

challenge  
dependent  
fertile  
peculiar  
preference

principal  
solitary  
suitable  
surplus  
translunar

## Ten Words in Context

In the space provided, write the letter of the meaning closest to that of each boldfaced word. Use the context of the sentences to help you figure out each word's meaning.

### 1 challenge

(chəll'ənj)

- noun

\_\_\_ Challenge means

- Ginny enjoys rock climbing. It's a difficult **challenge**, but she feels very proud after making a climb.
  - When the babysitter arrived, he stared at the four asleep little boys he was expected to watch. "This will be quite a **challenge**," he sighed.
- a. reason.      b. something boring.      c. something requiring effort.

### 2 dependent

(dɪ-pɛn'dənt)

- adjective

\_\_\_ Dependent means

- Some animals can take care of themselves as soon as they are born, but human babies are **dependent** upon their parents for years.
  - Tyrone's father said to him, "You are still much too **dependent** on me. It's about time you got a job and supported yourself."
- a. relying.      b. leading.      c. puzzling.

### 3 fertile

(fɛr'tɪl)

- adjective

\_\_\_ Fertile means

- Because its soil is so **fertile**, Iowa has many farms.
  - Our pet hamsters were so **fertile** that we ended up selling many baby hamsters back to the pet store.
- a. common.      b. large.      c. able to produce.

### 4 peculiar

(pɪ-kyū'ɹi'yer)

- adjective

\_\_\_ Peculiar means

- Jack didn't know why people were giving him **peculiar** looks until he realized there was a food stain on his shirt.
  - My brother thinks my clip-and-clip sandwiches are **peculiar**, but I don't think they're as strange as the peanut-butter-and-tuna sandwiches he eats.
- a. annoyed.      b. unusual.      c. innocent.

### 5 preference

(prɛf'ren-si-əns)

- noun

\_\_\_ Preference means

- There are Chinese, Italian, and Indian restaurants nearby. What's your **preference** for dinner tonight?
  - What is your color **preference** for the living room? Do you like cool blues and greens, or warm oranges and yellows?
- a. choice.      b. skill.      c. effect.

### 6 principal

(prɪn'si-pəl)

- adjective

\_\_\_ Principal means

- The **principal** cause of most success is hard work, not luck or talent.
  - The queen of England has no real power. The **principal** leader of England is the prime minister.
- a. most recent.      b. false.      c. chief.

# Ten Words In Context Chapter 1 Answer Key

**Donald J. Goodman, Carole Mohr**



## Ten Words In Context Chapter 1 Answer Key:

**Building Vocabulary Skills** Donald J. Goodman, Carole Mohr, 1997 Helps students learn essential words and word parts that are needed for general reading comprehension in high school college and the everyday work world

**Clearing the Path for Developing Learners** Peg Grafwallner, 2023-05-16 All learning is based on the mastery of essential literary skills and in this impactful title from author and reading specialist Peg Grafwallner educators will discover tools they need to embed literacy into all subjects Using this book's skill building strategies and reproducibles educators can effectively teach those literacy skills to support developing students as they learn to read write and think critically Through this title educators will discover how to Expand their teaching methods to include literacy skills Introduce literacy into daily lesson planning Embed reading comprehension into any subject area Create a positive classroom culture through relevant and relatable vocabulary strategies Scaffold instruction using literacy strategies to boost subject area comprehension Contents Introduction Part I Your Roadmap to Teaching Essential Skills Chapter 1 Prioritize Essential Skills in Your Classroom Chapter 2 Foster a Sustainable Classroom Culture Chapter 3 Unpack Academic Standards to Identify Essential Skills Chapter 4 Harness Brain Based Teaching Techniques Part II Your Essential Skills Starter Kit Chapter 5 Locate the Main Idea and Identify Supporting Details Chapter 6 Compose a Summary Chapter 7 Interpret and Apply Academic Vocabulary Chapter 8 Identify and Apply Inference Chapter 9 Identify and Understand Cause Effect Relationships Chapter 10 Identify and Understand Relationships Using Compare Contrast Chapter 11 Delineate and Evaluate Arguments Epilogue References and Resources Index

**Groundwork for a Better Vocabulary** R. Kent Smith, Beth Johnson, Carole Mohr, 1998 This instructor's edition of a vocabulary textbook for college students who read at the fifth to eighth grade level features 25 chapters and teaches 250 basic words The first and third chapters in each unit contain word part practices The second and fourth chapters in each unit contain synonym antonym practices The book's last chapter in each unit contains an analogy practice review and test Also included is an answer key a section on dictionary use and a word list The student edition is identical to the instructor's edition except that answers are not provided

**CR**

**Instructor's Resource Guide of the World of Words** Margaret Ann Richek, 1989

**Sharpening Writing Skills**, *Teaching English Through ELA, Mathematics, Science, and Social Studies* Long Peng, 2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates how to teach English as an

additional language effectively by integrating language instruction with disciplinary teaching. It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts, direct instruction, teacher modeling, guided and individual practices, and assessments which are further backed up by detailed discussions of their goals, rationales, and implementation. This textbook also features a discussion of differentiation to address the varied needs of students. To further assist readers in determining how to incorporate language instruction, Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities. Each chapter ends with three types of exercises: multiple choice questions, open-ended discussion questions, and problems of application to bolster understanding, promote reflection, and encourage application.

Complementing the book are additional online resources including ready-to-use PowerPoints which are available on the book's webpage at [Routledge.com/9780367521134](http://Routledge.com/9780367521134). Covering key issues such as characteristics of effective language instruction, differentiation, and the challenges associated with CBLT, this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre-service and in-service ESL/EFL teachers and content area teachers who are interested in furthering their students' language and literacy development. **Panorama 1** Kathleen F. Flynn, 2006 Teaches reading skills through high interest texts from the content areas and a strong vocabulary strand.

