

Study the definitions of the words. Then do the exercises that follow.

abject

ab'jekt

adj. Most miserable; wretched.

The stray dog lived in **abject** conditions until the neighbor children began to care for her.

advocate

ad'və kāt

v. To plead in favor of; to defend.

This organization **advocates** the release of all people imprisoned for their beliefs.

n. (ad'və kət) One who argues for or defends a person, group, or idea.

The senator has been a lifelong **advocate** for preschool education for all children.



.....
Advocate to your partner a cause you feel strongly about.

atrocious

ə trās' ə tē

n. An act of great cruelty and wickedness.

It is important to talk about and try to prevent the **atrocities** we see every day on the news.

atrocious *adj.* (ə' trō' shəs) 1. Very brutal, wicked, or cruel.

The principal says that bullying is **atrocious** and that the school staff is committed to eliminating it.

2. Appallingly bad; outrageous.

The owners of the kennel were prosecuted after reporters revealed that the animals lived under **atrocious** conditions.



.....
Talk to your partner about an atrocity you have heard about and how it could have been avoided.

commemorate

kə mem' ə rāt

v. To serve as a memorial to; to remember in a solemn manner.

The tablet on the front of the house **commemorates** its importance as a station on the Underground Railroad.

dialect

dī' ə lekt

n. A form of a language spoken in a certain geographical region that has its own grammar, pronunciation, and vocabulary.

A Spanish-speaking person from Madrid might not completely understand a **dialect** spoken in Cuba.

dire

dīr

adj. Having terrible consequences; urgent or desperate.

The murder of an Austrian crown prince in 1914 had extremely **dire** consequences.



.....
Discuss with your partner what dire consequences there might be if you disobeyed your parents.

9

Vocabulary Extension

query

noun A question, often to make sure that something is true or correct.

verb To ask a question.



Academic Context

You should **query** your teacher whenever you want to clarify information. Most of your **queries** can be answered by your teacher.

Discussion & Writing Prompt

Whom from history would you like to **query** and why?

2 min.

1. Turn and talk to your partner or group.

Use this space to take notes or draw your ideas.

3 min.

2. Write 2–4 sentences.

Be ready to share what you have written.

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elite
e lēt'

n. A group that enjoys superior status to others.
People in the social **elite** of New York City use private cars so they do not have to ride the subways.

adj. Considered superior to others.
The eight Ivy League institutions are considered **elite** compared to other universities, though the quality of instruction is often the same.

enhance
en hans'



v. To make greater or better.
The large window in our new kitchen **enhances** the room's light, airy feeling.

.....
Talk to your partner about improvements that could enhance your learning experience at school, such as more study halls or better computers.

flagrant
flā' grənt

adj. Clearly offensive or bad; conspicuously acting against what is right.
Leaving school grounds early is a **flagrant** violation of school rules.

languish
lan' gwish

v. To lose hope, strength, or vitality because of neglect or bad conditions.
We **languished** on the porch as the rain soaked the picnic blanket and all the food we had laid out.

mute
myōōt



v. To soften or tone down the sound of.
The state legislature has agreed to build walls at the airport to **mute** the roar of the jet engines for nearby residents.

adj. Not speaking or not able to speak; silent.
The little boy remained **mute** when his new preschool teacher asked his name.

.....
Tell your partner the appropriate times and places to mute your voice.

raze
rāz

v. To level to the ground; to destroy completely.
Just as the row of seventeenth-century buildings was about to be **razed**, the preservation society requested a delay.

reprisal
ri prī' zəl



n. A retaliation for an injury.
We decided there would be no **reprisals** for the high school students who painted graffiti on the walls.

.....
Chat with partner about whether there is ever a situation when reprisals are appropriate.

turmoil
tər' moil

n. A state of confusion or agitation; tumult.
With flood waters rising and an order to evacuate our home in an hour, my family was in a **turmoil**, trying to decide what to do first.

wreak
rĕk

v. 1. To bring about or inflict.
The tornado **wreaked** destruction along the path it followed through the center of town.

