LESSON 11
TEACHER’S GUIDE
Context Clues: Definition and Restatement

STUDENT OBJECTIVES
- Identify and use definition and restatement context clues to understand unfamiliar words

RESOURCES AND PREPARATION
You will need photocopies for students of:
- Student Lesson Summary, p. 95
- Practice Worksheets, Levels A and B, pp. 97–99
- Reteaching Worksheet, p. 100

Teach

1. Context Clues: Pass out the Lesson Summary and review the Academic Vocabulary. Tell students that they can often use context to figure out the meanings of unfamiliar words. Context clues are words and phrases that surround a word and give clues to its meaning. Point out that two types of context clues are frequently used—definition and restatement.

2. Teaching Context Clues: Use the Lesson Summary to review the steps for using definition and restatement context clues.
   - **Restatement Clues:** Remind students that a restatement clue says the same thing but in a different way. Write the following example on the board. The word *misoneism* may be unfamiliar. Ask: What restatement clue for the word *misoneism* appears in the example? What word or words signal this clue? *(restatement: hatred of anything new; signal words: that is)*

   **EXAMPLE** It isn’t easy to live with *misoneism*, that is, the hatred of anything new

   - **Definition Clues:** Write the following example on the board. Explain that in a definition clue, the writer tells, or defines, the meaning of a word. Ask: What is the definition clue for the word *innovative*? *(definition: new)* What word or words signal this clue? *(signal: parentheses)*

   **EXAMPLE** People with misoneism may not want to try anything *innovative* *(new)*.

   - **Meaning:** Once students have defined the word using context clues. Tell students to try using the word in another sentence. If students are still having trouble with the word, suggest that they use a dictionary. Finally, suggest they write the word, its meaning, and context in a special vocabulary notebook.

3. Guided Practice: Have a student read aloud the “Example” in the Lesson Summary.
   - For each unfamiliar word, have a volunteer read the context clue that explains the its meaning, and give a simple definition of the word based on context. *(dictum: a formal pronouncement; exhortation: a rallying cry; squalidness: poverty and disorder; indecorous: vulgar)*

   - For each clue, ask: Is the context clue a restatement or a definition? *(dictum: restatement; exhortation: restatement; squalidness: definition; indecorous: definition)*

   - Finally, have students enter the words, their meanings, and new context sentences into a vocabulary notebook.
QUICK CHECK. Write the following sentences on the board.

Joanna’s new boyfriend is quite an Adonis; in truth, he is the most handsome man I have ever met.

• Ask students to use context clues to determine the meaning of the underlined word. (*The word Adonis means “handsome man.”*)
• What word or words signal the context clue? (*in truth*)
• What type of context clue is used? (*restatement*)

Practice and Apply

Practice activities involving definition and restatement context clues appear on pp. 97–99.

• Assign Practice Worksheet A to students who need more structured activities.
• Assign Practice Worksheet B to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. chemically decomposed
2. commas and or
3. one-celled animals
4. dashes
5. within the cell
6. that is clause
7. stomach intestines
8. parentheses
9. molds and mushrooms
10. which clause

Answer Key: Practice Worksheet B

1. showing no symptoms
2. flexible
3. moving constantly
4. collection and study of stamps
5. tip
6. overweight
7. team spirit
8. extreme dizziness
9. conference
10. nay-sayers or negative people
Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A**: Students should correctly answer 7 out of 10 ten items.
- **Practice Worksheet B**: Students should correctly answer 8 out of 10 ten items.

For students who need reteaching, review the Lesson Summary. Focus on the examples, and relate them to the definitions in Academic Vocabulary. Brainstorm one or two new examples with students. Then have them complete the Reteaching Worksheet, p. 100.

**Answer Key: Reteaching Worksheet**

1. most dependable
2. an area of western Europe now part of France and Belgium
3. a totally unreasonable fear
4. a small thorny desert tree
5. small open carriage
6. woodland nymphs
7. a very hard stone
8. countryman
9. grooves made by the plow
10. loose knee-length trousers
Lesson 11

Context Clues: Definition and Restatement

Academic Vocabulary

context clues: words or phrases near an unfamiliar word that help readers figure out the word’s meaning

definition clue: directly tells the meaning of the word

restatement clue: restates the meaning of the word in easier language

Here’s How

Step 1: Identify the word. Ask yourself, Which word or words are unfamiliar?

Step 2: Use context. You can often determine a word’s meaning from the surrounding words, or context. Look for more familiar words, phrases, or sentences surrounding a new or unfamiliar word.

Step 3: Look for restatement clues. In a restatement clue, the writer says the same thing in a different way.

• Signal words for restatement clues include: this means, that is, in other words, or, also known as, also called.

• Punctuation marks that signal a restatement include: commas and dashes.

Step 4: Look for definition clues. The context defines, or tells, the meaning of the word.

• Signal words for definition clues include: is, are, defined as, meaning.

• Punctuation marks include: commas, dashes, parentheses, and colons.

Step 5: Define the unfamiliar word. Once you have defined the word, it is a good idea to write it and its definition in a special notebook. Try using the word in a sentence.

Example: Context Clues

Use restatement and definition clues to figure out the meanings of unfamiliar words in the following passage.
“Art for art’s sake” was the dictum, or formal pronouncement, that guided late nineteenth-century artists to paint genteel landscapes and formal portraits. By 1900, however, a few young American painters had a new exhortation, “Art for life’s sake,” a rallying cry that attracted many converts. These rebels sought to paint “real life” in all its squalidness—including poverty and disorder—and their paintings often showed run-down tenements. Critics hated the “indecorous” (meaning vulgar) content of the rebels’ paintings, and dubbed their style “the ash can school.”

**Words that may be unfamiliar**

- dictum
- exhortation
- squalidness
- indecorous
LESSON 11 PRACTICE WORKSHEET A

Context Clues: Definition and Restatement

Directions: Read the following paragraph. Pay attention to unfamiliar words and their context clues. Then answer the items below.

(1) During the process of digestion, large food molecules are hydrolized, or chemically decomposed, into small usable molecules. (2) The process is similar for protozoa—one-celled animals—and multi-celled organisms. (3) For protozoa, however, digestion is intracellular; that is, food particles are taken into the cell for digestion. (4) By contrast, larger animals digest extracellularly; the food is taken into a digestive cavity (stomach, intestines), and juices are secreted into the cavity. (5) The saprophytes, which include molds and mushrooms, digest food completely outside the body; they secrete juices onto the food and then absorb the digested material.

1. What is the meaning of the word hydrolized in Sentence 1?

2. What signal word (s) and/or punctuation helped you find the context clue for hydrolized?

3. What is the meaning of the word protozoa in Sentence 2?

4. What signal word (s) and/or punctuation helped you find the context clue for protozoa?

5. What is the meaning of the word intracellular in Sentence 3?

6. What signal word (s) and/or punctuation helped you find the context clue for intracellular?

7. What is the meaning of the word digestive cavity in Sentence 4?
CONTEXT CLUES: DEFINITION AND RESTATEMENT, CONTINUED

8. What signal word(s) and/or punctuation helped you find the context clue for *digestive cavity*?

9. What is the meaning of the word *saprophytes* Sentence 5?

10. What signal word(s) and/or punctuation helped you find the context clue for *saprophytes*?
Directions: Read the following sentences, circling definition and restatement context clues for the underlined words. Then write the word’s meaning.

1. The patient may have been a hypochondriac, for when he was examined by a doctor he was found to be asymptomatic, showing no symptoms of disease.

2. I would never have cut the price, but my partner, who is more malleable—perhaps too flexible—gave them one-third off.

3. At that time, Uncle Roger was experimenting with a peripatetic existence, which is to say he moved constantly, never staying long enough to have an official address.

4. It seems to me that philately, which is not only the collection of stamps but also their detailed study, is unfairly ridiculed in the media as a hobby for wimps.

5. To expedite the matter, I offered the official a small gratuity, or as you say, tip; unfortunately, my gesture was seen as inappropriate and only slowed down the process.

6. If pressed, I might say Reginald is rather corpulent; in any event, the adjectives fat and obese seem needlessly harsh.

7. The marching band’s team spirit, or as we prefer to call it esprit de corps, has been excellent ever since we purchased the new instruments.

8. Once up in the hot-air balloon, I experienced such vertigo—extreme dizziness—that I begged the pilot to take me down.

9. At the colloquy, which is a fancy name for a conference, I had a chance to meet with several professors and find out about their universities.

10. I have never been one to allow Cassandras, or nay-sayers of any type, to cloud my basically optimistic view of the future.
Review. Definition and restatement are two types of context clues that help readers figure out the meaning of unfamiliar words. A definition clue is a word or phrase that directly tells (defines) the meaning of a new word. A restatement clue gives the meaning of a word in simpler language.

