

Lesson 8

Word List

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

adept

ə dept'

adj. Highly skilled; expert.

Odgen Nash's poems reveal how **adept** he was at writing comic verse.

audible

ô' də bəl

adj. Capable of being heard.

The sound of the harp was barely **audible** in the large hall.

azure

azh' ər

n. and *adj.* The blue color of a cloudless sky.

The **azure** of Caribbean waters is in striking contrast to the grayish green of more northern seas.

banter

ban' tər

v. To exchange playful, teasing remarks.

The opposing players **bantered** nervously before the soccer match.

n. Light, playful conversation.

The backstage **banter** among the actors ended abruptly when the curtain rose for the first act.

capacious

kə pā' shəs

adj. Able to hold a large amount; roomy.

The **capacious** closets of their new apartment would provide enough room for the clothes of her two teenagers, Mrs. Winters decided.

copious

kō' pē əs

adj. Large in quantity; abundant.

Mediterranean cooking uses **copious** amounts of olive oil.

crucial

krōō' shəl

adj. Extremely important; vital in resolving something.

This canceled check, which shows the date Raquel sent the money, was **crucial** to establishing that she paid her rent on time.

decelerate

dē sel' ə rāt

v. To slow down or to cause to slow down.

Reverse thrust applied to the engines after landing causes the aircraft to **decelerate**.

deploy

di plōi'

v. 1. To arrange troops or equipment in position for battle.

Artillery had been **deployed** around Sarajevo for two years before it was withdrawn as part of the cease-fire.

2. To put into use.

When the new art center was completely finished, the editor **deployed** three reporters to cover the dedication.

facilitate

fə sil' ə tāt

v. To make easier.

Living in Peru for two years **facilitated** my learning Spanish.

fastidious

fa stid' ē əs

adj. 1. Paying close attention to detail.

The mustard stain on his sweater suggested to Lilly that Simon was not as **fastidious** about his clothes as about his car, which was spotless.

2. Difficult to please.

My **fastidious** friend Dignora will allow her friends to enter her room only after they have removed their shoes.

fitful

fit' fəl

adj. Not steady; irregular.

After a **fitful** sleep in my hotel room, which faced the highway, I awoke feeling groggy and unprepared for the first day of the conference.

grapple

grap' əl

v. 1. To struggle with in close combat; to wrestle.

Jake **grappled** with the intruders, but they fled before help arrived.

v. 2. To come to grips with.

The community **grappled** with the problem of improving the quality of education in their schools.

n. An iron shaft with a claw for grasping and holding things.

The captain threw the **grapple**, hooking the abandoned vessel, and then drew it close enough to board.

pang

paŋ

n. A sudden sharp feeling of pain or distress.

Jarvis felt a **pang** of regret when he sold his old car.

precede

pre' sēd'

v. To go or come before in time, rank, or position.

In France, the simpler Romanesque style of architecture **preceded** the more elaborate Gothic style.

8A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 8. Write each sentence in the space provided.

1. (a) A fastidious employee (c) is one who can be easily replaced.
(b) is one who is fussy about details. (d) A crucial employee

2. (a) large in amount. (c) Copious rainfall is
(b) Audible rainfall is (d) starting and stopping regularly.

3. (a) To decelerate auto production (c) is to make it easier.
(b) To facilitate auto production (d) is to conclude it.

4. (a) broken and irregular. (c) rapid but shallow.
(b) Audible breathing is (d) Fitful breathing is

5. (a) Pangs are (c) claws used for grasping.
(b) Grapples are (d) playful remarks.

6. (a) To decelerate is to (c) move at a slow, steady pace.
(b) To banter is to (d) reduce speed.

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7. (a) that is put in writing. (c) A crucial statement is one
(b) that is vitally important. (d) An audible statement is one
8. (a) To precede something (c) To deploy something
(b) is to get rid of it. (d) is to come before it.
9. (a) An azure bowl is (c) one that holds a lot.
(b) A capacious bowl is (d) one that is filled to the brim.
10. (a) have no further use for them. (c) To banter with people is to
(b) use them where they are needed. (d) To deploy people is to

8B 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 8.

