

UNIT FIVE

JAC, JECT

Latin JACERE, JECTUM, "to throw, hurl"

ADJACENT (ə jă' sɛnt) *adj.* Next to; nearby

L. ad, "towards," + jacere = *thrown towards*

Do you know the names of the states that are *adjacent* to your home state?

syn: neighboring *ant:* distant

SUBJECT (sʌb jekt') *v.* To cause to undergo or experience

L. sub, "beneath," + jectum = *thrown beneath*

Protesters were angry that the animal was *subjected* to cruelty as a way of testing its reactions to various chemicals.

syn: expose *ant:* protect

PROJECTILE (prō jek' təl) *n.* Something sent through the air

L. pro, "forth," + jectum = *thrown forth*

The mechanical arm was able to throw the *projectile* much farther than I was.

BALL, BOL, BL

Greek BALLEIN, "to throw"

BALLISTIC (bə lis' tik) *adj.* Thrown or projected

The bullet's *ballistic* properties were studied while it was in midair.

PARABLE (pə' rə bəl) *n.* A story with a moral message or lesson

G. para, "beside," + ballein, "to throw" = *to throw beside*

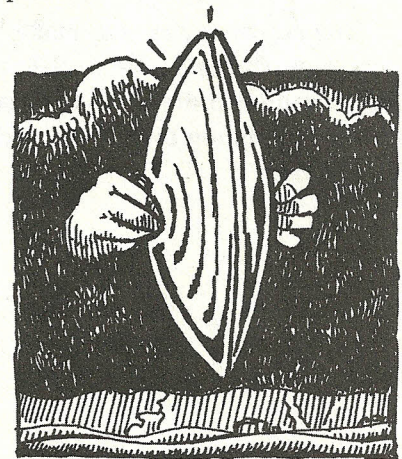
Many stories are not exactly about what they seem to be; these are sometimes known as *parables*.

SYMBOLIZE (sim' bəl iz) *v.* To stand for; to represent

G. sym, "together," + ballein = *thrown together*

In primitive cultures, the sun often is used to *symbolize* life and rebirth.

syn: signify



In this symphony, the sound of CYMBALS SYMBOLIZES thunder.

III The science of ballistics studies projectiles, things thrown or sent through the air. These days, ballistics tests are most often done on weapons like guns or missiles. The expression go ballistic means "to explode in anger," like a missile.

III A parable is a story told as another story or idea for comparison. If the first story is hard to understand, a parable can help explain it.

PASS

Latin PANDERE, PASSUM, “spread out”

PASSUS, “a step”

ENCOMPASS (en kom' pəs) v. To include; to cover

Karen tried to *encompass* all her feelings for her mother in a short poem.

syn: contain ant: leave out

PASSABLE (pas' ə bəl) adj. Good enough, but not excellent

During his first year in Mexico, Darren's understanding of Spanish was barely *passable*, but it improved rapidly after that.

syn: fair ant: outstanding

PEND, PENS

Latin PENDERE, PENSUM, “to hang, to weigh”

APPENDIX (ə pen' diks) n. Material added at the end of a book

L. ad, “upon,” + pendere = *hang upon*

The biology textbook had only seven chapters, but it also contained a hundred-page *appendix* that explained new discoveries.

DISPENSE (dis pens') v. 1. To give out; distribute

2. To get rid of

L. dis, “apart,” + pensum = *to weigh out*

1. Medical personnel *dispensed* supplies to people who had been injured in the earthquake.

2. The museum robbers were forced to *dispense* of the stolen art as they ran from the police

SUSPEND (sə spend') v. To stop; to put on hold

L. sub, “from beneath,” + pendere = *to hang from beneath, hang up*

Marc *suspended* his search for a new car for the time being.

syn: shelve ant: continue

III The Latin word *passus* means “a spreading out of the foot, “ or “step.” From this word we get the words *pace*, *compass* (including the compass you may have used in math class), *encompass*, and *passable*, along with many other words.

III All people are born with an appendix, an organ in the body that has no known function.

EXERCISES - UNIT FIVE

Exercise I. Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. The mill was forced to *suspend* its operations when...
2. The soldiers raised the American flag to *symbolize*...
3. Although Ben's performance in the math class was *passable*...
4. The doctors will *subject* Jeremy to a variety of tests so that...
5. When the children heard their mother's *parable*, they...
6. In his book on the history of automobiles, the author tries to *encompass*...
7. Because the grocery store was *adjacent* to a school...
8. The reading teacher wanted the class to study the *appendix* to...
9. The soda machine would not *dispense* cola because...
10. When Daniel walked in front of the goal, a *projectile* similar to a soccer ball...
11. The *ballistic* measurements of the slingshot showed that...

Exercise II. Fill in the blank with the best word from the choices below. One word will not be used.

adjacent symbolize projectile parable appendix

1. My office was _____ to Eileen's, so I could hear every word of her phone conversations.
2. To help the students explain why cheating is wrong, the teacher told them a(n) _____.
3. The _____ that turned out to be a wet snowball hit the back of my head as I started for school.
4. Tommy was the only person in class to know the answer; he had looked for it in the book's _____.

Fill in the blank with the best word from the choices below. One word will not be used.

subject dispense symbolize suspend

5. In this painting, flowers _____ hope and new life.
6. "No matter what torture you _____ me to," cried the prisoner, "I will never give up my secret!"
7. The referee said that unless the players stopped fighting, he would _____ the game.