Directions: Read each sentence. Underline the clues that define or restate the boldfaced word.

1. Ted was always the staunchest, or most dependable, of my friends.
2. Flanders, an area of western Europe now part of France and Belgium, was the site of the World War I cemetery.
3. Her phobia of burglars—a totally unreasonable fear—led her to check and recheck the window locks every night.
4. The only firewood was mesquite, a small thorny desert tree.
5. Although we called it a dogcart, the small open carriage was pulled by a horse.
6. Known as dryads, these woodland nymphs were thought to inhabit the forests of ancient Greece.
7. Ideal for polishing or grinding, carborundum is a very hard stone.
8. He called me paisano, the Spanish word for “countryman.”
9. Walking across the field was difficult due to the deep furrows, or grooves made by the plow.
10. Loose knee-length trousers—called galligaskins—were the eighteenth-century equivalent of short pants.
LESSON 12
TEACHER’S GUIDE

Context Clues: Comparison and Contrast

STUDENT OBJECTIVES
• Identify comparison and contrast context clues
• Use comparison and contrast clues to determine meanings of unfamiliar words

RESOURCES AND PREPARATION
You will need photocopies for students of:
• Student Lesson Summary, p. 105
• Practice Worksheets, Levels A and B, pp. 107–108
• Reteaching Worksheet, p. 109

Teach

1. Context Clues: Pass out the Lesson Summary and guide students through the Academic Vocabulary. Tell students that when they use words and phrases that surround a word rather than looking up a definition, they are learning the word from context. Point out that most context clues do not give a definition, but hint or suggest meaning by comparison to something similar or by contrast to something opposite.

2. Teaching Context Clues: Use the Lesson Summary to review the steps for using comparison and contrast context clues.
   • Contrast Clues: Remind students that a contrast clue describes something that is opposite or unlike the new word. Write the following example on the board, underlined as shown. Ask: What contrast clue for the word mendicant appears in the example? What word or words signal this clue? (clue: prosperous; signal words: had been . . . but had lost) Finally, ask: What do you think the word mendicant means? (the opposite of prosperous; impoverished, a beggar)

   EXAMPLE Mr. Medbourne, in the vigor of his age, had been a prosperous merchant, but had lost it all by a frantic speculation, and was now little better than a mendicant. —Nathaniel Hawthorne

   • Comparison Clues: Write this stanza on the board. Point out the metaphor as you read it aloud. Explain that a comparison clue gives the meaning of a word by comparing it to an image with similar qualities. Ask: What are comparison clues for the word chorister? (comparison: going to church, a bobolink) What words signal a comparison metaphor? (signal: some keep the Sabbath . . . I keep it) Finally, ask: What do you think chorister means? (someone who sings in church)

   EXAMPLE Some keep the Sabbath going to Church—
   I keep it, staying at Home—
   With a Bobolink for a Chorister—
   And an Orchard, for a Dome—
   —Emily Dickinson

3. Guided Practice: Use the “Example” passage and its annotations on the Lesson Summary to guide students through the following steps.
   • Read the excerpt aloud as students underline all boldfaced words, paying particular attention to the context surrounding their words.
• Ask students to reread the passage silently, underlining the comparison or contrast context clues.
• Finally, have students define the unknown words, using the underlined clues. They can check their definitions in a dictionary, and copy them into vocabulary notebooks.

**QUICK CHECK.** Write the following passage on the board.

From the ruck [multitude] of bleeding and **prostrate** horses, the men of the infantry could see one animal raising its stricken body with its forelegs and turning its nose with mystic eloquence toward the sky.

—Stephen Crane, “A Mystery of Heroism”

Ask volunteers to circle the context clues and then state the meaning of the underlined word. *(Clue: “one animal raising its . . . body” is contrasted with the other horses, who are **prostrate**. **Meaning:** lying flat on the ground.)*

**Sample Answers: Guided Practice**

1. **Unfamiliar words:** aloofness, thronged
2. **Comparison and contrast clues:** as impersonal, almost as stony, as (comparison); separated . . . by the lonely stretch of centuries (comparison); same . . . in old miners who drift (comparison); solitary as though they were still (contrast)
3. **Definitions:** aloofness: detached, distant attitude; thronged: crowded, packed

**Practice and Apply**

Practice activities involving comparison and contrast context clues appear on pp.107–108.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

**Answer Key: Practice Worksheet A**

1. “tripped merrily . . . or mimicked a graver gait”; gait means “way of walking”
2. “bustle,” “rustling,” “shuffling,” “at variance with”; repose means “quiet”
3. “living and inanimate”; inanimate means “not alive” *(the word and suggests a comparison, not a restatement)*
4. “Though reckoned a melancholy man,” “had a placid cheerfulness”; melancholy means “sad.”
5. “in solitude and before the gaze of multitudes”; solitude means “isolation or being alone”
6. “sober actions,” “otherwise rational”; eccentric means strange and irrational
7. “in outward act,” “yet shrouded in suspicions”; irreproachable means “not guilty”
Answer Key: Practice Worksheet B

1. Meaning: cut away, mowed down, harvested. Explanation: Like a sickle or mower that cuts a blade of grass, the whale had cut away Ahab's leg.

2. Meaning: mental, of the mind. Explanation: intellectual is contrasted with bodily and compared with spiritual.

3. Meaning: griefs, annoyances. Explanation: Ahab saw the whale as the source of both his physical and mental "woes" or troubles.

4. Meaning: sediment at the bottom of a bottle. Explanation: The metaphor of stirring up things implies stirring up the bad stuff or "dirt" at the bottom of things.

5. Meaning: a cannon or gun. Explanation: Ahab's chest is like a cannon aimed at, or focused on, Moby-Dick and his heart is like the shell that the cannon fires.

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- Practice Worksheet A: Students should be able to answer at least six items correctly.
- Practice Worksheet B: Students should be able to answer at least three items correctly.

For students who need reteaching, review the Student Lesson Summary. Focus on the examples and relate them to one or two new examples, brainstormed with students. Then, have students complete the Reteaching Worksheet, p. 109.

Answer Key: Reteaching Worksheet

1. oppose; 2. withdraw; 3. fees; 4. afraid; 5. Building; 6. praised; 7. begins; 8. suitable; 9. blamed; 10. construct
LESSON 12

STUDENT LESSON SUMMARY

Context Clues: Comparison and Contrast

ACADEMIC VOCABULARY

context clue:  word or phrase near an unfamiliar word that helps readers figure out the new word’s meaning

comparison clue:  suggests the meaning of a word by telling what it is like

contrast clue:  suggests the meaning of a word by telling what it is unlike

similes / metaphors:  comparisons of unlike things that have similar qualities

HERE’S HOW

Step 1: Identify the word.  Ask yourself, Which word or words are unfamiliar?

EXAMPLE  Brother was quiet and well-behaved, but Sister was as obstreperous as a bucking mule.

Step 2: Use context.  Look for clues in the surrounding words, or context.

Step 3: Look for comparison clues.  These describe something with a similar quality or nature to the unfamiliar or unusual word. Find one in the example sentence above.

- Signal words or phrases for comparison clues include: like, as, similar to, much like.
- Synonyms, used in comparisons, are words with similar meanings.
- Similes, imagery used in comparisons, are descriptions using like or as.
- Metaphors are imagery where a comparison is implied.

Step 4: Look for contrast clues.  In a contrast clue, the writer describes something unlike or very different from the unfamiliar word. Can you find one in the example above?

- Signal words or phrases for contrast clues include: unlike, in contrast to, different from.
- Antonyms, words that have an opposite meaning, may provide contrast.

Step 5: Define the word.  Using the clues, try out a definition. (obstreperous: unruly or difficult) Substitute your definition in place of the word to see if it makes sense.
EXAMPLE: CONTEXT CLUES

Finding the clues:

These two comparisons suggest that aloofness involves a “stony” manner, and a sense of being “separated” from “ebbs and flows.”

The miners stand “as though they were still” alone in the “frozen Yukon.” This isolation is contrasted with thronged corridors.

She sat looking about her with eyes as impersonal, almost as stony, as those with which the granite Rameses in a museum watches the froth and fret that ebbs and flows about his pedestal—separated from it by the lonely stretch of centuries. I have seen the same aloofness in old miners who drift into the Brown hotel at Denver, their pockets full of bullion, their linen soiled, their haggard faces unshaven; standing in the thronged corridors as solitary as though they were still in a frozen camp on the Yukon, . . .

