

Vocabulary And More

Level 2

Road to
Success

EDCON



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INTRODUCTION

What do you do when you see a word you do not know? Do you use a dictionary to learn its meaning, do you look at the parts of the word to find a “root” word, or do you try to understand the word’s meaning from its context?

New words can be learned in different ways. One good way to understand the meaning of a word is to understand what it means in the sentence or paragraph where it is used. To do this, you must understand the meaning of the sentence or paragraph you are reading.

However, understanding a word in context will not always teach you all you should know about the word. A dictionary will be needed for you to learn how to pronounce the word and to learn the word’s meaning or meanings.

This book will help you to:

1. Learn the use of context clues
2. Learn the use of a dictionary
3. Learn the use of different forms of words

THE WAY TO USE THIS BOOK

First, write your name on the back cover.

Next, look at the CONTENTS page (page iii). The large black type will show you the four main parts of the book: SEQUENCE B-1 through SEQUENCE B-30, EXERCISE G, ANSWER KEY, and PROGRESS CHART.

Then, turn to SEQUENCE B-1. Look at the four pages that make up SEQUENCE B-1. Every sequence in the book is similar. Every sequence has seven sections. Sections A through F follow one another within each sequence. Section G appears toward the back of the book after all thirty sequences. Use the CONTENTS page to locate it.

The sections are:

- A Learning the Words
- B Using the New Words
- C Checking the Meaning
- D Making Sentences
- E Using the Words
- F Writing the Words
- G Spelling the Words

Instructions for each of these sections are on the next page.

Also, your teacher will provide instruction in rules for recognizing and spelling different forms of words.

A LEARNING THE WORDS

1. Read the sentence. Think of a word that might belong in the blank. Your teacher may ask what word you chose. You may be asked why you chose that word.
2. Write the correct word in the blank space of the sentence.
3. Write the word carefully because it is a word that you are to study.

B USING THE NEW WORDS

1. At the top of the page are words as they appear in a dictionary. Read the words and their meanings. All the words will be used in some of the exercises. If you have trouble pronouncing a word, use the Pronunciation Key on the inside of the back cover of the book.
2. Follow the instructions for the exercise. When you have completed the exercise, check your answers with the Answer Key.

C CHECKING THE MEANING

Follow the instructions for the exercise. When you have completed the exercise, check your answers with the Answer Key.

D MAKING SENTENCES

Follow the instructions for the exercise. When you have completed the exercise, check your answers with the Answer Key. Enter your score on the Progress Chart.

E USING THE WORDS

Follow the instructions for the exercise. When you have completed the exercise, check your answers with the Answer Key. Enter your score on the Progress Chart.

F WRITING THE WORDS

Follow the instructions for the exercise. There is no Answer Key for this exercise. Your teacher will check your work.

G SPELLING THE WORDS

1. Each sentence in this exercise contains one of your new words. The new words are underlined.
2. Two or three days after you have completed the four pages of exercises for one sequence, your teacher may want to know how well you have learned the new words. The teacher may pronounce the new word, then read the sentence that uses the word, and then pronounce the word again.
3. You are to write the word on your Spelling Exercise pad. Enter your score on the Progress Chart. Then correct any mistakes you made.
4. You might be asked to use the sentences in this exercise to give a spelling test to someone else.

A LEARNING THE WORDS

Look at the words in the column at the right. Choose the correct word and write it in the blank to best complete the sentence.

Check and Write

- | | | | |
|--|----------|---------|------------|
| 1. Mother put our money in two different _____ . | blocks | banks | apartments |
| 2. Did you hear the school _____ ? | bells | buttons | tractors |
| 3. My _____ likes to play games. | baseball | king | brother |
| 4. Put your _____ on your heads. | gloves | caps | clothes |
| 5. Can you _____ this box? | need | carry | tease |
| 6. We will sit on the _____ . | chair | ladder | television |
| 7. Don't _____ your books. | hit | empty | drop |
| 8. Where did the airplane _____ ? | hide | land | cross |
| 9. My friend _____ me a letter. | sent | bought | threw |
| 10. May I _____ my new dress? | cut | hide | wear |
| 11. Jane can _____ her lunch. | carry | need | tease |
| 12. Our _____ have money in them. | blocks | banks | clocks |
| 13. What shoes did you _____ to school? | bounce | drive | wear |
| 14. My _____ is a little boy. | brother | king | sister |
| 15. We can play the _____ at school. | buttons | bells | tractors |
| 16. What color are your _____ ? | caps | close | flashlight |
| 17. We saw a duck _____ on the water. | cut | hide | land |
| 18. Sit on the _____ by the window. | ladder | chair | television |
| 19. Did you _____ your penny? | hit | drop | empty |
| 20. Daddy _____ me a toy train. | threw | set | sent |

