

Lesson Four

1. **acute** (ə kyōōt') *adj.* serious and sudden
Boris contracted an *acute* case of food poisoning, which landed him in the hospital.
syn: severe; critical *ant: minor*
2. **durable** (door' ə bəl) *adj.* able to withstand wear, decay, or certain tough conditions; long-lasting
The hiker bought *durable* boots that would not fall apart on the trail.
syn: sturdy; dependable *ant: fragile; shoddy*
3. **eavesdrop** (ēvz' drop) *v.* to listen secretly to private conversations
Mike put his ear against the door and *eavesdropped* on the parent-teacher conference.
syn: overhear; snoop *ant: ignore; avoid*
4. **ethical** (eth' ik əl) *adj.* 1. pertaining to accepted standards of behavior
2. conforming to accepted standards of behavior
(1) Whether doctors should be allowed to date patients is an *ethical* matter.
(2) It is not *ethical* for judges to accept bribes.
(1) *syn: moral*
(2) *syn: virtuous; decent; moral* *ant: corrupt; dishonest*
5. **fjord** (fyōrd) *n.* a narrow inlet of the sea between tall cliffs or steep banks
The pirates sailed into a *fjord* to hide from the Royal Navy.
6. **gaudy** (gō' dē) *adj.* tastelessly showy
The walls of Andrea's *gaudy* living room were covered with mismatched, brightly colored pictures, objects, and knickknacks.
syn: flashy; extravagant *ant: tasteful; elegant*
7. **nominal** (nom' ə nəl) *adj.* 1. existing in name only
2. insignificantly small; token
(1) The *nominal* change to the rules pleased critics, but other than restating what was already written, the change did nothing to the original document.
(2) The non-profit charity writes letters asking for *nominal* donations.
(1) *syn: supposed* *ant: genuine; authentic*
(2) *syn: minimal; trivial* *ant: momentous; vast*

8. **nurture** (nûr' chûr) *v.* to nourish; to help grow or develop
Elizabeth *nurtured* the injured bird until it could fly again.
syn: foster; raise *ant:* neglect; hinder
9. **pommel** (pom' mæl) *v.* to strike; to beat *n.* a knob on the handle of a sword or weapon
(v) The heavyweight boxers *pommeled* one another with their meaty fists until neither man was recognizable.
(n) The knight struck the ogre with the *pommel* of his sword.
(v) *syn:* batter; pound
10. **quibble** (kwib' əl) *v.* to evade the main point by arguing over petty details *n.* an irrelevant argument
(v) Darlene knew that she had been caught, but when confronted about her crime, she *quibbled* in order to delay punishment.
(n) Except for one or two minor *quibbles*, there was no opposition to the proposed bill.
(v) *syn:* equivocate; hedge *ant:* acknowledge; admit
11. **rampart** (ram' pərt) *n.* a defensive structure or embankment
In the safety of the *ramparts*, troops prepared for the final attack.
syn: bulwark; fortification; battlement
12. **respite** (res' pit) *n.* a short rest or period of relief; delay
The surgeon toiled without *respite* through the first night of the battle.
syn: break; lull; recess
13. **rite** (rīt) *n.* a customary or religious ceremonial act
As a *rite* of passage to enter adulthood, the young men in the tribe must survive in the wilderness for one full month.
syn: ritual; custom
14. **seismic** (sīz' mik) *adj.* pertaining to earthquakes or vibrations of the earth
The mildest *seismic* disturbance could topple the condemned building.
15. **terrestrial** (tə res' trē əl) *adj.* of or pertaining to solid land
Captain Nemo gave up his *terrestrial* existence to live at sea.
syn: earthly *ant:* extraterrestrial; heavenly

EXERCISE I – Words in Context

Using the vocabulary list for this lesson, supply the correct word to complete each sentence.

