	R	E	F	I	N	E	S		22	S	E	I	Z	E					
E			J		A						J			24	K								V	
25	N	I	N	E		26	C	H	A	M	B	E	R		27	E	N	T	I	R	E			
D			C		E											E							R	
					28	L	O	C	A	T	I	O	N										E	

Lessons 9–12

Hidden Message

pages 147–149

DISTANCE
GASH
HAMLET
TORMENT
SOLE

PRECIPICE
CONSOLE

ANNUAL

REGAIN
SCARCE
SHREWD
ADVANTAGE
ASTONISH

CRUDE
INCREASE
BANISH
ABILITY

EVAPORATE
CONFIRM

SYMPATOM
LIVELIHOOD
CARESS
COAX
SLAY
ANNUAL
SEPARATE
REQUESTS

DEPTH
MISFORTUNE

DELIBERATE
AILMENT

FOLIAGE
AMIABLE
FURIOUS
FOUNDERS
HUE
BLEND

ARTIFICIAL
VARY
RECOVER
MOPE

CLUTCH
GESTURED
BORE
BLISS
PREFER
HOST
SHUN

COMMUNICATE
PROSPECT
COWER
REPLACE
YIELD
DESIRE
MISGIVINGS
PARCHEDE

Lessons 13–16

Crossword Puzzle

page 197

1	2	3			4	5	6	7	
R	O	U	T		S	U	S	P	E
	B	R			T			O	
	T	O		9	C	H	O	R	D
	10	A	L	P	L	U			
	I	H		12	E	X	T	I	N
13	A	N	14	D	Y	A			
						15	C	16	D
19	P	L	E	A	D	20	T	21	A
R	A					22	P	R	N
O	R					25	T	W	O
26	M	A	Y			27	H	U	M
P									
28	T	R	U	D	G	E		A	T

Lessons 17–20

Crossword Puzzle

page 247

1	2	3			4	5	6	7	
E	S	C	O	R	T		A	P	P
	O					8	Q	O	
11	C	O	N	G	R	A	T	U	L
14	F	E	U	D					
O	D					16	P	I	E
R	E								
T						20	M	N	
R						22	A	23	H
24	E	N	T	R	A	N	C	E	
S									
S									