—Willa Cather, “A Wagner Matinee”
LESSON 12

PRACTICE WORKSHEET A

COPY MASTER

Context Clues: Comparison and Contrast

Directions: Read each of the following sentences from Nathaniel Hawthorne’s short story, “The Minister’s Black Veil.” Underline the comparison or contrast clue. Then write the meaning of the underlined word.

1. Children with bright faces, tripped merrily beside their parents, or mimicked a graver gait, in the conscious dignity of their Sunday clothes.

2. There was a general bustle, a rustling of the women’s gowns and shuffling of the men’s feet, greatly at variance with that hushed repose which attends the entrance of the minister.

3. Mr. Hooper had on a black veil ... which entirely concealed his features, except the mouth and chin, but probably did not intercept his sight, other than to give a darkened aspect to all living and inanimate things.

4. That night, the handsomest couple in Milford village was to be joined in wedlock. Though reckoned a melancholy man, Mr. Hooper had a placid cheerfulness for such occasions, which often excited a sympathetic smile, where livelier merriment would have been thrown away.

5. “Know then that this veil is a type and a symbol, and I am bound to wear it ever, both in light and darkness, in solitude and before the gaze of multitudes, and as with strangers, so with my familiar friends.”

6. By persons who claimed a superiority to popular prejudice, [the veil] was reckoned merely an eccentric whim, such as often mingles with the sober actions of men otherwise rational, and tinges them all with its own semblance of insanity.

7. In this manner, Mr. Hooper spent a long life, irreproachable in outward act, yet shrouded in dismal suspicions; kind and loving, though unloved, and dimly feared; a man apart from men, shunned in their health and joy, but ever summoned to their aid in mortal anguish.
LESSON 12 PRACTICE WORKSHEET B

Context Clues: Comparison and Contrast

Directions: Read the passage from Herman Melville’s novel _Moby-Dick_. Use comparison and contrast clues to figure out the meaning of each underlined word. Then tell each word’s meaning, and explain the context clues that helped you.

And then it was, that suddenly sweeping his sickle-shaped jaw beneath him, Moby-Dick had **reaped** away Ahab’s leg, as a mower a blade of grass in the field. . . . [E]ver since that almost fatal encounter, Ahab had cherished a wild vindictiveness against the whale, all the more felt for that he came at last to identify with him, not only all his bodily woes, but all his **intellectual** and spiritual **exasperations**. All that most maddens and torments; all that stirs up the **lees** of things; all truth with malice in it; all that cracks the sinews and cakes the brain; all the subtle demonisms of life and thought; all evil, to crazy Ahab, were visibly personified, . . . in Moby-Dick. He piled upon the whale’s white hump the sum of all the general rage and hate felt by his whole race from Adam down; and then, as if his chest had been a **mortar**, he burst his hot heart’s shell upon it.

1. **reaped**

   *Meaning:* 
   *Explanation:* 

2. **intellectual**

   *Meaning:* 
   *Explanation:* 

3. **exasperations**

   *Meaning:* 
   *Explanation:* 

4. **lees**

   *Meaning:* 
   *Explanation:* 

5. **mortar**

   *Meaning:* 
   *Explanation:* 

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LESSON 12

RETEACHING WORKSHEET

Copy Master

Context Clues: Comparison and Contrast

Review

A context clue is a word or phrase near an unfamiliar word that helps readers figure out the new word’s meaning. A comparison clue suggests the meaning of a word by telling what it is like. A contrast clue suggests the meaning of a word by describing what it is unlike.

A. Directions: Read each sentence. Underline the comparison clue that suggests the meaning of the boldfaced word.

1. None of the reporters dispute the Mayor’s facts, and few oppose his opinions.
2. We asked the Congresswoman to retract her statement, but she refused to withdraw it.
3. The tuitions at private colleges tend to be higher than the fees at public universities.
4. There is absolutely nothing to be afraid of, so don’t be so timorous.
5. With more than 100 stories, the Empire State Building is a remarkable edifice.

B. Directions: Read each sentence. Underline the contrast clue that suggests the meaning of the boldfaced word.

6. Instead of being praised for passing the test with a B+, I was rebuked for not getting an A.
7. If the meeting begins at 10 AM, as planned, we should adjourn by 4:30.
8. “Wassup?” may be a suitable greeting in e-mail, but it is unbefitting in a formal letter to your employer.
9. At first I was blamed for the crash of the computer system; later I was exonerated when we learned about the new virus.
10. Before workers can construct the new townhouses, they must demolish the old cottage and barn on the property.
LESSON
13
TEACHER’S GUIDE
Context Clues: Cause and Effect

STUDENT OBJECTIVES
• Identify and use cause-and-effect context clues to understand unfamiliar words

RESOURCES AND PREPARATION
You will need photocopies for students of:
• Student Lesson Summary, p. 115
• Practice Worksheets, Levels A and B, pp. 116–117
• Reteaching Worksheet, p. 118

Teach

1. Cause-and-Effect Context Clues: Review the meanings and uses of context clues for understanding new vocabulary. Point out that cause-and-effect context clues are one way to figure out the meaning of unfamiliar words. When an unknown word appears in either a cause or an effect, the corresponding effect or cause often can help you figure out its meaning.

2. Teaching Cause-and-Effect Context Clues: Distribute the Lesson Summary. Preview the Academic Vocabulary and go over the Here’s How steps.
   • Remind students of the context clue strategies for understanding new vocabulary:
     When reading a new word, try to pronounce it. See what the nearby text means. Look for clear relationships between the new word and the surrounding context, such as restatement, definition, example, comparison, or contrast.
   • Explain that cause-and-effect is another clear relationship that can hint at meaning. Write the following example on the board:

   EXAMPLE
   The new mayor said the town was destitute, so spending on a new recreation facility was impossible.
   • Ask the following questions about the example: What word in the example sentence signals a cause-effect relationship? (so) What punctuation mark suggests a cause-effect relationship? (the comma) What word group form a cause and an effect? (cause: town was destitute, effect: spending was impossible) What does the clue suggest the word destitute means? (poor, penniless, low on funds)
   • Read aloud the example sentence in Step 4 of the Lesson Summary, explaining that sometimes cause-and-effect context clues immediately suggest the meaning of a new word. Ask students to identify the context clue words. (fog . . . we saw a faded red barn)
   • Note that using cause and effect clues is a lot like the detective work of following a trail. The clues may not be marked by signposts or signal words, but their relationship can be inferred. Write the following example on the board:

   EXAMPLE
   The influx of refugees strained the nation’s resources.
   • Help students use the effect clue (strained the nation’s resources) to infer the meaning of influx (steady flow into an area). Point out that resources normally become strained when there are too many people, not too few.
3. Guided Practice: Ask a student to read aloud the example in the Lesson Summary. Help the reader, if necessary, to pronounce the word *acuity* (uh-CUE-i-tee) and the word *vanquished* (VAN-kwished). Then guide students through the Here’s How steps.

- **Identify:** Here, the unfamiliar words *acuity* and *vanquished* are identified. Point out that a good first step is to try to pronounce any new words.
- **Context:** Explain to students that sometimes they must infer the meaning of a word by using the context of an entire passage. Point out that telling what a new word means can be easy if the larger context is familiar.
- **Cause-and-Effect:** Help students see that the underlined words explain the reason behind Lena’s “superhuman” condition.
- **Meaning:** Guide students in defining the word by asking the following: Is the new word part of a cause or an effect? (effect) What is the cause of Lena’s acuity? (deep concentration) What effect might “deep concentration” cause? (Possible answer: skill, keenness) What does *acuity* mean? (keen-witted intelligence)
- **Dictionary:** Have students look up *acuity*. Then have them use it in a sentence. (Sample: We used context clues with great acuity.)
- Repeat the Guided Practice with *vanquished*.

**QUICK CHECK.** Write the following sentence on the board. Then ask volunteers to examine the context for the word *interdicted*. Then have them copy the sentence and underline any punctuation or words that signal a cause-effect relationship. Have them use the clues to write a working definition of the word.

Since new laws *interdicted* the use of fireworks, this Fourth of July was oddly quiet.

(*Word*—*interdicted*; *Signals*—since, the comma; *Clues*—this Fourth of July was oddly quiet; *Meaning*—A quiet Fourth must mean no fireworks were set off. Therefore, *interdicted* must mean prohibited.)

**Practice and Apply**


- Assign Practice Worksheet A to students who need more structured activities.
- Assign Practice Worksheet B to grade-level and above-level students.