1. The world's largest _____ animal, the elephant, is small compared to the largest aquatic animal, the blue whale.
2. Johnny found it easier to accept responsibility for the accident than to _____ over who was responsible.
3. He draped the dusty rug over a clothesline and _____ it with a stick until no more dust fell out of it.
4. The entry fee is _____, especially for such a once-in-a-lifetime event.
5. On the general's order, thousands of troops charged the _____ surrounding the city.
6. Geologists noticed an increase in _____ activity from the volcano.
7. Space vehicles must be _____ enough to withstand extreme forces and temperatures.
8. The Vikings used long poles to push their ship away from the craggy walls of the _____.
9. Carlos _____ on conversations when he thinks someone might be talking about him.
10. A short _____ in the afternoon gave the workers enough energy to finish the job.
11. The art class is meant to _____ the talents of young artists.
12. In some cultures, teenagers must participate in _____ that mark their passage into adulthood.
13. The famous pianist wore a[n] _____ coat covered with rhinestones, sequins, and fur.
14. A[n] _____ illness caused Leonid to miss his concert.
15. Psychologists who fail to practice _____ conduct will lose their licenses.

EXERCISE II – Sentence Completion

Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. From behind the *ramparts*, soldiers watched...
2. An octopus is not a *terrestrial* animal because...
3. After observing increased *seismic* activity, scientists...
4. As a *rite* of membership, each person in the club must...
5. After a short *respite*, the workers are expected to...
6. Ron had *nurtured* the plant for years, so he was angry when...
7. The grizzly bear *pommed* the flopping salmon until...
8. The *nominal* promotion gave her a better job title, but...
9. Nathan *eavesdropped* on his parents because he wanted to know...
10. She likes *gaudy* fashion accessories such as...
11. Navigating the *fjord* is hazardous because...
12. It is not *ethical* for a judge to...
13. She bought *durable* furniture that would...
14. The devastating hurricane created an *acute* need for...
15. The defendant *quibbled* when the judge asked...

EXERCISE III – Prefixes and Suffixes

Study the entries and use them to complete the questions that follow.

The prefix *en-* means “into” or “against.”

The suffix *-ation* means “act of” or “result of.”

The suffix *-graph* means “writing.”

The suffix *-logy* or *-ology* means “science of.”

Use the provided prefixes and suffixes to change each word so that it completes the sentence correctly. Then, keeping in mind that prefixes and suffixes sometimes change the part of speech, identify the part of speech of the new word by circling N for a noun, V for a verb, or ADJ for an adjective.

1. (seismic) A person interested in earthquakes might decide to study _____.
N V ADJ
2. (durable) Members of the audience were asked to turn off their cell phones for the _____ of the movie.
N V ADJ
3. (seismic) The _____ detected vibrations of the earth and depicted them as sweeping lines on paper.
N V ADJ
4. (durable) The stranded hikers must _____ the harsh weather until the rescue helicopter finds them.
N V ADJ

EXERCISE IV – Critical Reading

The following reading passage contains vocabulary words from this lesson. Carefully read the passage and then choose the best answers for each of the questions that follow.