**Reading Power** James Isaac Brown, 1978 **Bookwise** Sharon Parsons, 2002 Bookwise is a carefully graded reading scheme organized into five cross-curricular strands encouraging links to other subjects. Comprising 16 fiction and ten non-fiction titles, the 25 books at each level span a two-year reading age and the three-tier levelling system within each level facilitates an accurate match of reading ability and text. The full-colour readers are accompanied by teachers' guides and resource sheets to help teachers get the most out of their guided reading and writing sessions. **MCAT**, 2010 The MCAT tests more than specific subject knowledge in biology, chemistry, and physics. In order to conquer this test, you'll also need strong problem-solving and critical thinking skills, and the Princeton Review's MCAT Verbal Reasoning and Writing Review will help. The Verbal Reasoning section of the test is designed to see how well you can comprehend, evaluate, and apply information that you read. The methods and strategies in this book will help you learn the six steps of working through passages and questions. Become an active reader with annotating, mapping, and other time-saving strategies. Identify and conquer twelve different question types. It's also tough to know exactly how to prepare for the Writing Sample section of the MCAT. In this book, you will learn how to develop and present ideas in a clear, concise, and logical way so you can feel more confident on test day, including how to strengthen your writing skills with lots of exercises and prompts. Understand and utilize the T A S Structure. Explore the eight hallmarks of a good essay. **Language and Literacy Connections** Geraldine P. Wallach, Elaine Ocampo, 2025-06-02 Language and Literacy Connections: Intervention for School-Age Children and Adolescents, Second Edition, takes readers on a path of knowledge steeped in principles and practical applications. Integrating

language learning and disorders and literacy together in a coherent and cohesive narrative it covers the challenges facing school age students from early elementary levels through high school Using past and current research and interventions from speech language pathology SLP and reading and literacy arenas the authors present transcripts cases and detailed intervention sessions to provide a template for daily practice The text raises questions relating to why am I doing this and provides some answers to this most complex yet basic question The text has four major goals 1 to encourage readers to evaluate past and current clinical and educational practices in language intervention at school age levels 2 to present intervention goals and activities that are theoretically sound but may require further research scrutiny 3 to explore aspects of curriculum relevant language intervention for students with language learning disabilities 4 to provide guidelines for school based practitioners that clarify how professionals with diverse backgrounds and roles share responsibility in language literacy and academic programming While taking a strong language language disorders perspective the text would be a useful resource for teachers and other specialists who share students with language learning disabilities LLD with their school based speech language pathologists SLPs New to the Second Edition A new chapter Application Activities to Stretch Your Knowledge includes problems with possible answers and rationales that review significant concepts in language and literacy with a focus on adolescents A roadmap to scenarios and reports and key information at the beginning of the text Application activities in Chapter 10 with icons that highlight easy access to key information and connections with understanding the Whys Key Features Questions at the beginning of each chapter that reflect concerns of SLPs and their teams Projects and assignments that supplement and review the material Examples of teaching modules with practical lesson plans that integrate the role of SLPs in Interprofessional Practices IPP while explicitly addressing the curriculum across a variety of subject areas

Academic Vocabulary: 25 Content-Area Lessons Level 4 Christine Dugan, Stephanie Paris, 2011-06-01 Integrate academic vocabulary instruction into content area lessons with this engaging new resource for Level 4 which provides teachers with 12 easy to implement strategies for teaching academic vocabulary Included are 25 step by step standards based lessons that each incorporate two vocabulary strategies Also included are activity pages and assessments an answer key and a Teacher Resource CD This resource is correlated to the Common Core State Standards 176pp

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sections prepare students for the upcoming chapters Get an idea of what an efficiency expert is like by brainstorming what their goal might be Identify statements about the Gilbreth s car as true or false Describe how the children convinced their parents to buy a family dog Explore the Gilbreth s life view by finding more efficient ways to do things in the classroom Investigate the life of F W Taylor whose achievements influenced the Gilbreth s work in efficiency Using a chart compare the traits of Mr Gilbreth with another character in the novel Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel A classic story of a family of twelve children and their adventures while growing up together Frank and Lillian Gilbreth were renowned efficiency experts who often practiced their many different theories and experiments on their large family Written with wit and humor the book documents a multitude of humorous and touching vignettes some hilarious and others nostalgic and heart warming Family adventures include the family car a vintage Pierce Arrow which is used by the parents for Sunday drives and causes the children no end of embarrassment As well as a trip out west to visit Mother s straight laced family It is a story in which most families will readily identify and keep the reader turning the pages to the very end **Design**

**Strategy** Nancy C. Roberts,2023-11-14 A new approach to addressing the contemporary world s most difficult challenges such as climate change and poverty Conflicts over the problem and the solution plague the modern world and land problem solvers in what has been called wicked problem territory a social space with high levels of conflict over problems and solutions In Design Strategy Nancy C Roberts proposes design as a strategy of problem solving to close the gap between an existing state and a desired state Utilizing this approach designers and change agents are better able to minimize self defeating conflicts over problems and solutions break the logjam of opposition and avoid the traps that lock problem solvers into a never ending cycle of conflict Design as a field continues to grow and evolve but Design Strategy focuses on three levels of design where wicked problems tend to lurk strategic design of private and public organizations systemic design of networked and overlapping economic technical political and social subsystems and regenerative design of life giving realignment between humanity and nature Within this framework Roberts presents refreshingly interdisciplinary case studies that integrate theory and practice across diverse fields to guide professionals in any domain from business and nonprofit organizations to educational and healthcare systems and finally offers hope that humanity can tackle the existential challenges we face in the twenty first century **25 Content-Area Lessons, Level 4** Stephanie Paris,Christine

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