

# Lesson 5

## Word List

Study the definitions of the words below; then do the exercises for the lesson.

**adequate**  
ad' ə kwət

*adj.* Enough; sufficient.  
One blanket will be **adequate** on such a warm night. →

**administer**  
ad min' is tər

*v.* 1. To manage or direct.  
The Red Cross **administers** the blood donor program.  
2. To give out as treatment or assistance.  
The scout leader **administered** first aid to the child who had cut his hand.

**agitate**  
aj' ə tāt

*v.* 1. To disturb or upset.  
Talk of sharks in the water **agitated** swimmers at the beach.  
2. To move with an irregular, fast, or violent action.  
Strong winds **agitated** the surface of the lake.  
3. To stir up interest in and support for a cause.  
The miners **agitated** for better working conditions.

**capitulate**  
kə pich' yōō lāt

*v.* To give in; to surrender.  
The airline **capitulated** to the baggage handlers' demands and granted the pay raise.

**citrus**  
si' trəs

*n.* 1. A fruit of the family that includes oranges, lemons, grapefruits, and limes.  
A **citrus** is an excellent source of vitamin C.  
2. A tree that produces these fruits.  
**Citruses** grow well in Florida.  
*adj.* Of or relating to these fruits or trees.  
The kumquat is a less well-known member of the **citrus** family.

**disrupt**  
dis rupt'

*v.* 1. To break up the orderly course of.  
Angry protesters **disrupted** the president's speech.  
2. To interrupt; to bring to a temporary halt.  
A strike by the drivers **disrupted** service on the subway.  
**disruptive** *adj.* Causing confusion or disorder.  
**Disruptive** behavior is not acceptable in the classroom.  
**disruption** *n.* A disturbance that interrupts or causes confusion.  
Work on the telephone lines caused a temporary **disruption** of service.

**hovel**  
huv' əl

*n.* An unpleasant, cramped, and dilapidated place to live.  
The Saxons complained that they were forced to live in **hovels** while their Norman conquerors had fine homes.

**illiterate**  
il lit' ə rət

*adj.* Unable to read or write.  
Volunteers are needed to help teach **illiterate** adults how to read.  
**illiteracy** *n.* Inability to read or write.  
**Illiteracy** is practically nonexistent in Japan.

**indifferent**  
in dif' ə r ə nt

*adj.* 1. Not concerned about; not caring.

The authorities can no longer afford to be **indifferent** to the problem of nuclear waste disposal.

2. Neither very good nor very bad; passable.

Her **indifferent** grades in school worried her parents.

**menial**  
mē' nē ə l

*adj.* Of or relating to low-level, humble work.

Desperate for money, Oliver accepted **menial** work with low pay.

**permanent**  
pər' mən ə nt

*adj.* Lasting or expected to last for a long time.

A child's first **permanent** teeth appear at about the age of six.

**respite**  
res' pit

*n.* A period of rest; a pause.

The rain brought a welcome **respite** from the tremendous heat.

**strenuous**  
stren' yoo ə s

*adj.* 1. Needing much effort; using a lot of energy.

Chopping wood is **strenuous** work.

2. Very active; vigorous.

The plan to close the local school met with **strenuous** opposition from parents.

**toil**  
toil

*v.* 1. To work long and hard.

Sugar cane cutters **toil** in the fields from dawn to dusk.

2. To make one's way with difficulty.

We **toiled** up the steep hill.

*n.* Hard and tiring labor.

After a lifetime of **toil**, her retirement is a richly deserved reward.

**urgent**  
ər' jə nt

*adj.* Needing quick action or attention.

The county has an **urgent** need for a new hospital.

**urgency** *n.* The need for quick action.

The senator stressed the **urgency** of cleaning up the polluted waters of our country.

## 5A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 5. Write each sentence in the space provided.

1. (a) work long and hard.  
(b) To capitulate is to

- (c) To toil is to  
(d) move with an irregular, violent action.

2. (a) that can be taken two ways.  
(b) A strenuous response is one

- (c) that is expressed with force.  
(d) An indifferent response is one

3. (a) Illiteracy is  
(b) Urgency is

- (c) the inability to read or write.  
(d) an unwillingness to be concerned.