**Answer Key: Practice Worksheet A**

1. *b*
2. *a*
3. *c*
4. *c*
5. *Circled*—because; *Definition*—ran down the supply of
6. *Circled*—When, the comma; *Definition*—destroyed or erased
7. *Circled*—the semicolon, consequently; *Definition*—hard or strenuous
8. *Circled*—If, the comma; *Definition*—extreme misfortune or disaster
Sample Answers: Practice Worksheet B

1. Underlined—rattlesnakes lived in the area; spread among the campers. Circled—After, comma. Definition—fear and hesitancy.
2. Underlined—dark clouds; best that we cancel the trip. Circled—semicolon, therefore. Definition—threatening.

NOTE: For items 5–8, students should underline reasonable context clues in the paragraph.

5. C–E; fear of heights
6. C–E; unnoticeable
7. No C–E; protesting
8. C–E; risky, chancy

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- Practice Worksheet A: Students should correctly answer all of items 1–4 and at least two items 5–8.
- Practice Worksheet B: Students should correctly answer at least six of the eight items.

For students who need reteaching, review the Student Lesson Summary. Focus on the Here’s How steps using some of the examples on Practice Worksheet A. Then assign the Reteaching Worksheet, p. 118.

Answer Key: Reteaching Worksheet

1. b
2. c
3. b
5. Circled—the comma, due to. Definition—refusal to compromise.
6. Circled—After, the comma. Definition—settled (their) differences.
ACADEMIC VOCABULARY

context clue: word or phrase near an unfamiliar word that helps readers figure out the unfamiliar word’s meaning

cause-and-effect clue: words describing an action in which a cause or effect suggests the meaning of an unfamiliar word

HERE’S HOW

Step 1: Identify the unfamiliar word. When you see an unfamiliar word, try pronouncing it.

Step 2: Use context. You can often guess a word’s meaning using context. Look for familiar words, phrases, or sentences surrounding a new or unfamiliar word.

Step 3: Look for cause-and-effect relationships. Words explaining the reason behind an action, process, or condition signal a cause-effect relationship. Look for phrases telling why something happens. Such word groups often contain the following:

- **Signal Words:** Words used in cause-and-effect clues include since, because, as a result, with, when, if, then, so, consequently, due to, thus, after, and therefore.
- **Punctuation:** In cause-and-effect clues, the cause and the effect often are separated by a comma. In some cases, a semicolon separates the cause from the effect.

Step 4: Define the word. Ask yourself whether the unfamiliar word is part of a cause or an effect. Then determine the cause-effect relationship, and use it to define the word.

**EXAMPLE**

**Sentence:** When the fog **dissipated,** we saw a faded red barn in the pasture.

**Context Clues:** **Dissipated** must be part of a cause because the effect here is the visibility of the barn. Fog decreases visibility.

**Definition:** **dissipated** must mean “thins out” or “disappears.”

Step 5: Find the word in a dictionary. Check to see if you’ve pronounced and defined the word correctly. Write the word and its definition in a notebook. Write a sentence that uses the new word.

**EXAMPLE: CAUSE-AND-EFFECT CONTEXT CLUES**

Most of us just turned our Rubik’s Cubes like confused chimps. However, Lena’s steely concentration gave her superhuman **acuity.** She arranged yellow and red crosses in seconds and then began to turn the thing in a blur. A fierce expression came over her face. Her hands were small tornadoes. After she **vanquished** her tiny square **enemy,** we applauded in amazement.

**acuity**

**vanquished**
A. Directions: Read each sentence. Use context to define the boldfaced word. Circle the answer with the best cause-and-effect clues and the best definition.

1. As the pain **abated**, Boris felt his first moments of relief in days.
   a. **his first moments**  **abated**: leveled off
   b. **As pain** , **relief**  **abated**: lessened
   c. **Boris felt**  **abated**: spread

2. If the snow continues, then it may **impede** our progress.
   a. **If the snow continues** , **our progress**  **impede**: block or delay
   b. **the snowfall** , **it may**  **impede**: freeze
   c. **continues** , **progress**  **impede**: make possible

3. The boy’s **impudence** led Ms. Dujour to believe that he had no respect for older people.
   a. **led Ms. Dujour to believe that**  **impudence**: sly hinting
   b. **to believe that he**  **impudence**: convincing nature
   c. **no respect for older people**  **impudence**: sassiness

4. The soldier’s story seemed **truncated**; so we wondered how it ended.
   a. **so we wondered**  **truncated**: untrue
   b. **story seemed** , **so we wondered**  **truncated**: muddled or unclear
   c. **c. story seemed** , **so we wondered**  **truncated**: cut off how it ended

B. Directions: Read each sentence. Circle any words or punctuation that signal cause and effect. Then use the underlined clues to help you define the boldfaced word.

5. **We depleted** our groceries because we hadn’t been to the market for awhile.
   **depleted**:__________________________

6. When the Tigers got six runs off us, our hopes for victory were **obliterated**.
   **obliterated**:__________________________

7. The nomads were in the midst of an **arduous** journey; consequently they fell into a deep sleep at night.
   **arduous**:__________________________

8. If the team fails to observe all safety measures, the skydive could end in a **calamity**.
   **calamity**:__________________________
LESSON 13
PRACTICE WORKSHEET B
COPY MASTER

Context Clues: Cause and Effect

A. Directions: Underline any context clues. Circle any signal words or punctuation for a cause-and-effect relationship. Then write a definition of the boldfaced word.

1. After Javier found out rattlesnakes lived in the area, **trepidation** quickly spread among the other campers.
   
   **trepidation:**

2. The dark clouds looked **ominous**; therefore, Mr. Tejada decided it was best that we cancel the trip.

   **ominous:**

3. Saul had struggled to get a date with Katie. Then Ichiro started dating Katie and bragging about it, so that’s why Saul **detested** him.

   **detested:**

4. The man was **cognizant** of the two detectives who slipped onto the train; consequently, he hid in the bathroom.

   **cognizant:**

B. Directions: Read the paragraph.

- For each unfamiliar word in the list that follows, underline context clues.
- If the clues describe a cause-effect relationship, circle C–E. If not, circle No C–E.
- Write the word’s meaning on the line provided.

As the narrow, rock-strewn path curved along a sheer thousand-foot drop, Achmed felt a jolt of acrophobia. The expedition inched along so slowly that its progress was imperceptible. Here and there leathery gray lizards darted across the path and over the edge, gripping the cliff as if to show their advantage. A queasy fear gripped the hikers, while their goats contentedly nibbled on weeds. With the adventurous Abdullah leading the trek, many wondered if caution had been thrown to the dusty wind. But the seasoned climbers among them knew this was no time for a remonstrant remark. If protest spread, their fate on this death-defying trek could grow even more precarious.

5. **acrophobia** (C–E / No C–E)

6. **imperceptible** (C–E / No C–E)

7. **remonstrant** (C–E / No C–E)

8. **precarious** (C–E / No C–E)
Review  Context clues are words that help you determine the meaning of an unfamiliar word nearby. A cause-and-effect clue is a word group that suggests the meaning of an new word by describing a cause and effect.

A. Directions: Read each sentence. Use context clues to figure out the meaning of the boldfaced word. Circle the answer with the best cause-and-effect clue and best definition.

1. Ms. Somatia stopped taking the drug because she was afraid of its deleterious effects.
   a. taking the drug deleterious: addictive
   b. stopped taking the drug effects deleterious: harmful
   c. Ms. Somatia stopped effects deleterious: undetectable

2. Mr. Easley marveled at the serendipity of his car’s stalling near his mechanic’s shop.
   a. Mr. Easley marveled serendipity: fantastic quality
   b. marveled at stalling serendipity: sudden peacefulness
   c. marveled at stalling near his mechanic’s shop serendipity: lucky accident

3. Since Miss Leeding has a history of mendacity, no one believes her story.
   a. has a history mendacity: level-headedness
   b. no one believes her story mendacity: telling lies
   c. Since Miss Leeding mendacity: being on time

B. Directions: Read each sentence. Circle any signal words or punctuation that show cause and effect. Write a definition of the boldfaced word, using context clues to help you.

4. Teresa was charming and affable; consequently, she attracted scads of friends. affable: 

5. The jury could not reach an agreement, due to one juror’s utter intransigence. intransigence: 

6. After they reconciled, Pedro and Scott began to talk to each other again. reconciled: 

LESSON 14 | TEACHER’S GUIDE
Context Clues: Example

STUDENT OBJECTIVES
• Identify and use example context clues to understand unfamiliar words

RESOURCES AND PREPARATION
You will need photocopies for students of:
• Student Lesson Summary, p. 123
• Practice Worksheets, A and B, pp. 124–127
• Reteaching Worksheet, p. 128

Teach
1. Context Clues: Pass out the Lesson Summary and guide students through the Academic Vocabulary. Tell students that they can often use context to figure out the meanings of unfamiliar words. Context clues are words and phrases that surround a word and give clues to its meaning. Point out one type of context clue that is sometimes used—the example.

