MAKING NEW WORDS YOUR OWN

Lesson 30 | CONTEXT: Ecology and Environment
Making the Great Lakes Great Again

Superior, Michigan, Huron, Erie, and Ontario are the five Great Lakes. These lakes border eight states: Minnesota, Wisconsin, Michigan, Illinois, Indiana, Ohio, Pennsylvania, and New York. The Great Lakes are among the fifteen largest lakes in the world. If you stand on the shore of any one of them, it will seem as if you are standing at the edge of an ocean. In fact, the lakes are so large that they are sometimes called inland seas.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about the Great Lakes. These ten Vocabulary Words will be used.

apologize	associate	hesitate	pollute	superior
application	frantic	impatience	reservoir	toxic

EXERCISE 1 *Wordbusting*

Directions. Follow these instructions for this word and the nine words on the next page.
- Figure out the word's meaning by looking at its **context**, its **structure**, and its **sound**. Fill in at least one of the three **CSS** boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

(apologize) ⟹ Some companies **apologize** for the past pollution of the Great Lakes. Their regrets, combined with stricter regulations, have visibly improved water quality in the lakes.

Context:	Structure:	Sound:

Dictionary:

2.

application ⟹ Scientists hope that the **application** of new technology will help to reduce the effects of pollution. Putting these new technologies into practice may help cut pollution at its source.

3.

associate ⟹ Are your friends and classmates concerned about pollution? Talk to the people you **associate** with about the pollution problem in the Great Lakes.

4.

frantic ⟹ Many people who live near the Great Lakes are very concerned with the safety of their homes. As water levels in the lakes rise steadily, lake-shore residents are **frantic** with worry that they will lose their homes to the lake.

5.

hesitate ⟹ Lakeshore homeowners feel that there is no time to lose. They call for quick action, urging the government not to **hesitate** in reducing water levels.

6.

impatience ⟹ It's not hard to understand the **impatience** of these homeowners. They hate any delay because in a few years' time their houses may be swallowed by the lakes.

7.

pollute ⟹ Some people feel that protecting the environment should come first, and impure water is a major concern. They point out that industrial chemicals, municipal wastes, and runoff from rain **pollute** the waters in the United States.

8.

reservoir ⟹ Pollution in the Great Lakes is threatening at least one water **reservoir**. High levels of dangerous chemicals have been found in the water supply.

9.

superior ⟹ Today, knowledge of the Great Lakes' environmental problems is **superior** to that of any time in the past. Thanks to modern science, we have the best and most thorough knowledge of the lakes ever.

10.

toxic ⟹ Now we know that many of the wastes discharged into the Great Lakes are **toxic** to humans and other species. If fish die as a result of these harmful wastes, how can the water be safe for humans?

EXERCISE 2 Context Clues

Directions. Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A	COLUMN B

COLUMN A

_____ **11.** word: _____:
v. to join with others; to connect different things together; n. a person with whom one works; adj. having less than full status

_____ **12.** word: _____:
adj. poisonous; giving harm

_____ **13.** word: _____:
v. to express regret for a fault or wrong

_____ **14.** word: _____:
adj. wild with anger, pain, or worry

_____ **15.** word: _____:
n. a place where water is collected and stored ; a large supply of something

_____ **16.** word: _____:
v. to make dirty; to make impure or corrupt

_____ **17.** word: _____:
v. to pause or stop momentarily; to delay because of feeling unsure

_____ **18.** word: _____:
adj. high or higher in order, status, or rank; greater in quality or value

_____ **19.** word: _____:
n. the method of putting something to use; continued effort; a form to be filled out with information

_____ **20.** word: _____:
n. annoyance because of delay; restless eagerness to do something

COLUMN B

(A) It is a sunny fall day on Lake Erie. Sixteen sixth-grade students are filled with **impatience** as they line up to climb aboard a small tugboat. They cannot wait to start their trip!

(B) Finally, the captains of the boat arrive. They are sorry for their lateness, and they **apologize**.

(C) The captains, Pat and Chuck Potter, are **reservoirs** of valuable information about the Great Lakes area. They have a great supply of facts and figures memorized.

(D) Pat tells the students that they should **associate** the foamy water they see at the base of a low dam with pollution. There is a definite connection.

(E) The students do not **hesitate** at guessing the source of the pollution. They instantly remember the nearby factories.

(F) Pat explains the causes of this poisonous pollution. She says that many of the factories have been releasing **toxic** wastes into the lakes for years.

(G) Pat points out a fertilizer plant. "That plant has just filled out an **application** for a new waste dump. The paperwork has been completed."

(H) "The old dump has already killed the surrounding plants. We are working at a **frantic** pace to see that no new dumps are allowed. We are trying to beat the clock."

(I) Pat reminds us that strict U.S. regulations on pollution are **superior** to those in Canada. As a result, some U.S. companies go there to dump their wastes.

(J) On the return trip, the students agreed that it was sad to realize how many harmful wastes have **polluted** the Great Lakes.

EXERCISE 3 *Like Meanings and Opposite Meanings*

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the polluted **reservoir**
    (A) river that runs into one of the Great Lakes
    (B) treatment plant for impure water
    (C) a factory that creates smog
    (D) water supply

22. the **application** of new technology
    (A) use
    (B) discovery
    (C) understanding
    (D) scientific method

23. to **pollute** the mind.
    (A) educate
    (B) dirty
    (C) destroy
    (D) weaken

24. her business **associate**
    (A) admirer
    (B) office
    (C) enemy
    (D) partner

25. do not **hesitate**
    (A) wait briefly
    (B) fall suddenly
    (C) enter quickly
    (D) cry loudly

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to **apologize** for one's actions
    (A) have regret
    (B) be proud
    (C) resist
    (D) repeat

27. the **toxic** chemicals
    (A) deadly
    (B) weak
    (C) harmful
    (D) harmless

28. our growing **impatience**
    (A) anger
    (B) patience
    (C) impossibility
    (D) unhappiness

29. a **frantic** attempt
    (A) violent
    (B) foolish
    (C) frenzied
    (D) calm

30. a **superior** method
    (A) faster
    (B) uncertain
    (C) worse
    (D) better