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## **Building Vocabulary— Level 11**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Teacher's Guide Table of Contents** (2 pages)

**Management** (2 pages)

**Lesson Plan** (11 pages)

To Create a World <sup>in</sup> which  
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Level 11

# Building VOCABULARY

from Word Roots

Teacher's  
Guide



luminescent



introspective



circuitous

## Management

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## Components of the Building Vocabulary Kit

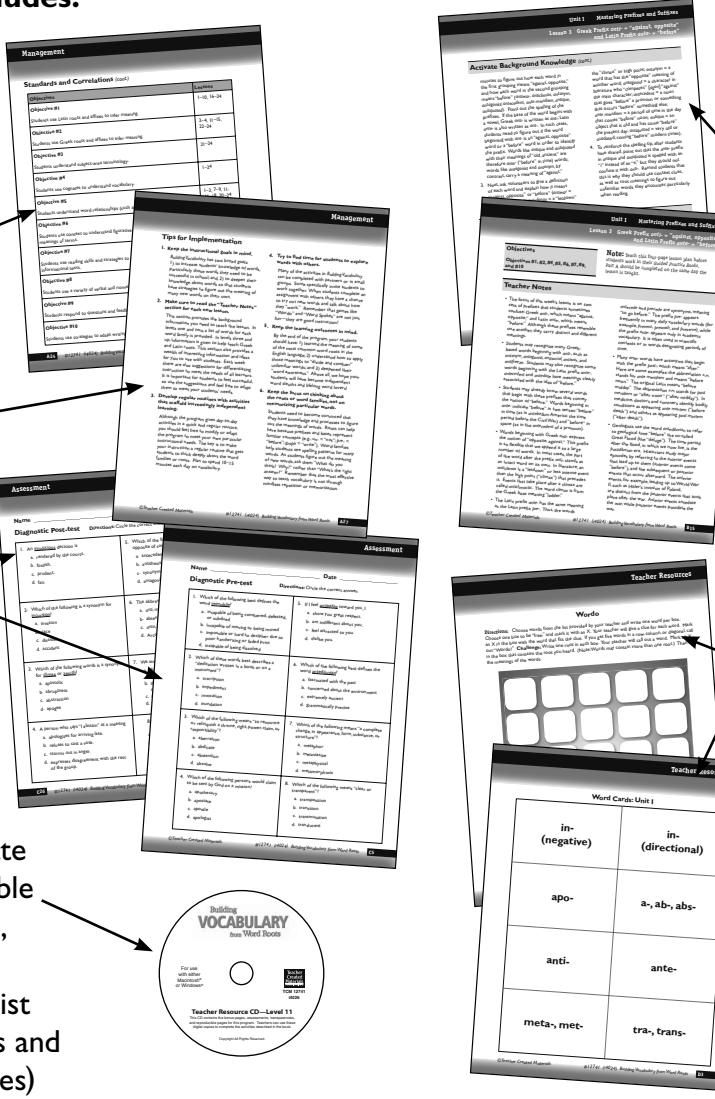
Teacher's Guide includes:

**Standards and Correlations Chart**  
(in Management Section)

**Tips for Implementation**

**Assessments**

**Teacher Resource CD**  
(includes bonus activities to differentiate instruction, reproducible templates, word cards, assessment charts, transparencies, and a list of all the word families and word roots in the series)



**Lessons**  
(correspond to each lesson from the student *Guided Practice Book*)

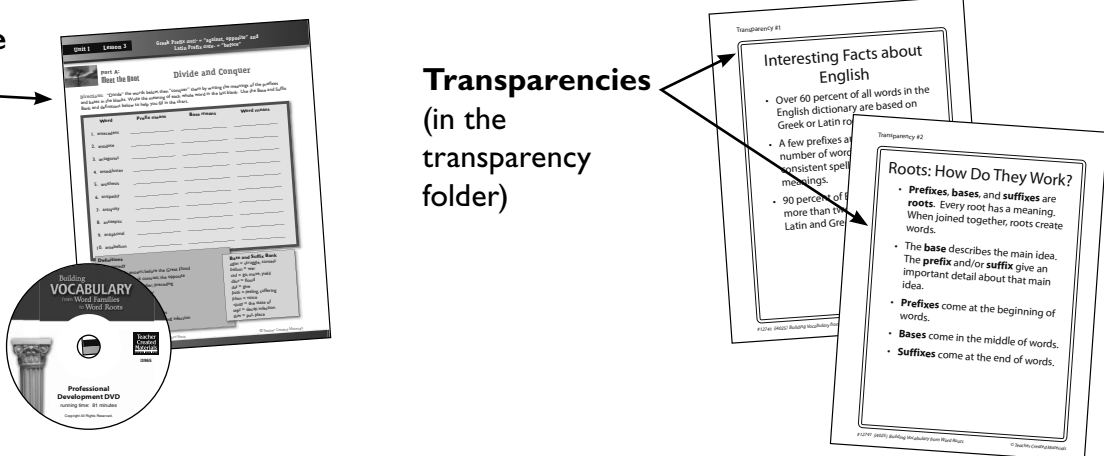
**Teacher Resources**  
(includes activities, word cards, and reproducible templates)