2. Teaching Context Clues: Use the Lesson Summary to review the steps for using example context clues.
   • Example Clues: Remind students that an example clue suggests the meaning of an unfamiliar word. Write the following example sentence on the board. The word largesse may be unfamiliar. Ask students what example clue for the word largesse appears in the sentence. (paying our airfare, treating us to dinner, and inviting us to use her vacation house) Then ask what word or words in the sentence signal this clue. (included) What does the example clue suggest that largesse means? (It suggests that largesse means “generosity.”)

   EXAMPLE  My aunt’s largesse included paying our airfare, treating us to dinner, and inviting us to use her vacation house.

   • Meaning: Once students have defined the unfamiliar word using an example context clue, have students try using the word in an original sentence. If students are still having trouble with the word, suggest that they use a dictionary. Finally, suggest that they write the word, its meaning, and its context in a special vocabulary notebook.

3. Guided Practice: Have a student read aloud the “Example” in the Lesson Summary.
   • For each unfamiliar word, have a volunteer read the example context clue that suggests its meaning, tell what signal word or punctuation point to this clue, and give a simple definition of the word based on the context. (petulance: example clue—raising his voice, shaking his fist, and glaring fiercely at us; signal clue: the word included; definition—bad temper; annoyance; propitious: example clue—the sun was out, temperatures were in the 70s, and the humidity was low; signal clue: the use of a colon as punctuation; definition—favorable; promising)
   • Finally, have students enter the words, their meanings, and new context sentences into a vocabulary notebook.
QUICK CHECK. Write the following sentence on the board.

The young man was very impertinent: he interrupted our conversation, didn’t even introduce himself, and demanded that we listen to him.

- Ask students to use the example context clue to determine the meaning of the underlined word. (*The example clue “he interrupted our conversation, didn’t even introduce himself, and demanded that we listen to him” suggests that the word impertinent means “rude” or “disrespectful.”*)
- Ask: What word and/or punctuation mark signals the context clue? (*the colon*)

### Practice and Apply

Practice activities for example context clues appear on pp. 124–127.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

**Answer Key:** **Practice Worksheet A**

1. CIRCLE: including, UNDERLINE: oil paint, watercolor, and collage. **media:** artistic forms or techniques
2. CIRCLE:—for example, UNDERLINE: answered my parents’ questions politely and thanked them for letting him come to our house. **deference:** courtesy and respect
3. CIRCLE: such as, UNDERLINE: a typewriter, a telephone with a dial instead of push-buttons, and a pencil sharpener with a hand crank. **antiquated:** old-fashioned, out-of-date
4. CIRCLE: like, UNDERLINE: paying for field trips and buying new athletic equipment. **expenditures:** spending of money, expenses
5. CIRCLE: for instance, UNDERLINE: churches, office buildings, or houses. **edifices:** buildings
6. CIRCLE: (colon mark), UNDERLINE: our two dogs were barking, a CD player was blasting, and the TV was turned up full blast. **pandemonium:** wild uproar and noise
7. CIRCLE: such as, UNDERLINE: a robot alarm clock, a pager for locating lost sneakers, and a solar-powered scooter. **ingenious:** original, imaginative
8. CIRCLE: like, UNDERLINE: Jesse James, Billy the Kid, and Bonnie and Clyde. **notorious:** well known for bad reasons
9. CIRCLE: for example, UNDERLINE: the appearance of a raven might be a sign of bad things to come and a rainbow might forecast a rosy future. **omens:** signs of what will happen
10. CIRCLE: include, UNDERLINE: the way people stand when he enters the room and the way they address him as “Mr. President.” **prestige:** importance, high rank
Answer Key: Practice Worksheet B

1. *example clue; meaning: enemies*
2. *contrast clue; meaning: ability to move quickly and easily*
3. *example clue; meaning: painful injuries*
4. *example clue; meaning: extreme exaggeration*
5. *compare clue; meaning: unreal, deceptive*
6. *Sample: Her foibles included a tendency to daydream and a fear of speaking in public.*
7. *Sample: He was capable of great forbearance—for example, he never yelled when he was angry, and he never complained when he had to wait in line.*
8. *Sample: My sister is very frugal—for instance, she never wastes her allowance on snacks, and she always shops for sales before buying clothes.*

Assess and Reteach

Use these guidelines to determine if students need the *Reteaching Worksheet.*

- **Practice Worksheet A:** Students should correctly answer eight of the ten items.
- **Practice Worksheet B:** Students should correctly answer items 1–5 and two of 6–8.

For students who need reteaching, review the *Lesson Summary.* Focus on the examples, and relate them to the definitions in *Academic Vocabulary.* Brainstorm one or two new examples with students. Then have them complete the *Reteaching Worksheet,* p. 128.

Answer Key: Reteaching Worksheet

2. *Underlined Word:* repercussions. *Signal Words:* such as. *Example Clue:* the ability to cook food, the power to see at night, and increased chances of staying warm in winter *Meaning:* effects.
Context Clues: Example

ACADEMIC VOCABULARY

**context clue:** word or phrase near an unfamiliar word that helps readers figure out the new word’s meaning

**example clue:** one or more examples that suggest the meaning of a new word

HERE’S HOW

**Step 1: Identify the unfamiliar word.** Ask yourself: Which word don’t I know?

**Step 2: Use context.** You can often determine a word’s meaning from the surrounding words, or context. Look for familiar words, phrases, or sentences surrounding a new or unfamiliar word.

**Step 3: Look for examples.** In an example clue, the writer lists examples that suggest the meaning of the new word.

- **Signal words** for example clues include *such as, especially, like, for instance, for example, including, this and these.*
- **Punctuation marks** that might signal an example clue include colons and dashes. The examples may come after a colon or before or after a dash.

**Step 4: Define the word.** Ask yourself how the examples relate to the unfamiliar word.

**Step 5: Look up the unfamiliar word in a dictionary.** Write the word and its definition in a special notebook. Include a sentence that uses the new word.

EXAMPLE CONTEXT CLUES

Use the underlined example clues to figure out the meaning of *petulance* and *propitious.*

His signs of **petulance** included raising his voice, shaking his fist, and glaring fiercely at us.

That morning, the weather seemed **propitious** for our coming field trip: the sun was out, temperatures were in the 70s, and the humidity was low.
LESSON 14

Context Clues: Example

Directions: Read the following sentences. For each boldfaced word, underline the example clue and circle any signal words or punctuation marks you find. Then write a definition of the word.

1. The artist created works in different media, including oil paint, watercolor, and collage.

   Media:

2. He was brought up to show deference to adults—for example, he answered my parents’ questions politely and thanked them for letting him come to our house.

   deference:

3. My great-grandfather’s office was full of antiquated equipment, such as a typewriter, a telephone with a dial instead of push-buttons, and a pencil sharpener with a hand crank.

   antiquated:

4. The PTO took on a few of teh school’s expenditures like paying for field trips and buying new athletic equipment.

   expenditures:

5. Some architects focus on designing a specific type of edifices—for instance, churches, office buildings, or houses.

   edifice:

6. My mother complained about the pandemonium at our house last night: our two dogs were barking, a CD player was blasting, and the TV was turned up full blast.

   pandemonium:

7. The students invented ingenious new products such as a robot alarm clock, a pager for locating lost sneakers, and a solar-powered scooter.

   ingenious:
8. There are many movies and folk songs about notorious outlaws like Jesse James, Billy the Kid, and Bonnie and Clyde.

notorious:______________________________________________________________

9. Many ancient cultures believed in omen; for example, the appearance of a raven might be a sign of bad things to come and a rainbow might forecast a rosy future.

omens:______________________________________________________________

10. The signs of a President’s prestige include the way people stand when he enters the room and the way they address him as “Mr. President.”

prestige:______________________________________________________________
A. Directions: Example clues suggest meaning by giving examples. Comparison-and-contrast clues suggest the meaning of a word by describing things that are similar to or different from it. For each sentence:

- Look for context clues to explain the **boldfaced** word.
- Circle either “example clue” or “comparison-and-contrast clue.”
- Then, write a meaning for the word.