4. (a) a building to house animals. (c) A hovel is  
(b) A respite is (d) a small and dilapidated house.
5. (a) avoid the company of other people. (c) To be indifferent is to  
(b) be neither very good nor very bad. (d) To be permanent is to
6. (a) To agitate (c) is to surrender.  
(b) is to become afraid or upset. (d) To capitulate
7. (a) seems worse than it really is. (c) A permanent problem is one that  
(b) requires attention right away. (d) An urgent problem is one that
8. (a) To disrupt a program is to (c) be responsible for running it.  
(b) To administer a program is to (d) provide the money for it.
9. (a) A respite is (c) a lemon or similar fruit.  
(b) A citrus is (d) a task requiring hard work.
10. (a) that person is disturbed or upset. (c) If someone is agitated,  
(b) that person avoids other people. (d) If someone is disruptive,

adequate  
administer  
agitate  
capitulate  
citrus  
disrupt  
hovel  
illiterate  
indifferent  
menial  
permanent  
respite  
strenuous  
toil  
urgent

## 5B Just the Right Word

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 5.

1. Although entry-level jobs may seem **low level and humble**, young people can still take pride in them and do them to the best of their ability.
2. Political protesters **stirred up** the crowd with their loud, emotional language.
3. A two-room apartment is **just large enough** for one person.
4. The work of a logger is **tiring because it requires a lot of effort**.

5. The man who was **causing a disturbance** during the performance was asked to be quiet.
6. I'm afraid that this ink stain is **not going to go away**.
7. Although I asked him for help repeatedly, he was **not interested in listening** to my requests.
8. We worked in the garden all afternoon without a **break from our activity**.
9. What an unpleasant task it was **to make my way with difficulty** through 500 pages of small print.
10. This medicine must be **given to the patient** by a nurse or doctor.

## 5C Applying Meanings

Circle the letter of each correct answer to the questions below.  
Questions may have more than one correct answer.

1. Which of the following would be a matter of **urgency**?
  - (a) a bomb threat
  - (b) a sudden epidemic
  - (c) a hurricane warning
  - (d) an overdue library book
2. Which of the following can become **agitated**?
  - (a) water
  - (b) a crowd
  - (c) a rock
  - (d) a child
3. Which of the following is a **citrus** fruit?
  - (a) a grapefruit
  - (b) an avocado
  - (c) a kumquat
  - (d) a banana
4. Which of the following might an **illiterate** person do?
  - (a) play checkers
  - (b) write a report
  - (c) solve a crossword puzzle
  - (d) play a word game
5. Which of the following can **capitulate**?
  - (a) an army
  - (b) a country
  - (c) a person
  - (d) a building
6. Which of the following is a **strenuous** activity?
  - (a) shoveling snow
  - (b) swimming
  - (c) washing dishes
  - (d) doing homework

7. Which of the following can be **disrupted**?

- (a) a speech (c) one's education  
(b) a meeting (d) one's vacation

8. Which of the following is an **adequate** grade?

- (a) A- (c) B  
(b) C+ (d) F

## 5D Word Study

Complete the analogies by selecting the pair of words whose relationship most resembles the relationship of the pair in capital letters. Circle the letter in front of the pair you choose.

1. INCREASE : SUBSIDE ::

- (a) praise : flatter (b) guess : estimate  
(c) lessen : abate (d) expand : contract

2. ILLITERATE : READ ::

- (a) immortal : die (b) dilapidated : renovate  
(c) urgent : urge (d) tired : stumble

3. SURRENDER : CAPITULATE ::

- (a) heed : annihilate (b) rest : toil  
(c) arrive : depart (d) gain : acquire

4. UPSET : AGHAST ::

- (a) mortal : immortal (b) genuine : authentic  
(c) hungry : thirsty (d) tired : exhausted

5. HEED : IGNORE ::

- (a) lend : debt (b) disturb : agitate  
(c) accept : reject (d) maintain : declare

6. HOVEL : PALACE ::

- (a) hut : shelter (b) king : queen  
(c) money : health (d) poverty : wealth

7. LEMON : CITRUS ::

- (a) apple : orange (b) wheat : grain  
(c) letter : package (d) plant : animal

8. TOIL : TIRED ::

- (a) devour : full (b) judging : impartial  
(c) hiking : devious (d) supplies : adequate

adequate  
administer  
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menial  
permanent  
respite  
strenuous  
toil  
urgent

## 9. REPRIMAND : PRAISE ::

(a) disrupt : interrupt

(b) correspond : match

(c) surrender : capitulate

(d) insult : flatter:

## 10. PERMANENT : TEMPORARY ::

(a) astute : clever

(b) abbreviated : brief

(c) competent : able

(d) industrious : lazy

## 5E Passage

Read the passage below; then complete the exercise that follows.