1. Standing before the students gathered in the auditorium, Ms. Benton was barely **able to be heard** until someone gave her a microphone.
2. The catcher and the umpire **exchanged lighthearted comments** as the batter walked up to the plate.
3. New York City is still **trying very hard to deal** with the problem of homelessness.
4. Leaving the museum around two in the afternoon, Judy and George were reminded by the **sudden sharp twinges** of hunger that they hadn't eaten since breakfast.
5. My cousin Luis was **very skillful** at getting the basketball in the net.
6. The manager is so **hard to please** that even the salt and pepper shakers must be placed just so.
7. Fluffy white clouds stood out against the **clear blue of the sky**.
8. When the president visited our city, the police chief **put into use** an additional forty police officers.

9. A cardinal **comes in rank before** a bishop in the Catholic church.
10. Eleanor's driving instructor told her to apply the brakes gently to **cause the vehicle to slow down**.

8C 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 might cause **pangs**?
- (a) hunger (c) fear
(b) fatigue (d) serenity
2. Which of the following might cause a vehicle to **decelerate**?
- (a) applying the brake (c) stepping on the gas
(b) shifting to a lower gear (d) going down a hill
3. Which of the following might be **azure**?
- (a) a jug (c) a ceiling
(b) the sky (d) a leaf
4. Which of the following would you expect to be **adept**?
- (a) a diamond cutter (c) an airline pilot
(b) a fledgling water skier (d) a major league pitcher
5. Which of the following might be **deployed**?
- (a) tanks (c) moonlight
(b) soldiers (d) ships
6. Which of the following might be said by a **fastidious** person?
- (a) "Do whatever you think." (c) "Try to get it right the first time."
(b) "This towel is not soft enough." (d) "Did you vacuum under the sofa?"
7. Which of the following might one **grapple** with?
- (a) an opponent (c) a problem
(b) an anthology (d) a pseudonym
8. Which of the following is **crucial** to learning?
- (a) a high school diploma (c) computers
(b) smaller classes (d) a desire to understand

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8D 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. AZURE : SKY ::
(a) wet : water
(b) cloudy : rain
(c) sweet : sugar
(d) green : grass

2. AUDIBLE : EAR ::
(a) visible : eye
(b) flexible : hand
(c) spoken : voice
(d) loud : music

3. ADEPT : SKILLFUL ::
(a) profound : shallow
(b) copious : scarce
(c) prudent : careless
(d) crucial : vital

4. TRICKLE : DELUGE ::
(a) bruise : abrasion
(b) proprietor : store
(c) parent : generation
(d) scarcity : profusion

5. BRUSQUE : BRUSQUENESS ::
(a) reclusive : profusion
(b) simulated : simulation
(c) foolish : inanity
(d) angry : tirade

6. COLLEAGUE : WORK ::
(a) fledgling : wing
(b) fanfare : trumpet
(c) mettle : metal
(d) friend : play

7. ANARCHY : LAW ::
(a) tyranny : freedom
(b) inkling : suspicion
(c) calamity : misfortune
(d) mutiny : ship

8. GRAPPLE : CLAW ::
(a) dispel : smoke
(b) shackle : prisoner
(c) chop : axe
(d) decelerate : speed

9. WARM : SWELTERING ::
(a) wet : rainy
(b) chilly : freezing
(c) sunny : cloudy
(d) snowy : wintry

10. FLEDGLING : FLY ::
(a) toddler : walk
(b) banter : tease
(c) baby : cry
(d) replica : simulate

8E Passage

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

Women in Space, Part Two

On June 18, 1983, the space shuttle *Challenger* rose from the launch pad to begin a five-day mission. Astronaut Sally Ride, the flight engineer, was not the first woman in space. Two Soviet female cosmonauts had **preceded** her; but she was making history as the first American woman to make such a flight.

The thunderous roar of the rockets filled her headphones, and a **pang** of fear gripped her as she wondered if everything was working properly. The feeling quickly passed, and in less than ten minutes *Challenger* was in orbit, floating almost two hundred miles above Earth. The only sound was the barely **audible** hum of the fans circulating the air. Outside, the sky was jet black; with no air at this altitude to scatter the sunlight, the sky had lost its familiar **azure** hue.

Released from the harnesses that held them in place, the five crew members floated weightlessly in zero gravity, a novel experience for all but the shuttle commander, Bob Crippen, who was the only crew member to have flown in space before. As the astronauts relaxed, **bantering** among themselves, Dr. Ride informed ground control that they had “three turkeys and two hams” aboard, although she did not reveal their identities.

