

NAME _____

DATE _____

Unit 15

EXERCISE 1 WRITING CORRECT WORDS

On the answer line, write the word from the vocabulary list that fits each definition.

- 1. To destroy or kill a large part of 1. _____
- 2. Elimination 2. _____
- 3. Widespread destruction 3. _____
- 4. To cause to decline or decay 4. _____
- 5. The process of decaying or rotting 5. _____
- 6. A violent upheaval or disastrous flood 6. _____
- 7. To damage or spoil the quality of 7. _____
- 8. Foul from standing still 8. _____
- 9. To do away with completely 9. _____
- 10. To pound or crush into a powder 10. _____

EXERCISE 2 USING WORDS CORRECTLY

Each of the following questions contains an italicized vocabulary word. Decide the answer to the question, and write *Yes* or *No* on the answer line.

- 1. Is to ruin or destroy to *blight*? 1. _____
- 2. If you *decimate* something, do you eliminate it completely? 2. _____
- 3. If someone's mind is *stagnant*, is it brimming with fresh ideas? 3. _____
- 4. If you *obliterate* something, do you make minor changes in it? 4. _____
- 5. Is *decomposition* the process of breaking down? 5. _____
- 6. If you *pulverize* almonds, do you break them into large pieces? 6. _____
- 7. If you create *havoc*, do you create confusion? 7. _____
- 8. Can you *mar* your appearance by using cosmetics improperly? 8. _____
- 9. Do weeds spread by *eradication*? 9. _____
- 10. Do people sing and dance at a *cataclysm*? 10. _____

EXERCISE 3 CHOOSING THE BEST WORD

Decide which vocabulary word or related form best expresses the meaning of the italicized word or phrase in the sentence. On the answer line, write the letter of the correct choice.

- 1. Jason wanted to *wipe out* the traces of his footsteps on the beach so that he could not be followed. 1. _____
 a. decompose b. obliterate c. decimate d. pulverize
- 2. The compost pile is in an advanced stage of *decay*. 2. _____
 a. cataclysm b. decimation c. blight d. decomposition

3. A cook often uses a mortar and pestle to *grind into powder* spices. _____
 a. pulverize b. obliterate c. stagnate d. decompose
4. Three youths from Tawny Swamp created *disorder* at the football game. _____
 a. blight b. eradication c. cataclysm d. havoc
5. Stiller's Pond, now *foul from standing still*, used to be fed by an underground stream. _____
 a. blighted b. stagnant c. marred d. decomposed
6. Those neon lights *spoil the quality* of the facade of Groton House. _____
 a. blight b. mar c. decimate d. eradicate
7. "If elected, I will work toward the *elimination* of crime in this city," said the candidate optimistically. _____
 a. decimation b. decomposition c. marring d. eradication
8. Pollution from industrial waste *largely destroyed* the fish in the small pond. _____
 a. eradicated b. pulverized c. decimated d. obliterated
9. The Arkansas River rose six inches above its banks, causing a *destructive flood*, which ruined hundreds of acres of farmland. _____
 a. stagnancy b. cataclysm c. havoc d. blight
10. Agronomists are working to combat several kinds of citrus *deterioration diseases*. _____
 a. decomposition b. stagnancy c. havoc d. blight

EXERCISE 4 USING DIFFERENT FORMS OF WORDS

Decide which form of the vocabulary word in parentheses best completes the sentence. The form given may be correct. Write your answer on the answer line.

1. The surprise party caused _____ in the Hong household. (*havoc*) _____
2. The Battle of Hastings in 1066 resulted in the _____ of the English army, the death of King Harold, and the conquest of England by the Normans. (*decimate*) _____
3. April's lunch began to _____ after sitting in her locker for several days. (*decomposition*) _____
4. The _____ reduced the size of our tomato harvest. (*blight*) _____
5. The freak snowstorm has _____ any trace of our campsite. (*obliterate*) _____
6. The train wheels _____ the stones that had been placed on the tracks. (*pulverize*) _____
7. Mother's lemon tea, forgotten and left on the windowsill, had begun to _____ and grow furry with mold. (*stagnant*) _____
8. Worldwide vaccination has all but _____ smallpox. (*eradication*) _____
9. Last summer litter _____ the landscape. (*mar*) _____
10. The volcanic eruption caused _____ destruction on the island. (*cataclysm*) _____

READING COMPREHENSION

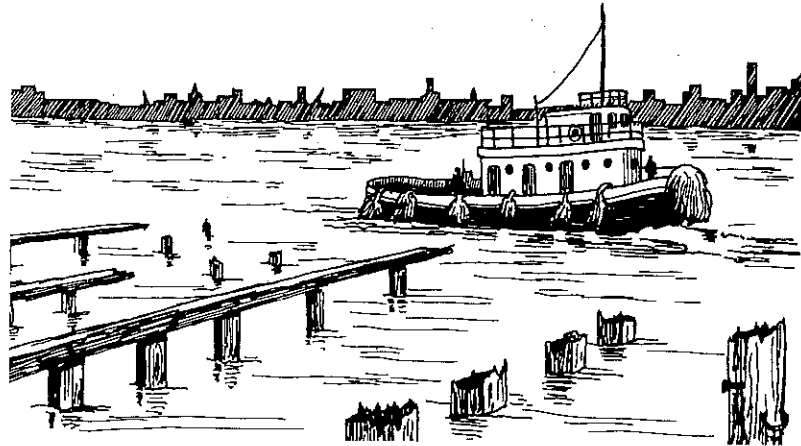
Each numbered sentence in the following passage contains an italicized vocabulary word or related form. After you read the passage, you will complete an exercise.