**Other Components Include:**

**Guided Practice Book** (student book)

**Professional Development DVD**

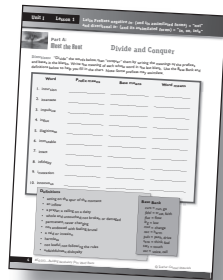
**Transparencies**  
(in the transparency folder)



## How to Use This Program

The following provides a more detailed overview of the various components of this program, including the differentiated, five-part lessons, the *Assessment* section, the *Teacher Resources* section, and the *Teacher Resource CD*. Each component offers support for the entire program, making students' word learning meaningful and fun.

### Lesson Overview



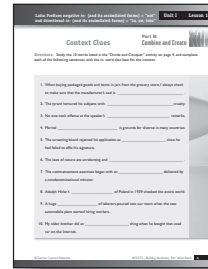
Each lesson in the *Guided Practice Book* begins with **Part A** (“Meet the Root”). This activity is called “Divide and Conquer,” and it provides the foundation for all activities that follow. It asks students to divide words into their

word parts, which requires them to identify the Greek and Latin roots from each lesson. Students “conquer” words by writing the meaning of each word part and finally, the meaning of the entire word. Since this is intended as an explicit instruction day, help students by using the following suggestions:

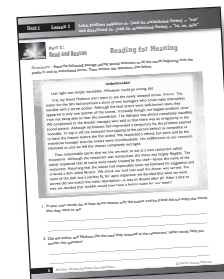
Remind students that when we translate bases and prefixes, we normally put the base first (as the core of the word) and then add the meaning of the prefix. For example, the word *convene* does not mean “together come,” although the roots appear in that order; translate the base first in order to produce “come together.”

After students divide and translate the word parts in the first two blanks, ask the question, “If the base A means X and the prefix B means Y, then the whole word means XY.” For example, with the word *cooperate*, assist students by saying, “If the base *oper* means “work” and the prefix *co-* means “with, together,” then the whole word means “work together” (formally defined as “work together in harmonious fashion”).

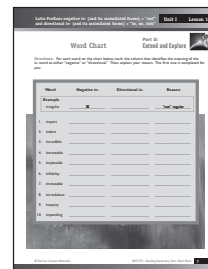
The first word in each “Divide and Conquer” activity is often the most challenging, so students will benefit from explicit instruction. Then students will be better able to independently “divide and conquer” the remaining words on the list.



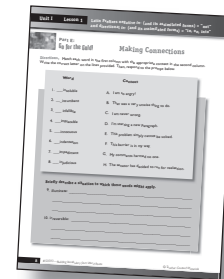
← In **Part B** (“Combine and Create”), students compose English words from the word roots. Usually, in this part of the lesson, students analyze something and record an English word as the answer.



← In **Part C** (“Read and Reason”), students read a variety of passages that use word roots in context and then answer questions in pairs or small groups about the root-based vocabulary.



← In **Part D** (“Extend and Explore”), students work individually and in partners/ small groups to create applications for the new vocabulary.



← In **Part E** (“Go for the Gold!”), students enjoy a variety of vocabulary activities and games for additional word-root practice and review.

**Objectives****Objectives #1, #4, #5, #6, #7, and #9**

**Note:** Teach this three-page lesson plan before students work in their *Guided Practice Books*. Part A should be completed on the same day the lesson is taught.