- 1 Lieutenant Frank Luke, the young, overconfident aviator, could not seem to please anyone at the 27th Aero Squadron. Assigned to an airfield near the Allied front in July of 1918, Luke alienated himself from the veteran pilots by boasting about his unproven skills and by routinely abandoning his formation to fly off on his own. So scornful of Luke were the other pilots that no one believed him when he, without witness, shot down a German plane during a patrol. Branded a braggart and a liar, the 21-year-old aviator from Arizona withdrew to outsider status.
- 2 Luke spent his free hours honing his marksmanship, fine-tuning his problematic Spad-13, and thinking of ways to prove himself. He found one when he heard pilots talking about German observation balloons, or *Drachen*. Quietly, Luke committed himself to a task that would secure him a place in history.
- 3 Observers in balloons hovering high above the German **ramparts** directed artillery fire with deadly accuracy. Shells **pommed** Allied positions, forcing soldiers to take cover in the muddy, disease-ridden trenches. Expensive to build and crucial to battlefield advantage, the balloons were heavily defended by anti-aircraft cannons and squadrons of German fighter planes. The Allies needed to destroy the balloons, but pilots knew that such missions were suicide; a defensive wall of *archie*, or anti-aircraft fire, shredded any plane that approached a *Drachen*. Even if a pilot were lucky enough to set fire to a balloon, he risked going down with it when the balloon's gas exploded into a massive fireball. Only a maniac would volunteer for such a mission; a maniac, that is, or Frank Luke.
- 4 The American offensive began on the morning of September 12, 1918, and Luke's squadron took to the skies with orders to protect Allied balloons. Despite the orders, most of the pilots flew straight for the German line. In his typical rite, Luke separated from his squadron and flew well beyond his designated zone. He soon spotted the opportunity he was waiting for: a *Drachen* suspended above the horizon.
- 5 Luke pulled back on the stick and forced his Spad to climb high above the balloon. Luke closed the distance, and then the Spad's engine raced as Luke shoved the control stick to the firewall and plunged toward the *Drachen*. Shells burst around the Spad, the shrapnel tearing through its canvas wings and wood frame. Explosions surrounded Luke, but he grunted through them, accelerating, until he was on a collision course with the balloon. The Spad's twin machine guns opened up, their clacking

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inaudible amid the wind and bursting shells. At the last moment, Luke pulled up—the balloon was intact. Determined, even as his plane was slowly being shot to pieces, Luke made a second pass, holding the trigger until his guns jammed. The balloon remained, and the archie became more intense. Running out of time, Luke beat his jammed guns with a hammer as he lined up for a third pass. The guns barked to life, and almost instantly, the balloon erupted into a great firestorm of burning gas, nearly taking the Spad with it.

- 6 Wires, shredded wood, and ragged canvas dangled from the edges of Luke's plane when he landed it behind the Allied trenches, short of the airfield. Allied soldiers ran to the shot-up plane, thrilled by the spectacle they had just seen in the sky. Luke, worried that no one would believe him again, collected witness statements from the infantrymen.
- 7 Luke's first balloon-busting mission did not win him friends, but it did gain him credit as a combat pilot and two more weeks of intense balloon-attack missions, many of which were more harrowing than the first. In seventeen days, Luke went on to destroy thirteen more balloons and four enemy planes, making him the second highest-scoring American ace of World War I. Historians still quibble about Luke's first unconfirmed victory, but its relevance is overshadowed by Luke's sacrifice.
- 8 Lieutenant Luke met his fate shortly after he flamed an unbelievable three balloons in fifteen minutes. Ground fire and eight German fighter planes had severely damaged Luke's Spad, but before Luke was forced to land in enemy territory, he fired upon a German infantry column. Luke survived the landing, but the soldiers soon caught up with him. He died fighting his would-be captors. Frank Luke's name is now memorialized by Luke Air Force Base in Arizona.

1. Germans protected the Drachen because
- A. balloons weakened the morale of Allied troops.
 - B. balloons were cheap and effective.
 - C. artillery was useless without spotters in balloons.
 - D. balloons were the first line of German defense.
 - E. balloons were costly and allowed precise attacks on the enemy.
2. As used in paragraph 3, *pommeled* most nearly means the opposite of
- A. battered.
 - B. cleaned.
 - C. hit.
 - D. helped.
 - E. freed.

3. *Archie* is
 - A. the name of Frank Luke's only friend in the squadron.
 - B. a nickname for anti-aircraft fire.
 - C. the nickname for Frank Luke.
 - D. Frank Luke's squadron commander.
 - E. a nickname for the German observation balloons.

4. As used in paragraph 4, *rite* most nearly means
 - A. defiance.
 - B. habit.
 - C. bravery.
 - D. stubbornness.
 - E. assignment.

5. Which choice best describes the *purpose* of paragraphs 1 and 2?
 - A. They explain factors that motivated Luke's daring attacks.
 - B. They prove that Luke was unfit to be a pilot.
 - C. They suggest Luke's fear of heights.
 - D. They explain the reasons for World War I.
 - E. They portray Frank Luke as an unlikable person.