2. To express or vent.

Sahil **wreaked** his anger by pounding on the hood of the car.



.....
Discuss with your partner a time when bad weather wreaked damage upon a local place.

10A

Using Words in Context

Read the following sentences. If the word in bold is used correctly, write C on the line. If the word is used incorrectly, write I on the line.

- (a) I **wreaked** silently in and out to control my breathing. ____

(b) The Black Death **wreaked** devastation across Europe. ____

(c) A country's leader can **wreak** havoc by making a false move. ____

(d) The imminent arrival of the hurricane **wreaked** our plans for the weekend. ____
- (a) The Dalai Lama has been a lifelong **advocate** for world peace. ____

(b) The class **advocates** that they should watch a movie instead of take a test. ____

(c) **Advocates** grow best in tropical and subtropical climates. ____

(d) Parents need to be **advocates** for their children in the healthcare system. ____
- (a) Leaving the gate unlocked was a **flagrant** breach of the rules. ____

(b) The most **flagrant** crimes often get the most news coverage. ____

(c) The **flagrant** honeysuckle is Ty's favorite flower. ____

(d) Johanna loves the **flagrant** smell of freshly cut grass. ____
- (a) Siya's grade was **razed** from a C to a B. ____

(b) The old library is being **razed** to make way for a new one. ____

(c) The floor needs to be **razed** six inches. ____

(d) Much of the building was **razed** to the ground by the fire. ____
- (a) The bear sighting has the neighborhood in **turmoil**. ____

(b) He threw the ball against the **turmoil** and watched it roll away. ____

(c) When anarchy was unleashed, the whole country was in **turmoil**. ____

(d) Wrap the fish in **turmoil** before you grill it. ____

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6. (a) Self-driving cars will **enhance** road safety by removing human error. ____
(b) The hikers were **enhanced** temporarily under the shelter during the storm. ____
(c) This new product is guaranteed to **enhance** your hair's health. ____
(d) Having a positive attitude **enhances** your chances of success. ____
7. (a) My application for the summer job **languished** at the bottom of the pile. ____
(b) Hope **languished** before the rescue team showed up. ____
(c) The city **languished** millions of dollars on a new visitors' center. ____
(d) The team **languished** at the bottom of the league for most of the season. ____
8. (a) I **commemorated** Angelina for winning the spelling bee. ____
(b) We **commemorate** the birth of our nation every Fourth of July. ____
(c) The school **commemorates** Martin Luther King Day by giving everyone a day off. ____
(d) Kimiko **commemorated** the poem and recited it perfectly at the concert. ____
9. (a) Annie was **mute** with awe when she saw a whale for the first time. ____
(b) You can respond to my question or just remain **mute**. ____
(c) I **muted** the television to listen to my brother's story. ____
(d) **Mute** the tree before it falls on the house. ____
10. (a) An **elite** team was sent to the spelling bee and won. ____
(b) Only the **elite** were sent invitations to the ball in the New York City penthouse. ____
(c) Should I dye my hair **elite** or dark? ____
(d) Light the fire before it gets too cold and **elite**. ____

10B

Making Connections

Circle the letter next to each correct answer. There may be more than one correct answer.

1. Which word or words go with *worthy of respect*?
 (a) illustrious (b) notable (c) elite (d) dialect
2. Which word or words go with *conflict*?
 (a) turbulence (b) enhance (c) turmoil (d) tumult
3. Which word or words go with *improve*?
 (a) wreak (b) enhance (c) raze (d) elevate
4. Which word or words go with *get rid of*?
 (a) commemorate (b) enhance (c) annihilate (d) raze
5. Which word or words go with *speech*?
 (a) reprisal (b) dialect (c) mute (d) turmoil
6. Which word or words go with *retaliate*?
 (a) advocate (b) reprisal (c) banter (d) languish
7. Which word or words go with *terrible*?
 (a) quaint (b) elite (c) abhorrent (d) dire
8. Which word or words go with *language*?
 (a) advocate (b) dialect (c) translate (d) reprisal
9. Which word or words go with *shocking*?
 (a) monstrous (b) copious (c) atrocious (d) elite
10. Which word or words go with *misery*?
 (a) torment (b) method (c) enhance (d) anguish

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Determining Meanings

Circle the letter next to each answer choice that correctly completes the sentence. There may be more than one correct answer.