**Teacher Notes**

- This week’s roots are the Latin bases *spect, spic*, which mean “watch, look at.” These bases were first presented in Level 4 (Unit II, Lesson 9) in the *Building Vocabulary* series. We begin the lesson with familiar *spect, spic* words, and then introduce grade-appropriate vocabulary.
- We present the bases again here in Level II, with emphasis on conceptual and academic vocabulary words that students encounter in high school. In many of these words, the idea of “watching, looking” is not literal (as it is in the words *spectacle* and *spectator*). Instead, a figurative sense of “looking, watching” informs such words as *circumspect, conspicuous, perspective*, and *prospectus*.
- Students may already know many everyday words built on these bases and associate them with the core meaning of “watch, look at.” Most students will be familiar with *spectator* sports played in a stadium or on a field before crowds of “watchers” or “onlookers.” Students may think of someone peering through a magnifying lens when they hear the word *inspector*. An *inspector* “looks” “into” things and examines them. A *specimen* is a sample taken for the purposes of examination and observation. Scientists “look at” a *specimen* to analyze it. Some students may know *spectacles* as an old-fashioned word referring to eyeglasses through which we “look.” Students may conjure up images of historical figures wearing wire-rimmed *spectacles*.
- *Spect, spic* can convey the idea of “watching” on both literal and figurative levels. They have a literal meaning in words like *specimen, inspector, and spectacles*. Many English words built on *spect, spic* refer to “watching or looking” in a figurative, not literal, sense. Think of the expression “I see,” which describes mental understanding (with no actual vision implied). When we want people to pay close attention to what we are saying, we might say, “Look,” when we mean, “Listen carefully.” In such situations, there is nothing physically present to “look at.” We often speak of “seeing with the mind’s eye.” Such is the figurative “watching, looking” in many *spect, spic* words.
- Here are some examples of academic vocabulary words with a figurative meaning of “watch, look at.” When something is *conspicuous*, it attracts attention and makes people “look” at it. The prefix of this word, *con-*, means “very” (intensifying force). *Conspicuous* consumption makes other people “look at” you and the showy things you buy. The saying, “She was *conspicuous* by her absence,” is an oxymoron.
- We are *circumspect* when we are cautious about what we say. We practice *circumspection*, which means “wariness, caution.” Think of our body language at such moments. We might “look” “around” the room to see who is listening or eavesdropping. When we engage in *introspection*, we “look” “inside” ourselves and soul search. Observe that we

## Teacher Notes (cont.)

do not literally look inside ourselves in our *introspective* moments. That would require surgery. The “looking inside” ourselves is figurative, not literal. Similarly, when we “look backward” and reflect on the past, we are *retrospective*. The past has no physical presence that can be visually examined. The “looking” is figurative. The phrase, in *retrospect*, means “in hindsight.” The vision metaphor behind this word is found in the saying, “Hindsight is always 20/20.”

- This base attaches to 12 Latin directional prefixes, affording the opportunity for a prefix review. When we *respect* a person, we show him or her honor or esteem by “looking” “back” at him or her with high regard. (See “Did You Know?” in Lesson 7 in the *Bonus Pages* folder of the *Teacher Resource CD*.) In art, *perspective* presents the artist’s range of vision that “looks” “through” a space into

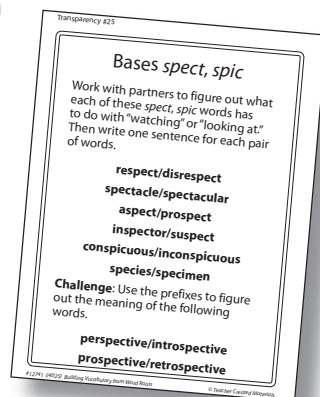
the distance. Our *prospects* are our future chances that we “look” “ahead” and envision.

- The words *suspect* and *suspicious* begin with *sus-* (assimilated *sub-*), which means “up from under.” *Suspects* are “under” “watch.” When we *suspect* that someone is cheating or stealing, we do not look at him or her directly. Instead, we look at the person furtively, askance, or “up from under,” as we try to catch this person in the act. A teacher who *suspects* a student of cheating “watches” that student in a secretive manner and keeps the student “under” a close “watch.” People who are suspected of crimes are called *suspects*. (See “Definitions for Teachers” in the *Vocabulary Definitions for Teachers* folder on the *Teacher Resource CD* for a list of prefixes that attach to *spect, spic*.)

Direct students to *Guided Practice Book* pages 39–43 to find the activity pages for Unit II, Lesson 7, Parts A–E.