## Harvest of Shame

Many Americans are lucky to have ample supplies of fruits and vegetables in their supermarkets twelve months a year. Did you ever wonder who picks this food? An estimated three quarters of a million women, children, and men travel the United States picking asparagus and strawberries in Washington state, **citrus** fruits in Florida, apples in New York state, and many kinds of vegetables in California. These laborers are called migrant farm workers because they move from place to place, wherever crops need picking. Most would prefer **permanent** full-time employment, but it is not often available to them.

The work day is **strenuous**; pickers bend and stoop, often under a blazing hot sun, from seven in the morning until seven at night. Their only **respite** may be a twenty-minute lunch break. Because it is considered **menial** work, wages are low, and laborers are paid only when they pick. If it rains, or if they are too sick to work, they get nothing. What's more, they cannot get **adequate** medical treatment when they are ill or injured.

The children suffer because their education is **disrupted** as they move from school to school. In fact, only one student in ten graduates from high school. The young people often drop out of school altogether to **toil** in the fields alongside their parents where they may be exposed to chemical pesticides sprayed on crops. One California study showed cancer among migrant workers' children at twelve times the normal rate.

In the 1960s, laborers in California began to **agitate** for better working conditions, but the growers were **indifferent** to their demands. So the migrant workers, under the leadership of two Mexican-Americans, Cesar Chavez and Dolores Fernandez Huerta, formed a labor union called the United Farm Workers of America. When growers tried to ignore the union, it called strikes and organized boycotts of California lettuce and grapes. It took years of struggle, many organized marches, and sometimes violent clashes, but in the end most of the growers **capitulated** and in 1966 recognized the union's right to represent workers. Despite the union's efforts, conditions have improved only slightly since the 1960s. One notable accomplishment has been the creation of the East Coast Migrant Head Start Project, which **administers** many child-care centers for migrants. Started in 1974, by 2002 it operated eighty-six centers in twelve states. Though this helped to improve conditions in some areas, the need for more programs is **urgent**. Educational programs could lower **illiteracy** rates among migrant workers and their families. Outreach programs could also help to improve migrant workers' living conditions. Many workers live without running water and electricity. These necessary additions and minimal repairs to their homes would help to turn them from inadequate **hovels** into acceptable community housing.

In 1960, a film about migrant farm workers aired on television and shocked the nation. Sad to say, if the film were to be shown today, very little of it would seem out of date. And its title would be as apt today as it was then. The film was called *Harvest of Shame*.

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from this lesson's word list, use one in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words).

1. What is the meaning of **strenuous** as it is used in the passage?
2. What do oranges, grapefruit, and lemons have in common?
3. What is the meaning of **administers** as it is used in the passage?
4. Describe the living conditions of many migrant farm workers.
5. In what ways did the farm workers **agitate** for better conditions?
6. Is there still much need to improve the conditions of migrant workers?
7. What is the meaning of **disrupted** as it is used in the passage?
8. Why do some consider this type of work **menial**?
9. What did farm workers gain when the growers **capitulated** in 1966?
10. What is the meaning of **toil** as it is used in the passage?

11. How would **permanent** employment improve the state of migrant workers?

12. Why is a twenty-minute lunch break especially welcome to farm workers?

13. What is the meaning of **indifferent** as it is used in the passage?

14. Why is the produce section at supermarkets usually well stocked?

15. How could educational programs help the workers and their families?

### FUN & FASCINATING FACTS

The noun formed from the verb **administer** is *administration*; its general meaning is “the management of a business” but it also has a specialized meaning, “the members of the executive branch of government, headed by the president.” In this meaning, the word is usually capitalized. (During the *Clinton Administration*, Janet Reno became the first female Attorney General of the United States.) The other two branches of government are the legislative (the Senate and the House of Representatives) and the judicial (headed by the United States Supreme Court).

The Latin word for *break* is *ruptura*; from it we form the verbs **disrupt** and *interrupt*. If you *interrupt*

a speaker, you *break in* on what that person is saying. If you try to *disrupt* a meeting, you are attempting to *break it up*.

The antonym of **illiterate** is *literate*. Its primary meaning is “able to read,” but it has two secondary meanings: “well-read” (a *literate* scholar), and “well-written; polished” (a *literate* essay).