1. Reprisals

- (a) by the military took various forms.
- (b) fell thick and fast on the field, icy cold and blazing white.
- (c) were sent into the yard to play with each other.
- (d) were distributed to the guilty students.

2. A **flagrant**

- (a) smell of smoke greeted Caleb as he stepped outside the cabin.
- (b) breach of the law will be punished.
- (c) smile from his mom let him know everything was all right.
- (d) display of bad manners will get you in trouble.

3. A **dire**

- (a) amount of money was raised to support the local hospital.
- (b) smell told us the meal was ready.
- (c) warning requested that everyone lock their doors.
- (d) forecast says a hurricane is on its way.

4. The **dialect**

- (a) of the people in northern Spain is spoken by over a million people.
- (b) between the two debaters lightened when they began to banter.
- (c) should be turned until the arrow points to the zero.
- (d) known as Creole takes dozens of different forms.

5. The **commemoration**

- (a) of lines can be difficult for the lead role in a play.
- (b) will be on Veterans Day at the statehouse.
- (c) of the women who fought for equal rights is on Saturday.
- (d) between the dolphins was amazing to hear.

6. The **atrocities**

- (a) were committed by both sides in the war.
- (b) ordered by the president will always be remembered with regret.
- (c) of the future will bring us technology we can't even imagine.
- (d) of the game were explained to both sides before kickoff.

7. An **advocate**

- (a) for the homeless suggested renovating abandoned houses.
- (b) can be grown in any large pot.
- (c) for the students was chosen to represent them.
- (d) on the playground is the best in town.

8. **Abject**

- (a) fear during the movie caused me to cover my eyes.
- (b) sadness is unavoidable at some point in life.
- (c) happiness filled his heart as he stepped outside.
- (d) misery was felt by the family members at the funeral.



Completing Sentences

Complete the sentences to demonstrate your knowledge of the words in bold.

1. An example of a **dire** warning about the weather is:

2. I would like to be an **advocate** for

3. An **elite** group is one that

4. I would feel **abject** terror if I saw

5. I can **enhance** my health by

6. A **flagrant** action might be

7. If you **languish** over something bad, that means you

8. Something that might lead to **turmoil** in school is

9. A **reprisal** is

10. The opposite of **atrocious** is

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Rigoberta Menchu

The four-hundredth anniversary of Columbus's famous voyage was **commemorated** in 1892 with much fanfare throughout North and South America. The five-hundredth-anniversary celebrations, in 1992, were **muted** by comparison. Instead of celebrating, many people drew attention to how thoroughly the European settlers had **wreaked** devastation upon the original inhabitants of the Americas. In that year, too, the Nobel Committee awarded its Peace Prize to Rigoberta Menchu, a thirty-three-year-old native woman from Guatemala. She was honored for her "increasingly prominent part as an **advocate** of native rights."

Until Menchu was sixteen, she spoke only Quiche, one of some twenty **dialects** of the Guatemalan native peoples. The Quiche are the descendants of the once-proud Mayas. Mayan civilization flourished in Central America until about 900. Menchu came to prominence in 1983 with the publication in Spanish of her autobiography *I, Rigoberta Menchu*. The book gives an account of the **atrocities** committed by government forces from the 1960s up to the 1980s against the peasant population of Guatemala.

While the country's **elite** lived in heavily guarded, luxurious homes in Guatemala City, the native peoples lived in **abject** poverty. Natives made up more than half of the population. Their little plots of land, which provided only a meager living, could be seized without warning by wealthy landowners. To protest was to risk severe punishment by the army. An entire village could be **razed** and its inhabitants slaughtered. During the thirty-year conflict, an estimated one hundred thousand unarmed native peasants were killed; tens of thousands fled the **turmoil** in the countryside for the safety of neighboring Mexico. There they **languished** for many years in refugee camps. Others escaped to the mountains to wage a decades-long civil war against the army.