1. In World War II, the **adversaries** of the United States included Germany, Japan, and Italy. (**example clue / comparison-and-contrast clue**)

   **meaning:**

2. One of the gymnasts showed great **agility**, but the other one was clumsy and slow. (**example clue / comparison-and-contrast clue**)

   **meaning:**

3. After the game, the athlete suffered from many **afflictions**, such as a twisted knee, a pulled shoulder muscle, and an aching back. (**example clue / comparison-and-contrast clue**)

   **meaning:**

4. Many movie ads use **hyperbole**—for example, they claim to be “the most thrilling adventure of a lifetime” or “the funniest teen comedy ever made.” (**example clue / comparison-and-contrast clue**)

   **meaning:**

5. His promises were as **illusory** as a mirage in the desert. (**example clue / comparison-and-contrast clue**)

   **meaning:**
CONTEXT CLUES: EXAMPLE, CONTINUED

B. Directions: Look at each word and its meaning. For each word, write a sentence using the word and including an example clue.

6. foibles  minor weaknesses or character flaws

7. forbearance  self-control, patience

8. frugal  careful with money, thrifty
Review

- A context clue is a word or phrase near an unfamiliar word that helps readers figure out the new word’s meaning.
- An example context clue is one or more examples that suggest the meaning of an unfamiliar word.
- Words that indicate example context clues include: such as, especially, like, for instance, for example, including, this, and these.

Directions: Read the following paragraph. Then fill in the chart for the underlined words.

Early forms of subsistence in ancient times included hunting, gathering wild food, and farming. The development of fire had many important repercussions, such as the ability to cook food, the power to see at night, and increased chances of staying warm in winter. Still, ancient people encountered many precarious situations, especially incurable diseases, severe weather and climate changes, and attacks by wild animals. They had to observe their world carefully and learn to interpret any ominous signs; for example, the gathering of dark clouds, the rumble of a volcano, or the growling of bears.

<table>
<thead>
<tr>
<th>Underlined Word</th>
<th>Signal Word</th>
<th>Example Clue</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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Lesson 15

Context Clues: General Context

Student Objectives

- Analyze general context to understand unfamiliar words

Resources and Preparation

You will need photocopies for students of:

- Student Lesson Summary, p. 133
- Practice Model, p. 134
- Practice Worksheets, Levels A and B, pp. 136–138
- Reteaching Worksheet, p. 139

Teach

1. Introducing Context Clues: Inferences from General Context: Tell students that they can often use general context to figure out the meanings of unfamiliar words. Remind them that context clues are words and phrases that surround a word and give clues to its meaning. Then write this sentence on the board.

   My father is so miserly that he makes us walk to school to save money on bus fare.

   - Ask students to use the main idea of the sentence—the general context—to define the word miserly. (Not using the bus saves money but is also a hardship. Thus, miserly must mean “stingy” or “cheap.”)

   - Explain that the process of drawing a conclusion based on evidence is called inference. When students guess a word’s meaning based on the general context of a passage, they are making inferences.

   - Point out that general context will not always provide good clues about word meaning. In that case, students should fall back on analyzing word parts or checking a dictionary.

2. Teaching Context Clues: Pass out the Lesson Summary. Review the Academic Vocabulary and Here’s How steps for understanding unfamiliar words from general context.

   - Have students read the sample text. Then ask a volunteer to sum it up in a sentence or two. (A soldier in a trench under heavy fire encounters a comrade who has little or no regard for the grave danger he is in.)

   - Ask students to suggest additional words that include the prefix im-. (Sample: immaterial, impersonal) Ask: What does the prefix mean in these cases? (not)

   - Ask: What does the phrase “as if trying to remember where he left his wallet” suggest about the man’s emotional state under highly hazardous circumstances? (He seems oblivious to the possibility that he might be killed.)

   - Point out that because impervious implies an inability to be permeated, you can infer that the word means “incapable of being penetrated.”
3. **Guided Practice**: Write the following sentence on the board. Then guide students to use context to understand the underlined word by asking the questions that follow.

**EXAMPLE** Bachelor parties are a common _prenuptial_ celebration.

- Ask: What do you know about bachelor parties? (*They are held in honor of the groom-to-be; women are not invited; they are held not long before the future groom’s wedding.*)
- Ask: Which part(s) of the word _prenuptial_ seem familiar? (the prefix _pre-_ and the suffix _-ial_) Ask: What do those word parts mean? (_pre-_ means “before” and _-ial_ means “having to do with”)
- Ask: Which part of the general context seems relevant given what you know about the word parts in _prenuptial_? (*the fact that bachelor parties are held before a wedding*)
- Ask students to provide a one-word synonym a synonymous phrase that defines _prenuptial_. (*Sample: pre-wedding*)

**QUICK CHECK.** Write the following sentence on the board and ask students to define the underlined word using the general context.

No nation is _invincible_, no matter how strong its military may be.

Ask: What is the definition of _invincible_? (*incapable of being conquered*) How does the general context provide clues to that definition? (*The role of the military is to protect a nation from attack, but every country eventually suffers defeat.*)

### Practice and Apply


- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

**Sample Answers: Practice Worksheet A**

1. c  
2. d  
3. b  
4. c  
5. a  
6. mimics; imitators  
7. descent; downward travel

**Sample Answers: Practice Worksheet B**

1. contumacious; stubbornly disobedient or rebellious  
2. scintilla; a minute amount, an iota or a trace  
3. soporific; a substance that induces sleep  
4. mutability; capable of being changed or altered  
5. volition; the power or faculty of choosing, free will  
6. insufferable; difficult or impossible to endure  
7. lambent; having a gentle glow  
8. scathing; harshly critical
Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A:** Students should answer at least 5 items correctly.
- **Practice Worksheet B:** Students should answer at least 6 items correctly.

For students who need reteaching, review the Lesson Summary. Focus on the examples, and relate them to the definitions in Academic Vocabulary. Brainstorm one or two new examples with students. Then have them complete the Reteaching Worksheet, p. 139.

**Answer Key: Reteaching Worksheet**

1. tertiary: third in place, order, or rank
2. b
3. omnivore; a creature that eats both animal and vegetable foods
4. c
5. duplicity; deliberate deceptiveness
6. a
ACADEMIC VOCABULARY

context: text surrounding a word that can be used to determine the word’s meaning
inference: drawing a conclusion based on evidence

HERE’S HOW

Step 1: Read the entire passage. Try reading an entire paragraph or more to get the sense of what an unfamiliar word might mean.

EXAMPLE
A bullet split the bark of an oak tree just behind him as he skidded into my trench. He nodded to me, smiled, then bent to pick up one of the full ammunition clips sitting in the mud near my feet. Changing his mind, he stood up slowly and began chewing on the tip of his thumb, as if trying to remember where he had left his wallet. He did not budge or change expression as a volley of bullets flew by, above and around his head. I could not stop staring. This man is either impervious to fear or he has gone insane, I thought.

Step 2: Look carefully at the unfamiliar word. There may be parts of the word you are familiar with from words whose definitions you know.

EXAMPLE
The prefix im- in impervious appears in impossible and imprecise. The prefix in all three words means “not.” The suffix -ous in impervious appears in poisonous and vaporous. The suffix in all three words means “full of” or “having the qualities of.” The root -perv- looks like the root in pervasive.

Step 3: Look for details to shed light on the word’s meaning. Rely on prior knowledge and your general sense of the passage’s meaning. Focus on phrases that suggest the meaning of the unfamiliar word.

EXAMPLE
The writer states that his unnamed subject is “impervious to fear.” Other phrases that describe the subject’s behavior in a hair-raising situation include “chewing on the tip of his thumb” in an absentminded way, and “he did not budge or change expression as a volley of bullets flew by.” These phrases suggest that the subject feels no fear at all.

Step 4: Infer the definition. The general context indicates that impervious means “having the quality of not feeling.” Check the dictionary to verify your inference. The dictionary definition of impervious is “incapable of being affected.”
Passage 1

Arms folded at her waist, Margo blocked the stairway.

“You will no longer turn your back when I am talking to you,” she said. “You will not get away with ignoring me when you don’t like what I am saying. You will not hold your breath until you get your way. And you will not spend half the weekend locked away in your room, ignoring everyone, just to prove how stubborn you can be.

“This contumacious behavior of yours is going to stop,” she said. “And it’s going to stop NOW.”

Passage 2

Jerrod slumped to the concrete floor. He had been walking to the milk store when he was arrested. His luggage was not yet unpacked. He had 300 rupees in his pocket. He had been nowhere, had done nothing, and had barely spoken to anyone in the two hours since he arrived in this terrible country.

“They don’t have a scintilla of evidence against me,” Jerrod thought, shivering in the damp darkness. “I have done nothing wrong.”