## Activate Background Knowledge

1. Write *spect, spic* on the board. Tell students that this week’s roots are the Latin bases *spect, spic* which mean “watch” or “look at.” Point out that these bases appear in many words, some of which they already know. Invite students to brainstorm and share a list of *spect, spic* words.
2. Show **Transparency #25** which presents pairs of *spect, spic* words. Tell students that they will work

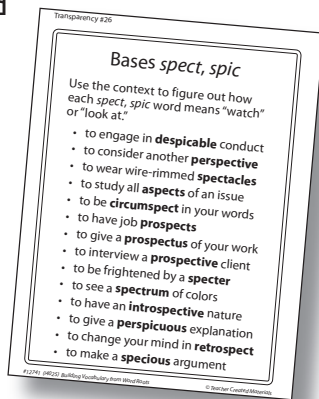


with partners to analyze each pair of words. Some words they may already know but others will be new. Point out the directions on the transparency, which tell students to figure out the meaning of each word in the pair, and then write one sentence that includes both words. To save time, you could assign the first three pairs to half the class and the remaining three pairs to the other half. (*respect/disrespect; spectacle/spectacular; aspect/prospect; inspector/suspect; conspicuous/inconspicuous; species/specimen*).



## Teach New Concepts

- Next, ask a few volunteers to share their sentences for each pair. Make sure students explain how each word in the pair means “watch” or “look at.” Next, draw attention to the “challenge” words (*perspective/introspective*; *prospective/retrospective*). Point out that these are more difficult words, but that each one has a prefix that may help unlock its meaning. Ask students to work with their partners once again to define the words and develop a sentence for each pair. After a few minutes, invite a few volunteers to share their sentences for each pair.
- Using **Transparency #26**, ask students to work in pairs and see if they can figure out what each boldfaced *spect, spic* word means. Some of these words are difficult, so remind students to use the surrounding context, as well as the meaning of the root to figure out the meanings (to engage in *despicable* conduct; to consider another *perspective*; to wear wire-rimmed *spectacles*; to study all *aspects* of an issue; to be *circumspect* in your words; to have job *prospects*; to give a *prospectus* of your work; to interview a *prospective* client; to be frightened by a *specter*; to see a *spectrum* of colors; to have an *introspective* nature; to give a *perspicuous* explanation; to change your mind in *retrospect*; to make a *specious* argument).
- After students have worked together, ask a volunteer to explain the meaning of each



*spect, spic* word. Make sure he or she explains how the context helped to figure out the meanings. **Note:** See “Definitions for Teachers” in the *Vocabulary Definitions for Teachers* folder on the *Teacher Resource CD* for more information about each word.

## Differentiation Strategies

### Above Level Support

Ask students to take some of the word pairs from this lesson and come up with real-life examples of people or things that are represented by these words.

### English Language Support

Discuss the word definitions and share examples. You may want to have students act out words introduced in the lesson. Provide this kind of support as much as possible when reviewing these vocabulary words.

### Below Level Support

Read materials aloud for students as needed. As an additional scaffold, use different colored markers on the transparency to identify roots, prefixes, and suffixes.

## Guided Practice Pages Parts A–E

Guide students through pages B51–B53 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.



## Part A: Meet the Root

Students "divide and conquer" a list of words by identifying the word roots. See *Guided Practice Book* page 39.

Latin Bases *spect, spic* = "watch, look at"

Unit II Lesson 7

### Divide and Conquer

Part A:  
Meet the Root

Directions: "Divide" the words below, then "conquer" them by writing the meanings of the prefixes and bases in the blanks. Write the meaning of each whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart.

Word	Prefix/Base means	Base means	Word means
1. retrospect		X	
2. specimen			
3. introspective			
4. circumspect			
5. conspicuous			
6. prospective		X	
7. specter			
8. perspicuous			
9. despicable			
10. prospectus			

**Definitions**

- preliminary statement or plan; preview
- expected; potential
- ghost; apparition
- cautious; wary; guarded
- contemptible; despised
- reflective; self-examining
- clear; lucid; easy to understand
- showy; glaring; very noticeable
- hindsight
- sample taken for observation

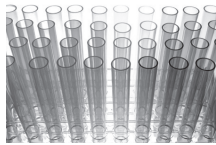
**Prefix Bank**

- circum- = around
- con- = with, together, very
- de- = down
- intro- = inside
- per- = through
- pro- = forward, ahead
- retro- = backward