Menchu's own family experienced terrible losses for resisting the army's rigid control of the country. Her father was repeatedly beaten and jailed for organizing nonviolent protests. In 1980, he was part of a group that occupied the Spanish embassy in Guatemala City. The goal was to draw attention to the government's **flagrant** abuses of human rights. During this occupation, the building was set on fire, killing those trapped inside. Later, Menchu's sixteen-year-old brother, along with twenty others, were abducted and killed by the

military. A year later her mother was abducted by army officers and killed. Her body was left unburied as a **dire** warning to other “troublemakers.”

Two of Menchu’s sisters joined the armed resistance groups fighting within the country. She herself escaped to Mexico in 1981. From there she worked to draw the world’s attention to the plight of her people. The awarding of the Nobel Peace Prize **enhanced** enormously her ability to tell her story, both within Guatemala and in the world at large. She used the \$1.2 million prize money to further her campaign for peace in Guatemala and the rights of native peoples throughout the hemisphere. There was one further benefit of winning the prize: As a world-famous figure, she was free to visit her native land without fear of **reprisal** by government forces.

The thirty years of civil war ended in 1996 with the signing of peace accords between the rebels and the government. However, progress toward the goals outlined in the accords was painfully slow; a great deal of mistrust still existed between the two sides. In February 2004, President Oscar Berger appointed what he called “a goodwill ambassador” to speed up the process. The person he named to the post was Rigoberta Menchu.

She has tried to further her aims by being politically active. In 2011 she ran in the Guatemalan presidential election and won over 150,000 votes, finishing sixth out of ten candidates. Her work continues through the Rigoberta Menchu Foundation. The mission of the foundation is to seek world peace by pursuing justice and equality, especially for native peoples. Among its many specific goals are the improvement of education and access to information technology within native communities.

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► Answer each of the following questions with a sentence. If a question does not contain a vocabulary word from the lesson’s word list, use one in your answer. Use each word only once.

1. How do you know that Menchu’s father did not **advocate** violence?

2. How might language have affected the ability of the native peoples of Guatemala to form a united opposition to the army?

3. What **reprisal** did government forces make for the occupation of the Spanish embassy?

4. What **atrocities** was Menchu's father subjected to?

5. What were the **dire** consequences for Menchu's family after the Spanish embassy burned?

6. What event will be **commemorated** in 2092?

7. Why would it be inaccurate to describe Rigoberta Menchu as **mute** about the suffering of the Guatemalan people?

8. Do you think Menchu's family was part of the country's **elite**? Explain.

9. What is the meaning of **object** as it is used in the passage?

10. Give one example from the passage of a **flagrant** abuse of human rights by the Guatemalan military.

11. What does the passage say tens of thousands of Guatemalans did during the thirty-year conflict?

12. How do you know that the lives of the Guatemalans who fled to Mexico did not improve much?

13. How do you think Rigoberta Menchu's autobiography **enhanced** people's knowledge of what was happening in Guatemala?

14. What is the meaning of **wreaked** as it is used in the passage?

15. During the war, why were many Guatemalan peasants left homeless?

Fun & Fascinating FACTS

.....

- The Latin prefix *ab-*, "from" or "away," combines with the root from the Latin verb *jacere*, "to throw," to form the adjective **abject**. Its original meaning is "cast out" or "rejected." It now means "wretched" or "in a low state."

.....

- The Latin *flagrare* means "to burn" and forms the root of the adjective **flagrant**. The original meaning of this word was "flaming" or "blazing," which changed over time to "out-

rageous" or "conspicuously bad." A blazing fire is certainly conspicuous, and perhaps it is this connection that led to the change in meaning.

.....

- One of the meanings of *raise* is "to build." It is curious then that **raze**, a word with the same pronunciation, has just the opposite meaning, "to destroy completely." (While it can take a team of workers several days to *raise* a barn, a tornado can *raze* it in a matter of minutes.)

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