SEQUENCE B-1

bank (bank), 1. place for keeping, lending, exchanging, and issuing money. 2. keep a bank. 3. keep money in a bank. 4. put (money) in a bank. 5. any place where reserve supplies are kept. A **blood bank** is a place where blood is stored for transfusions. *n., v.*

bell (bel), 1. a hollow metal cup that makes a musical sound when struck by a clapper or hammer. 2. the stroke or sound of a bell. On shipboard a bell indicates a half hour of time. 3. anything shaped like a bell. 4. put a bell on. 5. swell out like a bell. *n., v.*

broth er (bruːθəˈr), 1. son of the same parents. A boy is brother to the other children of his parents. 2. close friend. *n.*

cap (kap), 1. a soft, close-fitting covering for the head with little or no brim. 2. highest part; top. 3. put a cap on; cover. *Whipped cream capped the dessert. n., v., capped, cap ping.*

chair (chāːr), single seat with a back. *n.*

land (land), 1. the solid part of the earth's surface: *dry land*. 2. ground; soil: *good land for a garden*. 3. a country and its people. 4. come to land; bring to land: *The ship landed at the pier. The pilot landed the airplane*. 5. put on shore from a ship or boat: *The ship landed its passengers*. 6. go on shore from a ship or boat: *The passengers landed*. 7. arrive: *The thief landed in jail. n., v.*

B USING THE NEW WORDS

Put an X in front of each right answer. The word may be right for one or both of the sentences.

1. If we bank our money,
___ a. we put money in a bank.
___ b. we store money in a tree.
2. Which of the following sentences uses the word with a line under it in the right way?
___ a. We bell down.
___ b. We heard the bell.
3. If you land an airplane,
___ a. you put the airplane on the ground.
___ b. you do tricks with the airplane.
4. Which of the following sentences uses the word with a line under it in the right way?
___ a. We get water from a cap.
___ b. The clown had a yellow cap on.
5. Which of the following sentences uses the word with a line under it in the right way?
___ a. Ann can sit on a chair.
___ b. Ann can go up a chair.

Check your answers on page 137.

C CHECKING THE MEANING

Read the words in the boxes. Pick the best word and write it on the line. Next, put an X in front of the right answer — a, b, or c.

1.

bank

banks

Our two _____ are on the same block.

The word you wrote means

- ___ a. the ground near water.
 ___ b. where you keep money.
 ___ c. a place to store things.

2.

bell

bells

I think I heard the school _____.

From this sentence, you know that

- ___ a. something is round.
 ___ b. something made a sound.
 ___ c. something is quiet.

3.

brother

brothers

My two _____ are in high school.

This sentence tells about

- ___ a. people who have the same mother and father.
 ___ b. people who play ball.
 ___ c. people who sing together.

4.

cap

caps

We put on our _____ when it is cold.

The word you wrote means

- ___ a. something for the head.
 ___ b. something we do with our hand.
 ___ c. something to cover a bottle.

5.

chair

chairs

Father sat down in his _____.

From this sentence, you know that

- ___ a. Father is working.
 ___ b. Father is on a seat.
 ___ c. Father is sleeping.

Check your answers on page 137.

SEQUENCE B-1

D MAKING SENTENCES

Pick the word from the box that is the best word for each sentence. Write the word on the line.

bank	bell	brother	cap	chair
<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
banks	bells	brothers	caps	chairs

1. My _____ fell off my head.
2. We sat on the two _____ .
3. We put money in the _____ .
4. My _____ go to school.
5. We hear two _____ in the morning.

Check your answers on page 137.

E USING THE WORDS

Put a line under the word that is the best word for each sentence.

1. I like to play with my four **doll dolls**.
2. Did you have some **apple apples** for lunch?
3. Can you paint pretty **picture pictures**?
4. How high can that **frog frogs** jump?
5. We saw a **bird birds** in the tree.

Check your answers on page 137.

F WRITING THE WORDS

The ten new words are:

banks	bells	brother	caps	carry
chairs	drop	land	sent	wear

Use any three words from the box and put them in sentences.

1. _____
2. _____
3. _____