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## Answers

- backward + watch, look at = hindsight
- watch, look at + X = sample taken for observation
- inside + watch, look at = reflective; self-examining
- around + watch, look at = cautious; guarded
- with, together, very + watch, look at = showy; glaring; very noticeable
- forward, ahead + watch, look at = expected; potential
- watch, look at + X = ghost; apparition
- through + watch, look at = clear; lucid; easy to understand
- down + watch, look at = contemptible; despised
- forward, ahead + watch, look at = preliminary statement or plan; preview



## Part B: Combine and Create

Students complete sentences with the correct vocabulary words. See *Guided Practice Book* page 40.

## Answers

- prospectus
- retrospect
- despicable
- circumspect
- perspicuous
- conspicuous
- introspective
- prospective
- specimen
- specter

Unit II Lesson 7

Latin Bases *spect, spic* = "watch, look at"

### Part B: Combine and Create

#### Context Clues

Directions: Study the 10 words listed in the "Divide and Conquer" activity on page 39, and complete each of the following sentences with the *spect, spic* word that best fits the context.

- The teacher wants to approve a \_\_\_\_\_ of my project before I start working on it.
- In \_\_\_\_\_, I should not have stayed out so late last weekend. I got an abysmal grade on my test the next Monday.
- Your unruly conduct was \_\_\_\_\_ at the dance!
- Be \_\_\_\_\_ about what you say in an email. Who knows where your message will end up?
- The physics teacher gave such a \_\_\_\_\_ explanation of vectors that all the students aced the test.
- Ostentatious people often engage in \_\_\_\_\_ consumption because they want to impress their friends.
- I've been in an \_\_\_\_\_ mood lately and wondering about what I really want out of life.
- The university sent brochures with application forms to all \_\_\_\_\_ high school graduates in the area.
- The lab technician's analysis of the blood \_\_\_\_\_ revealed a high white-cell count.
- With the \_\_\_\_\_ of final exams looming over my head, I did not enjoy my holiday very much.

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### Part C: Read and Reason

Students read a passage and answer questions about the vocabulary. See *Guided Practice Book* page 41.

#### Answers

Answers will vary.

Latin Bases *spect, spic* = "watch, look at" Unit II Lesson 7

### Reading for Meaning

**Part C: Read and Reason**

Directions: Read the passage, paying special attention to all the words with the bases *spect, spic*. Then answer the questions that follow.

**Simply Spectacular**

A spectacle occurs every time NASA launches a rocket into space. Thousands of spectators gather on the Florida beaches adjacent to the Kennedy Space Center and the other fancy spectacles they use to sharpen their vision. Like football, rocket launches have become a spectator sport for many fans.

The crowds are most spectacular when the NASA rocket is carrying astronauts. Perhaps the most auspicious of all launchings occurred in 1962 when John Glenn became the first American to orbit Earth. He returned to Earth as a conspicuous hero after making three revolutions around our planet. To this day, his accomplishment commands great respect.

Of course, there are also the ghostly specters of the Challenger and Columbia space-shuttle disasters. These space shuttles had inconspicuous, but nevertheless fatal, flaws that were not observed during pre-launch inspections. The Challenger disaster was particularly horrifying because millions of television viewers looked on as it lifted off. Despite wild speculations about the suspected causes of these tragedies, investigations conducted by experts eliminated many specious explanations and pinpointed the actual causes. Thanks to these retrospective inspections, the prospects for successful space flights are higher than ever before.

As science discovers more about space and space travel, we are coming ever closer to being able to restate the words made famous by Julius Caesar: "Veni Vidi Vici"—"I came, I saw, I conquered" space!

1. Why is a rocket launch often described as spectacular? What else would you consider spectacular?

2. Explain, in your own words, the definition of "retrospective inspection."

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### Part D: Extend and Explore

Students match each word with its definition, and put the number of the definition in the Magic Square box. Each row and column should have the same sum. See *Guided Practice Book* page 42.

#### Answers

- |      |      |      |      |
|------|------|------|------|
| A:4  | B:14 | C:15 | D:1  |
| E:9  | F:7  | G:6  | H:12 |
| I:5  | J:11 | K:10 | L:8  |
| M:16 | N:2  | O:3  | P:13 |

Magic Number = 34

Unit II Lesson 7 Latin Bases *spect, spic* = "watch, look at"

### Part D: Extend and Explore

#### Magic Square

Directions: Match each term with the number of its definition. Put the numbers in the Magic Square box. If you are correct, rows and columns will add up to the same Magic Number.