THE BORERS ARE BACK!

(1) For a long time, the *decomposition* of organic and inorganic matter has polluted the waters of New York Harbor. (2) An unlikely benefit of this pollution has been the *eradication* of the troublesome mollusk known as the marine borer. (3) This shelled creature, once a familiar resident, could not live in the harbor's *stagnant* waters and departed in search of a healthier and cleaner environment.

The borer's destructive life cycle had been a major problem in the harbor. Its free-swimming larvae would fasten onto the harbor's wooden pilings, which support the piers. (4) After the larvae changed into adult form, they *pulverized* the wood with their sharp, filelike shells and devoured the wooden shreds for food. Piers became dangerously shaky, and pilings had to be replaced constantly.

(5) New York Harbor, *marred* by pollution for the past forty years, has recently experienced a renewal. (6) The filthy pollutants



that had fouled the harbor for so long have largely been *obliterated*. (7) The only problem is that the *decimated* population of marine borers has returned in full force. (8) They are again wreaking *havoc*. (9) Like a *cataclysm*, they are leaving behind a trail of destruction.

To test the renewed activity of these creatures, scientists submerged panels of pine in the harbor. When the panels were removed after several months, they looked like sponges. (10) Up

to 90 percent of the wood had been *blighted*.

So far, in an effort to control this disaster, researchers have used the chemical obtusaquinone, a natural substance derived from rosewood. When injected into the pilings, it seems to prevent the mollusks from growing shells sturdy enough to drill deep into the wood. Scientists are hopeful that obtusaquinone will aid the harbor by finally controlling this annoying and costly pest.

Each of the following statements corresponds to a numbered sentence in the passage. Each statement contains a blank and is followed by four answer choices. Decide which choice fits best in the blank. The word or phrase that you choose must express roughly the same meaning as the italicized word in the passage. Write the letter of your choice on the answer line.

1. New York Harbor has been damaged by the _____ of pollutants.
 a. addition b. breaking down c. combination d. building up

1. _____

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| 2. Pollution had brought about the _____ of the marine borer from the harbor.
a. birth b. growth c. departure d. elimination | 2. _____ |
| 3. Marine borers cannot live in _____ waters.
a. muddy b. foul c. cloudy d. soiled | 3. _____ |
| 4. With their shells the borers _____ the wood of the pilings.
a. sawed b. ate c. ground d. slept in | 4. _____ |
| 5. New York Harbor was long _____ by pollution.
a. attacked b. spoiled c. marked d. scarred | 5. _____ |
| 6. Filthy pollutants in the harbor have largely been _____.
a. eliminated b. checked c. chopped up d. salvaged | 6. _____ |
| 7. The _____ population of the borer is back.
a. largely destroyed c. ever-increasing
b. vastly multiplying d. partially destroyed | 7. _____ |
| 8. The troublesome borers are causing _____.
a. waste b. panic c. destruction d. disease | 8. _____ |
| 9. The destruction caused by the borers can be compared to a _____.
a. post b. disaster c. harbor d. disease | 9. _____ |
| 10. In an experiment borers _____ up to 90 percent of the wood.
a. ruined b. submerged c. filed d. consumed | 10. _____ |

WORKING WITH ANALOGIES

See page 79 for some strategies to use with analogies.

Directions On the answer line, write the vocabulary word or a form of it that completes each analogy.

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| 1. DETERIORATE : QUALITY :: _____ : strength (Lesson 14) | 1. _____ |
| 2. BARK : TREE :: _____ : skin (Lesson 14) | 2. _____ |
| 3. DRY : MOISTURE :: _____ : color (Lesson 14) | 3. _____ |
| 4. OBLITERATE : ENEMY :: _____ : pest (Lesson 15) | 4. _____ |
| 5. INFLEXIBLE : BEND :: _____ : move (Lesson 15) | 5. _____ |

VOYAGE ENRICHMENT

The word *decimate*, which is also in this lesson, is based on the Latin word *decimus*, meaning "one tenth," and has its roots in Roman history. When Roman military commanders conquered a tribe or group, they sometimes inflicted a punishment of killing every tenth person. The word *decimate* arose as a description of this practice, meaning "to kill one out of every ten." Later in history *decimate* lost its penal association and its ratio of one out of ten. Today it simply means "to destroy a large proportion of a group."

Activity In your dictionary look up the following words and write their definitions and their Latin etymologies. Then write an explanation of the connection between each root and its definition.

1. decimeter 2. decimal 3. decade 4. dime 5. December