

Name _____

Date _____

Vocabulary: Lesson 5

"Two Poems" by Robert Frost

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1. **assorted** (*adj.*)- different; diverse
 2. **averse** (*adj.*)- having a strong dislike for something; opposed to
 3. **blight** (*n.*)- disease; misfortune; trouble
 4. **design** (*n.*)- plan; purpose; intention
 5. **dispose (of)** (*v.*)- to get rid of; to discard
 6. **fetid** (*adj.*)- foul-smelling; rank
 7. **impulse** (*n.*)- current; drive
 8. **kindred** (*adj.*)- related; similar
 9. **square** (*v.*)- to make even or level; to align with something
 10. **staunch** (*v.*)- (also stanch) to block or disrupt the flow of something; to choke

Exercise 2: Using Vocabulary in Context

Select **five** weekly vocabulary words to use in your own sentences. You must utilize each sentence pattern at least once (simple, complex, compound, compound-complex).

1. _____

2. _____

3. _____

4. _____

5. _____

LESSON 5

Two Poems (poetry) by Robert Frost

A Brook in the City

The farm house lingers, though **averse** to **square**
With the new city street it has to wear
A number in. But what about the brook
That held the house as in an elbow-crook?
I ask as one who knew the brook, its strength
And **impulse**, having dipped a finger-length
And made it leap my knuckle, having tossed
A flower to try its currents where they crossed.
The meadow grass could be cemented down
From growing under pavements of a town;
The apple trees be sent to hearth-stone flame.
Is water wood to serve a brook the same?
How else **dispose** of an immortal force
No longer needed? **Staunch** it at its source
With cinder loads dumped down?
The brook was thrown
Deep in a sewer dungeon under stone
In **fetid** darkness still to live and run—
And all for nothing it had ever done
Except forget to go in fear perhaps.
No one would know except for ancient maps
That such a brook ran water. But I wonder
If, from its being kept forever under,
These thoughts may not have risen that so keep
This new-built city from both work and sleep.

Design

I found a dimpled spider, fat and white,
On a white heal-all, holding up a moth
Like a white piece of rigid satin cloth—
Assorted characters of death and **blight**
Mixed ready to begin the morning right,
Like the ingredients of a witches' broth—
A snow-drop spider, a flower like froth,
And dead wings carried like a paper kite.

What had that flower to do with being white,
The wayside blue and innocent heal-all?
What brought the **kindred** spider to that height,
Then steered the white moth thither in the night?
What but **design** of darkness to appall?—
If design govern in a thing so small.

Exercise 1: Context Clues

Read the passage above, paying special attention to the words in dark type. These are the Master Words you will study in this lesson. As you read, look for context clues in the sentences and paragraphs around each Master Word. Circle any words and phrases that give clues to the meaning of the Master Words.

Master Words

Place a check by words you feel you know; underline words you don't know.

assorted

blight

dispose

impulse

square

averse

design

fetid

kindred

staunch

• • Exercise 3: Synonyms and Antonyms

Use the synonyms and antonyms in the word list to fill in the blanks except where you see an X.

	Synonyms	Antonyms
1. averse	_____	_____
2. square	_____	_____
3. impulse	_____	X
4. dispose	_____	_____
5. staunch	_____	_____
6. fetid	_____	_____
7. assorted	_____	_____
8. blight	_____	_____
9. kindred	_____	_____
10. design	_____	X

Word List	
align	homogeneous
choke	intention
differ	open up
discard	opposed
disease	rank
diverse	retain
drive	similar
fragrant	sympathetic
health	unrelated

• • • Exercise 4: Sentence Completion

From the Master Words, choose the appropriate word for the blank in each of the following sentences. Write the word in the space provided at the right.

- The potato ...?... caused mass starvation in Ireland in the 1840s.
- Lily worked hard to ...?... her actions with her beliefs.
- The rotten vegetables created a ...?... odor in the refrigerator.
- The box of ...?... crayons was perfect for drawing a rainbow.
- The ...?... of the river increased after the heavy rain.
- The architect's ...?... would create a bright, airy space.
- The nurse applied pressure to ...?... the flow of blood from the wound.
- It is important to ...?... of energy-efficient light bulbs properly.
- Matthew is usually ...?... to trying new foods but decided to be adventurous while on vacation in Europe.
- My mother says the members of her book club are true ...?... spirits.

Exercise 5: Shades of Meaning

The bold words in the chart below are Master Words. Beneath each is a synonym. Although their denotations (dictionary definitions) are nearly the same, the Master Word and its synonym have different shades of meaning, or connotations. Based on the context, decide whether a Master Word or its synonym would better complete each sentence. Use a dictionary if necessary. (Note: One bold word is in the family of the Master Word.)

averse	blight	design
reluctant	damage	intention

1. The fungus caused a ...?... that destroyed many of the roses in the garden.
2. The city planner's ...?... showed great attention to the needs of pedestrians.
3. Nick had the ...?... to run every morning before school.
4. Sara was ...?... to go to the dance but finally gave in to pressure to attend.
5. The storm caused ...?... when it brought down many tree limbs.
6. Noah was ...?... to all forms of exercise and preferred to play video games.