Passage 3

Her blessings had been counted. Sheep had been counted. She had read a little bit of a book she liked, and a little bit more of a book she disliked. But sleep would not come. However, she would not take a soporific. She did not like the way they made her feel the next day. She groaned, then resigned herself to the fact that it was going to be one of those nights.
Passage 4

Science offers no conclusive theories to explain the mutability of dogs. Selective breeding by humans helps account for the tremendous variety in shapes, sizes, and colors among *Canis familiaris*. But comparable breeding practices are also commonly applied to cats, a species that by no measure is as capable of or subject to change and alteration as dogs are.

Passage 5

“You came here of your own volition. No one dragged you.”
“That’s right, and I’ll leave of my own volition, too.”
“You won’t leave until I get a straight answer.”
“You’ll get no answer. But you will get out of my way.”
A. Directions: Read the passages on the Practice Model. Use the general context to infer the meaning of each boldfaced word. Then, circle the letter of the correct definition.

1. Contumacious means:
   a. unruly       b. loud       c. disobedient     d. youthful

2. Scintilla means:
   a. a great deal     c. one or the other   
   b. a significant item  d. a minute amount

3. Soporific means:
   a. a catnap       c. to sleepwalk
   b. a sleeping pill       d. a laxative

4. Mutability means:
   a. inability to speak
   b. easily housebroken
   c. ability to change or alter easily
   d. rigidity

5. Volition means:
   a. free will
   b. honest opinion
   c. a shortcut
   d. a means of transportation

B. Directions: Read the following sentences. Use the general context to infer the meaning of each underlined word. Then, write the definition for each word.

Parrots are gifted **mimics**, but repetition is their only linguistic skill.

**6. mimics**

They began their **descent** of Mt. Everest only minutes after reaching its peak.

**7. descent**
A. **Directions:** Read the passages on the Practice Model. Use the general context to infer the meaning of each **boldfaced** word. Then, write the definition for each word.

1. **contumacious**

2. **scintilla**

3. **soporific**

4. **mutability**

5. **volition**

B. **Directions:** Read the following sentences. Use the general context to infer the meaning of each underlined word. Then, write the definition for each word.

“Your friend is an **insufferable** bore. If he comes this way, I’m going to run.”

6. **insufferable**
The fire’s lambent hardwood embers gave off a delicate orange sheen.

7. lambent ________________________________
   ________________________________

Broadway plays sometimes shut down after scathing newspaper reviews.

8. scathing ________________________________
   ________________________________
LESSON 15
RETEACHING WORKSHEET
COPY MASTER

Context Clues: General Context

Review  Students can sometimes figure out the meaning of an unfamiliar word by drawing inferences from the general context. By understanding the essence of a given text, and by identifying key phrases that seem to reinforce the meaning of an unknown word, students can make an educated guess as to the word’s meaning.

Directions: First, read the boxed paragraphs. Then, provide definitions as directed for each boldfaced word.

Getting to school on time was not primary, was not secondary, was not even tertiary on my list of things to be concerned about. But invariably, every weekday morning at 6:15, my mother would be there, shaking my shoulder, saying in a gentle tone of voice, “It’s time to get up.”

1. Define tertiary: _____________________________________________________________

2. Invariably means:
   a. without warning  c. among other things
   b. without fail       d. at the top of the stairs

Black bears are omnivores, feeding on insects, nuts, berries and grasses, as well as meat and fish. The male black bear is potentially Brobdingnagian, growing to an adult height of up to 75 inches and weighing in at up to 660 pounds.

3. Define omnivore: ____________________________________________________________

4. Brobdingnagian means:
   a. always hungry  b. overweight  c. huge  d. dangerous
The least you could say for him was that his **duplicity** was obvious and predictable. Still, you had to admire his **aplomb** as he delivered one outrageous statement after another. As often as not, I find it hard to convey that kind of confidence even when I’m in dead earnest.

5. Define **duplicity**: ________________________________

6. **Aplomb** means:
   a. self-assurance  
   b. self-centeredness  
   c. integrity  
   d. good looks
LESSON 16
TEACHER’S GUIDE
Context Clues: Using All Types

STUDENT OBJECTIVES
- Identify definition, restatement, comparison, contrast, cause-and-effect, and example context clues
- Use all types of context clues to understand unfamiliar words

RESOURCES AND PREPARATION
You will need photocopies for students of:
- Student Lesson Summary, p. 145
- Practice Worksheets, Levels A and B, pp. 147–148
- Reteaching Worksheet, p. 149

Teach
1. Context Clues: Tell students that they can often use context to figure out the meanings of unfamiliar words. Remind them that context clues are words and phrases that surround a word and give clues to its meaning.
   - Point out that the following types of context clues are frequently used: definition, restatement, comparison, contrast, cause-and-effect, example.
   - Explain that names of the types of context clues explain how they function. For example, a definition clue provides the definition of an unfamiliar word. Ask students to describe some of the other types. (Sample: Comparison clue surrounds unfamiliar word with similar-meaning words compared as “like” the new word; contrast clue surrounds unfamiliar word with opposite-meaning words described as “different” or “opposite.”)
   - Remind students that each type of clue has certain signal words and punctuation marks that help to identify it.

2. Teaching Context Clues: Pass out the Lesson Summary and guide students through the Academic Vocabulary. Review with students the Here’s How steps for using different types of context clues.
   - Have students examine the chart that shows various signal words and punctuation marks that point to different types of context clues.
   - Go over the example sentences. For each unfamiliar word, call on a volunteer to read the context clue that explains its meaning, and point out the relevant punctuation marks and signal words. Ask students to give a simple definition of the word based on context. (Sample: nanotechnology: the process of creating microminiature equipment by manipulating atoms and molecules; pervasive: spread or diffused throughout; twittered: made a series of light sharp chirping sounds; doctrinaire: opinionated, inflexible, dogmatic; sullen: gloomy, disagreeable; dilapidation: ruin, neglect, falling to pieces, deterioration)
   - For each of these unfamiliar words, help students to write a new context sentence.
   - Finally, have students enter the words, their meanings, and their new context sentences into a vocabulary notebook.
3. Guided Practice: Write the following example sentence on the board. Then guide
students to use context to understand the underlined word by asking the questions that
follow.

**EXAMPLE** Val’s rendition of the trumpet solo was impressive—I have seldom heard a
better performance of that piece.

- Ask: What context clue can help you determine the meaning of the underlined
  word? (“performance”)
- Ask: What punctuation mark helps to signal the context clue? (the dash)
- Ask: What type of context clue is used? (restatement) How does a restatement clue
give meaning to the underlined word? (It says the same thing another way.)
- Ask students to share their own working definitions of rendition based on context.
  (Sample: performance or interpretation of a musical piece)

**QUICK CHECK.** Have students write a list of five types of context clues. Then have them
write or describe aloud how each type functions.

**Practice and Apply**

Activities involving all types of context clues appear on pp. 147–148.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

**Sample Answers: Practice Worksheet A**

1. **Like the tolling of a bell, the speaker’s voice echoed sonorously throughout the hall.**
   **definition:** resonantly, loudly

2. **There were a number of appendices to the main report, including charts, discussions of
technical points, a list of acknowledgments, and a bibliography.**
   **definition:** additions, supplementary parts or sections

3. **Leon is extremely interested in genealogy, or the study of family descent, and he has
compiled a family tree of his ancestors.**
   **definition:** the study of family descent

4. **Anna’s large number of suitcases encumbered her on the train journey, awkwardly
weighing her down.**
   **definition:** weighed down, burdened

5. **We had expected a festive evening at the party, but instead the atmosphere turned out to
be nervous and strangely disheartening.**
   **definition:** merry, joyous

6. **Because Tim’s features were impassive, we found it difficult to tell what he really thought
of our suggestion.**
   **definition:** expressionless

7. **The expression on Maria’s face was as radiant as sunrise on a crystal-clear morning in
the Mediterranean.**
   **definition:** shining brightly, filled with light

8. **Iris had hoped that the speech would be original and inspiring, but instead she found it
trite and full of platitudes.**
   **definition:** trite sayings or clichés

9. **Clyde had an appealing on-camera demeanor; hence, he is now a television
pundit—someone who gives opinions in an authoritative manner.**
   **definition:** someone who gives opinions in an authoritative manner
10. Because my raincoat was *impervious* to moisture, I _managed_ to remain dry despite the heavy downpour. **definition:** incapable of being penetrated

**Sample Answers: Practice Worksheet B**

1. **cause and effect; Meaning:** very careful, painstaking
2. **restatement; Meaning:** summarize
3. **contrast; Meaning:** inactive
4. **comparison; Meaning:** lucky
5. **example; Meaning:** problems
6. **definition; Meaning:** the study of psychic phenomena like ESP
7. **cause and effect; Meaning:** state or quality of knowing everything
8. Because the scholarly treatise was so _recondite_, we had to read it extremely carefully to _ascertain_ the author’s main ideas.
9. At the party, Patrick seemed unusually jovial, laughing and telling a great many humorous anecdotes.
10. Nina’s mother is notoriously irascible, and her temper tantrums occur at the drop of a hat.