Fill in the blank with the best word from the choices below. One word will not be used.

dispensed subjected encompass ballistic passable

8. Darlene's acting in the play is _____, but could be much better.
9. When dropped from great heights, an anvil can have as much force as (an) _____ missile.
10. A freak snowstorm hit, but workers still _____ medicine in the town square.
11. The weatherman's long-term forecast will _____ the six weeks between now and the end of the year.

Exercise III. Choose the set of words that best completes the sentence.

1. The plans for new construction in the city _____ not only the area between 5th and Vine Street, but also the _____ vacant lot.
 - A. dispenses; ballistic
 - B. suspends; passable
 - C. encompass; adjacent
 - D. symbolizes; projectile
2. Because James could not _____ himself to another boring lunch with Stan, he decided to eat whatever the candy machine would _____.
 - A. encompass; suspend
 - B. subject; dispense
 - C. symbolize; subject
 - D. dispense; encompass
3. Scientists had to add a(n) _____ to their study of _____ when new information about wind resistance came out.
 - A. projectile; appendix
 - B. ballistic; parables
 - C. appendix; projectiles
 - D. passable; projectile

4. Connie often uses _____ to explain what she means, and it's sometimes difficult to understand what the objects in these stories _____.
- A. appendices; dispense
 B. parables; suspend
 C. projectiles; encompass
 D. parables; symbolize
5. If Steve's performance on his next driving test is not _____, the state may _____ his license.
- A. ballistic; dispense
 B. passable; suspend
 C. projectile; encompass
 D. passable; symbolize

Exercise IV. Complete the sentence by inferring information about the italicized word from its context.

1. If your teacher tells you to consult the book's *appendix*, he probably wants you to...
2. If Shawna is told that her essay is *passable*, she should feel...
3. If Tom and his new wife move to the house *adjacent* to his old one, it may be because...

Exercise V. Fill in the blank with the word from the Unit that best completes the sentence, using the root we supply as a clue. Then, answer the questions that follow the paragraphs.

Teaching poetry is a difficult task. Many of us come to our first poetry lesson with the idea that poetry is something that simply "flows from the soul" like magic. It is important, therefore, for a teacher to point out that writing poetry is a craft that takes time. Poets carefully choose which words will go into their poems. They try different ones out, keep some, and reject others.

It is possible, though, to go too far with the idea that writing a poem is a precise and thoughtful task. Too often students come away thinking that all poems have "secret meanings" and that the job of the reader is to find those hidden meanings. "If a poem seems relatively straightforward," students are told, "you probably are not looking closely enough. Read the poem again and 'interpret' it."

For instance, look at William Carlos Williams' poem:

So much depends
 upon
 a red wheel
 barrow
 glazed with rain
 water
 beside the white
 chickens.

For the most part, Williams was a poet who wrote about everyday things: plums, crunching leaves, a cat accidentally stepping into a flowerpot. He himself objected to the idea that the objects in this poem stood for other things.

A quick search on the Internet, though, shows that many readers have refused to take Williams at his word. Some insist that the poem is a _____ (BL) about the need to work hard: the wheelbarrow has faced the hardship of being rained upon, but it needs to rise above that because so much "depends" upon it; Williams "must" mean that people, too, should do this. Some believe that that red wheelbarrow, white chickens, and sad, or "blue" rain stand for the red, white, and blue of the American flag. Others say that the poem is about the Russian revolution and that the red wheelbarrow _____ (BOL) the blood of the worker while the rain water stands in for the workers' tears and sweat. One student, who admits that she was pressured to interpret the poem by her teacher, writes that Williams' chickens must be planning to sneak away from the farm and are depending upon the wheelbarrow for their escape. The rain, she writes, means that the chickens are planning to escape under cover of a storm. She goes on to comment that these must be highly organized chickens!

Although these interpreters probably mean well, they are so busy trying to puzzle out what they believe are Williams' secret intentions that they cannot focus on the most important part of the poem: its simplicity and clear language. If no one had ever forced them to believe that poems always mean something different from what they appear to, these readers could have appreciated Williams' poem for what it is: a simple picture of a simple scene on an ordinary day.

1. In this passage, Williams' wheelbarrow is NOT compared to
 - A. the red stripes on the American flag.
 - B. the blood of the worker.
 - C. the setting sun.
 - D. the need to rise above hardship and work hard.

2. Which statement would the author most likely agree with?
 - A. William Carlos Williams did not write difficult poetry.
 - B. Poetry should never be taught, just read.
 - C. Not all poems have hidden meanings.
 - D. No one would write a poem about chickens escaping from a farm.

3. The author most likely thinks that Williams' poem is about
 - A. a wheelbarrow and chickens.
 - B. the joys of a simple life.
 - C. what a wheelbarrow and chickens might symbolize.
 - D. the fact that poetry is a craft.

Exercise VI. Drawing on your knowledge of roots and words in context, read the following selection and define the *italicized* words. If you cannot figure out the meaning of the words on your own, look them up in a dictionary. Note that *inter* means "between."

The dog's *pendulous* ears are the perfect addition to his funny face. They hang down several inches and flop around when he runs. Once, the dog's owner, Alexis, got into an argument with her brother George about whether one of the dog's ears was longer than the other. They went back and forth in this argument until their mother *interjected* that the size of the ears didn't matter, and they should take the dog for a walk.