Magic Number: \_\_\_\_\_

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

**Terms**

- A. introspective
- B. suspect
- C. suspicious
- D. prospective
- E. prospectus
- F. specter
- G. circumspect
- H. respite
- I. despicable
- J. aspect
- K. inspector
- L. conspicuous
- M. perspicacity
- N. retrospect
- O. specimen
- P. specious

**Definitions**

1. likely to happen at a future date
2. hindsight
3. sample taken for observation
4. contemplative; looking inward and reflecting
5. deserving hatred and contempt
6. cautious and reserved; wary; measured
7. something widely feared as a possible unpleasant or dangerous occurrence
8. standing out so as to be clearly visible
9. preliminary statement or plan; preview
10. an official employed to assure that regulations are obeyed
11. a particular part or feature of something
12. a short period of rest or relief from something unpleasant
13. superficially plausible but actually wrong
14. a person thought to be guilty of a crime or offense
15. having or showing cautious distrust of someone or something
16. acuteness of understanding; clarity of intelligence

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Latin Bases *spect, spic* = "watch, look at" **Unit II Lesson 7**

**Making Connections** **Part E: Go for the Gold!**

**Directions:** Match each word in the first column with the appropriate context in the second column. Write the correct letter on the lines provided. Then, respond to the prompt below.

Word	Context
1. _____ perspective	A. I hold that person in high regard.
2. _____ conspicuous	B. This combines all the colors of the rainbow.
3. _____ inspect	C. Keep an eye on that fellow. I don't trust him.
4. _____ respect	D. That sticks out like a sore thumb!
5. _____ prospector	E. What is your point of view on this subject?
6. _____ introspection	F. Have you examined your own actions and pondered your responsibility for what has happened?
7. _____ spectrum	G. I'm on the lookout for buried gold.
8. _____ suspicious	H. I need to check this room and make sure it has been thoroughly cleaned.

Briefly describe a situation to which these words might apply.

9. specimen: \_\_\_\_\_

10. auspicious: \_\_\_\_\_

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**Part E:**  
**Go for the Gold!**

Students match words with the appropriate context. See *Guided Practice Book* page 43.

**Answers**

1. E
2. D
3. H
4. A
5. G
6. F
7. B
8. C
9. Answers will vary.
10. Answers will vary.

# Divide and Conquer

## Part A: Meet the Root



**Directions:** "Divide" the words below, then "conquer" them by writing the meanings of the prefixes and bases in the blanks. Write the meaning of each whole word in the last blank. Use the Prefix Bank and definitions below to help you fill in the chart.

Word	Prefix/Base means	Base means	Word means
1. retrospect	_____	_____	_____
2. specimen	_____	<b>X</b>	_____
3. introspective	_____	_____	_____
4. circumspect	_____	_____	_____
5. conspicuous	_____	_____	_____
6. prospective	_____	_____	_____
7. specter	_____	<b>X</b>	_____
8. perspicuous	_____	_____	_____
9. despicable	_____	_____	_____
10. prospectus	_____	_____	_____

**Definitions**

- preliminary statement or plan; preview
- expected; potential
- ghost; apparition
- cautious; wary; guarded
- contemptible; despised
- reflective; self-examining
- clear; lucid; easy to understand
- showy; glaring; very noticeable
- hindsight
- sample taken for observation

**Prefix Bank**

- circum-* = around
- con-* = with, together, very
- de-* = down
- intro-* = inside
- per-* = through
- pro-* = forward, ahead
- retro-* = backward

**Part B:**  
**Combine and Create****Context Clues**

**Directions:** Study the 10 words listed in the "Divide and Conquer" activity on page 39, and complete each of the following sentences with the *spect, spic* word that best fits the context.

1. The teacher wants to approve a \_\_\_\_\_ of my project before I start working on it.
2. In \_\_\_\_\_, I should not have stayed out so late last weekend. I got an abysmal grade on my test the next Monday.
3. Your unruly conduct was \_\_\_\_\_ at the dance!
4. Be \_\_\_\_\_ about what you say in an email. Who knows where your message will end up?
5. The physics teacher gave such a \_\_\_\_\_ explanation of vectors that all the students aced the test.
6. Ostentatious people often engage in \_\_\_\_\_ consumption because they want to impress their friends.
7. I've been in an \_\_\_\_\_ mood lately and wondering about what I really want out of life.
8. The university sent brochures with application forms to all \_\_\_\_\_ high school graduates in the area.
9. The lab technician's analysis of the blood \_\_\_\_\_ revealed a high white-cell count.
10. With the \_\_\_\_\_ of final exams looming over my head, I did not enjoy my holiday very much.