**Assess and Reteach**

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A:** Students should correctly indicate signal words, underline context clues, and define words in at least 7 items.
- **Practice Worksheet B:** Students should correctly answer 6 of items 1–7, and should write at least *two* sentences with appropriate context clues in items 8–10.

For students who need reteaching, review the **Lesson Summary**. Focus on the examples, and relate them to the definitions in **Academic Vocabulary**. Brainstorm one or two new examples with students. Then have them complete the Reteaching Worksheet, p. 149.

**Answer Key: Reteaching Worksheet**

1. apex, **Signal mark:** dashes. **Type of clue:** restatement. **Meaning:** topmost.
2. resurgence, **Type of clue:** contrast. **Meaning:** rising or increasing again.
3. dislodged, **Signal mark:** dash. **Type of clue:** restatement. **Meaning:** displaced.
4. vigilant, **Signal word:** because. **Type of clue:** cause-and-effect. **Meaning:** watchful, on guard.
**ACADEMIC VOCABULARY**

- **context clues:** words or phrases near an unfamiliar word that help readers figure out the word’s meaning
- **definition clue:** directly tells the meaning of the word
- **restatement clue:** restates the meaning of the word in easier language
- **comparison clue:** suggests the meaning of a word by telling what it is like
- **contrast clue:** suggests the meaning of a word by describing what it is unlike
- **cause-and-effect clue:** describes a cause or effect related to the word
- **example clue:** suggests a word meaning with one or more examples

**HERE’S HOW**

**Step 1: Identify the word.** Ask yourself, Which word is unfamiliar?

**Step 2: Use context.** You can often tell a word’s meaning from context. Look for related words, phrases, or sentences surrounding an unfamiliar word. If the context is clear to you, it can give the new word meaning.

**Step 3: Look for context clues.** Clues of different types are often signaled by particular words and punctuation marks. Study the chart below.

<table>
<thead>
<tr>
<th>Type of Clue</th>
<th>Signal Words</th>
<th>Punctuation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td><em>this means, that is, or, also known as, also called, defined as,</em></td>
<td>,—</td>
<td><em>Nanotechnology,</em> or the process of creating microminiature equipment by manipulating atoms and molecules, is fascinating.</td>
</tr>
<tr>
<td>Restatement</td>
<td><em>is, are, meaning, in other words,</em></td>
<td>,—(··):</td>
<td>The business downturn of the Great Depression was <em>pervasive</em>—it affected all sectors of the economy.</td>
</tr>
<tr>
<td>Comparison</td>
<td><em>like, as, similar to, not unlike, resembling, reminiscent,</em> similarly</td>
<td></td>
<td>Like chirps from a bird, the soprano’s notes <em>twittered</em> above the orchestra.</td>
</tr>
<tr>
<td>Contrast</td>
<td><em>unlike, but, in contrast to,</em> different from, instead, on the other hand,*</td>
<td></td>
<td>Tom is an inflexible supporter of lower taxes,* but* Li is less <em>doctrinaire</em> on economic issues.</td>
</tr>
<tr>
<td>Type of Clue</td>
<td>Signal Words</td>
<td>Punctuation</td>
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<tr>
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<tr>
<td>Cause-and-effect</td>
<td>since, because, so, as a result, due to, thus</td>
<td>;</td>
<td>Because Gary looked so sullen, we asked how we might improve his mood.</td>
</tr>
<tr>
<td>Example</td>
<td>such as, especially, like, for instance, for example, including</td>
<td>——</td>
<td>At the old house, signs of dilapidation included a sagging porch, broken windows, and flaking paint.</td>
</tr>
</tbody>
</table>

**Step 4: Define the unfamiliar word.** Write the word and its definition in a special vocabulary notebook. Try using the word in a sentence.
LESSON 16
PRACTICE WORKSHEET A
COPY MASTER
Context Clues: Using All Types

Directions: For each bold word, underline the context clue and circle any signal words or punctuation marks. Write a definition. HINT: The type of context clue is in parentheses.

1. (comparison clue) Like the tolling of a bell, the speaker’s voice echoed sonorously throughout the hall.
   definition:_____________________________________________________

2. (example clue) There were a number of appendices to the main report, including charts, discussions of technical points, a list of acknowledgments, and a bibliography.
   definition:_____________________________________________________

3. (definition clue) Leon is extremely interested in genealogy, or the study of family descent, and he has compiled a family tree of his ancestors.
   definition:_____________________________________________________

4. (restatement clue) Anna’s large number of suitcases encumbered her on the train journey, awkwardly weighing her down.
   definition:_____________________________________________________

5. (contrast clue) We had expected a festive evening at the party, but instead the atmosphere turned out to be nervous and strangely disheartening.
   definition:_____________________________________________________

6. (cause-and-effect clue) Because Tim’s features were impassive, we found it difficult to tell what he really thought of our suggestion.
   definition:_____________________________________________________

7. (comparison clue) The expression on Maria’s face was as radiant as sunrise on a crystal-clear morning in the Mediterranean.
   definition:_____________________________________________________

8. (contrast clue) Iris had hoped that the speech would be inspiring, but instead she found it trite and full of platitudes.
   definition:_____________________________________________________

9. (restatement clue) Clyde had an appealing on-camera demeanor; hence, he is now a television pundit—someone who gives opinions in an authoritative manner.
   definition:_____________________________________________________

10. (cause-and-effect clue) Because my raincoat was impervious to moisture, I managed to remain dry despite the heavy downpour.
   definition:___________________________________________________

Standards Lesson Files
Book 4: Vocabulary
Grade 10
147


A. Directions: In each sentence, look for a context clue to help define the **boldfaced** word. Then, underline the type of context clue you found. Finally, write a meaning for the word.

1. Because Evelyn was **punctilious**, she paid attention to the most minor details.
   
   Definition Restatement Comparison Contrast Cause-and-effect Example
   
   Meaning:

2. Kyle wanted to **recapitulate** his argument, so he briefly summarized the main points.
   
   Definition Restatement Comparison Contrast Cause-and-effect Example
   
   Meaning:

3. Carlos is unusually active, but his older brother Enrique is **sedentary**.
   
   Definition Restatement Comparison Contrast Cause-and-effect Example
   
   Meaning:

4. Like the lucky spin of a roulette wheel, our bumping into Diana was **fortuitous**.
   
   Definition Restatement Comparison Contrast Cause-and-effect Example
   
   Meaning:

5. Chris has overcome many **obstacles**, including shyness and a troubled home life.
   
   Definition Restatement Comparison Contrast Cause-and-effect Example
   
   Meaning:

6. Glenda is interested in **parapsychology**—the study of psychic phenomena like ESP.
   
   Definition Restatement Comparison Contrast Cause-and-effect Example
   
   Meaning:

7. Because he was known for **omniscience**, we knew he could answer all our questions.
   
   Definition Restatement Comparison Contrast Cause-and-effect Example
   
   Meaning:

B. Directions: Read each word and its definition. Then write a sentence that includes **both** the word and a context clue suggesting its meaning.

8. **recondite**: dealing with difficult, unfamiliar subjects

9. **jovial**: full of playful good humor; extremely cheerful

10. **irascible**: easily angered; hot-tempered
**Review**  a *context clue* is the words or phrases surrounding a difficult or unfamiliar word. the context clue and the new word are related in such a way that the clue words help readers figure out the new word’s meaning. context clues can provide *definition, restatement, comparison, contrast, causes and/or effects, or examples*. Various signal words and punctuation marks can alert you to the presence of context clues.

**Directions:** First, *read* the boxed paragraph. Then *fill in* the chart for each underlined word.

The reintroduction of wolves to Yellowstone National Park in 1995 has offered wildlife biologists a rare chance to study the effects of an *apex* predator—an animal at the top of the food chain—on an ecosystem. Scientists suspect, for example, that the Yellowstone wolves, which now number about 130, are indirectly responsible for a marked *resurgence* of willow plants, which before wolf reintroduction were in severe decline. The reason? Wolves have *dislodged* the elk, which browsed on riverbank willow shoots—forcing the herds up to higher ground. In another development, because they are wolf-wary, elk have become notably more *vigilant*, spending much of their time in places that afford a 360-degree view.

<table>
<thead>
<tr>
<th>Word</th>
<th>Signal</th>
<th>Type of Clue</th>
<th>Meaning</th>
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<tbody>
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