Because the shuttle orbited Earth every ninety minutes, the sun rose and set sixteen times every twenty-four hours; night and day, therefore, had little meaning for the five astronauts. During her first rest period, Dr. Ride slept **fitfully**, but soon she adjusted to the routine aboard the shuttle. She once admitted that she was not a **fastidious** housekeeper, but since the cramped space of the shuttle’s living quarters made neatness important, she was careful to stow away everything she did not have an immediate need for. Eating in space was no problem. Of course the astronauts didn’t sprinkle salt on their food; it would just float away. Disposing of bodily waste—a subject that had intrigued reporters—was **facilitated** by using an air suction device in the toilet.

The **capacious** cargo bay was located behind the crew’s living quarters. On this particular mission it held two large communication satellites, known as comsats, as well as a \$23 million orbiting laboratory designed to carry out various experiments while separated from the shuttle. In addition to her duties as the flight engineer, responsible for checking the workings of the spacecraft, Dr. Ride was also in charge of **deploying** the orbiting laboratory once the two comsats had been released.

One of Dr. Ride’s qualifications for this mission had been that she was especially **adept** at handling the robot arm, a jointed fifty-foot pole with a **grapple** at the end, operated by remote control from the shuttle’s flight deck. She used the robot arm to remove the orbiting laboratory from the cargo bay and to release it so that it could float freely away from the shuttle. From a distance of one thousand feet, a camera in the orbiting laboratory took spectacular photographs of the shuttle that were beamed to Earth and shown on television. At the conclusion of the experiments, the shuttle moved closer to the orbiting laboratory, which Dr. Ride recovered and tucked away in the cargo bay, again using the robot arm.

With their work completed and the flight nearing its end, the shuttle’s five crew members prepared to return to Earth. Because their bodies had lost fluids to adjust to weightlessness, they drank **copious** amounts of water. In addition, they put away everything that had been floating freely in the cabin. Once within Earth’s gravity, these objects would crash to the floor.

The astronauts knew that reentering Earth’s atmosphere at just the right angle was **crucial** for a successful landing. During reentry, the shuttle needed to **decelerate** sharply. The friction caused by air resistance would heat up its exterior to over 2,500 degrees Fahrenheit, but the

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special heat tiles on the outside would prevent the shuttle from burning up and would keep the interior comfortable.

All went well at the conclusion of Space Transportation System—Flight 7; after a ninety-eight-orbit flight of two and a half million miles, *Challenger* landed safely at Edwards Air Force Base in California. One of the banners that greeted Dr. Ride as she emerged read “HERSTORY MADE TODAY BY SALLY RIDE.”

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. How does the sky change as one gets above Earth's atmosphere?

2. Why would it be inaccurate to describe the shuttle living quarters as **capacious**?

3. In what ways do you think the lack of gravity **facilitated** the astronauts' work on the space ship?

4. How was Dr. Ride's sleep affected when she first went into orbit?

5. What is the meaning of **grapple** as it is used in the passage?

6. What task **preceded** the release of the orbiting laboratory?

7. Do you think crew members are likely to **banter** as they board the space shuttle? Explain your answer.

8. What did Dr. Ride hear as the *Challenger* lifted off?

9. Why did the astronauts need to be **fastidious** about putting everything away before reentry?

10. What would happen if the shuttle failed to **decelerate** on reentry?

11. Why is a plentiful supply of drinking water required on a shuttle mission?

12. What is the meaning of **deploy** as it is used in the passage?

13. What **crucial** role did the heat tiles on the outside of the shuttle play?

14. In what way must the pilot be **adept** during the return to Earth?

15. Why might the astronauts feel a **pang** of regret upon returning to Earth?

FUN & FASCINATING FACTS

During the Middle Ages much time and energy was devoted to trying to turn common metals, such as iron or lead, into precious metals, like gold and silver. The study of this subject was known as alchemy. A person who had acquired knowledge of how to bring about such miraculous change was known as an **adept**. In time, the word was extended to include anyone who was highly skilled in an activity. Then later it came into more common use as an adjective, meaning “highly skilled.”

The antonym of *adept* is *inept*, which means “clumsy” or “awkward.” (Celina apologized for her

inept introduction of Chad’s father as his grandfather.)

In Lesson 1 you learned that *excruciating* comes from the Latin *crux*, which means “a cross.” Although the connection is not as clear, the adjective **crucial** is formed from the same Latin root. The explanation lies in the fact that the Romans used crosses not just as a means of execution but also as signposts. If a traveler came to a fork in the road, it was extremely important, or *crucial*, to take the correct road; the cross placed there as a signpost guided the traveler in the right direction.