## Reading for Meaning

### Part C: Read and Reason



**Directions:** Read the passage, paying special attention to all the words with the bases *spect, spic*. Then answer the questions that follow.

### Simply Spectacular

A spectacle occurs every time NASA launches a rocket into space. Thousands of spectators gather on the Florida beaches adjacent to the Kennedy Space Center on Cape Canaveral. The space watchers are conspicuous because of their binoculars and the other fancy spectacles they use to sharpen their vision. Like football, rocket launches have become a spectator sport for many fans.

The crowds are most spectacular when the NASA rocket is carrying astronauts. Perhaps the most auspicious of all launchings occurred in 1962 when John Glenn became the first American to orbit Earth. He returned to Earth as a conspicuous hero after making three revolutions around our planet. To this day, his accomplishment commands great respect.

Of course, there are also the ghostly specters of the Challenger and Columbia space-shuttle disasters. These space shuttles had inconspicuous, but nevertheless fatal flaws that were not observed during pre-launch inspections. The Challenger disaster was particularly horrifying because millions of television viewers looked on as it lifted off. Despite wild speculations about the suspected causes of these tragedies, investigations conducted by experts eliminated many specious explanations and pinpointed the actual causes. Thanks to these retrospective inspections, the prospects for successful space flights are higher than ever before.

As science discovers more about space and space travel, we are coming ever closer to being able to restate the words made famous by Julius Caesar, “*Veni Vidi Vici*”—“I came, I saw, I conquered” space!

1. Why is a rocket launch often described as spectacular? What else would you consider spectacular?

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2. Explain, in your own words, the definition of “retrospective inspection.”

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**Part D:**  
**Extend and Explore**

**Magic Square**

**Directions:** Match each term with the number of its definition. Put the numbers in the Magic Square box. If you are correct, rows and columns will add up to the same Magic Number.

**Magic Number:** \_\_\_\_\_

**Terms**

- A. introspective
- B. suspect
- C. suspicious
- D. prospective
- E. prospectus
- F. specter
- G. circumspect
- H. respite
- I. despicable
- J. aspect
- K. inspector
- L. conspicuous
- M. perspicacity
- N. retrospect
- O. specimen
- P. specious

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

**Definitions**

- 1. likely to happen at a future date
- 2. hindsight
- 3. sample taken for observation
- 4. contemplative; looking inward and reflecting
- 5. deserving hatred and contempt
- 6. cautious and reserved; wary; measured
- 7. something widely feared as a possible unpleasant or dangerous occurrence
- 8. standing out so as to be clearly visible
- 9. preliminary statement or plan; preview
- 10. an official employed to assure that regulations are obeyed
- 11. a particular part or feature of something
- 12. a short period of rest or relief from something unpleasant
- 13. superficially plausible but actually wrong
- 14. a person thought to be guilty of a crime or offense
- 15. having or showing cautious distrust of someone or something
- 16. acuteness of understanding; clarity of intelligence



## Making Connections

### Part E: Go for the Gold!



**Directions:** Match each word in the first column with the appropriate context in the second column. Write the correct letter on the lines provided. Then, respond to the prompt below.

Word	Context
1. _____ perspective	A. I hold that person in high regard.
2. _____ conspicuous	B. This combines all the colors of the rainbow.
3. _____ inspect	C. Keep an eye on that fellow. I don't trust him.
4. _____ respect	D. That sticks out like a sore thumb!
5. _____ prospector	E. What is your point of view on this subject?
6. _____ introspection	F. Have you examined your own actions and pondered your responsibility for what has happened?
7. _____ spectrum	G. I'm on the lookout for buried gold.
8. _____ suspicious	H. I need to check this room and make sure it has been thoroughly cleaned.

**Briefly describe a situation to which these words might apply.**

9. specimen: \_\_\_\_\_  
\_\_\_\_\_

10. auspicious: \_\_\_\_\_  
\_\_\_\_\_