

Lesson 6

Word List Study the definitions of the words below; then do the exercises for the lesson.

anarchy
an' ə r kē

- n.* 1. Total absence of government.
[Mr. Burns believes *anarchy* is the best form for a society.]
2. Lack of order; total confusion.
[Without the disciplined practice of so many fire drills, we would have had *anarchy* yesterday when we had a real fire in the school's basement.]

apprehend
ap rē hend'

- v.* 1. To seize; to arrest.
[John Brown was *apprehended* when he tried to confiscate guns at Harper's Ferry, Virginia in 1859.]
2. To grasp the meaning of; to understand.
[Everyone watching the explosion of *Challenger* on January 28, 1986, *apprehended* quickly what had happened.]

arraign
ə rān'

- v.* To bring before a court to face charges.
[Lee Harvey Oswald had barely been *arraigned* for the assassination of the president when he too was shot and killed.]

assimilate
ə sim' ə lāt

- v.* 1. To absorb into a population.
[By the second generation, the Cambodian immigrants had been *assimilated* into Canadian society.]
2. To take in a part and absorb into the whole.
[The students *assimilated* the new information, then began to apply it.]

bizarre
bi zār'

- adj.* Strikingly out of the ordinary; peculiar.
[The smashed and twisted automobile, resting in a bed of violets near the side of the road, created a *bizarre* image.]

calamity
kə lam' ə tē

- n.* An event that causes great suffering and harm; a disaster.
[The train engineer averted a *calamity* by slamming on the brakes as soon as he saw the car stalled on the tracks.]

calamitous *adj.* Disastrous.

- [Filling in these wetlands to build a mall has been *calamitous* for the songbirds that migrated here each year.]

conspire
kən spīr'

- v.* 1. To plan together secretly to do something wrong or illegal.
[Campaign workers *conspired* to break into their opponent's headquarters.]
2. To join or act together.
[The beautiful weather, good friends, and delicious food *conspired* to make the weekend at the beach one I will always remember.]
conspiracy *n.* (kən spīr' ə sē) A joining with others to plan or carry out unlawful acts.
[The *conspiracy* of the German officers to kill Hitler failed on July 20, 1944.]

dissension
di sen' shən

- n.* A difference of opinion; disagreement.
[As representatives worked on the Constitution that hot summer of 1787, *dissension* over power for the states versus power for the federal government grew.]

elapse
ē laps'

- v.* To pass or slip by (used with time).
[Five years *elapsed* before they saw their cousins again.]

imminent
im' ə nənt

adj. About to happen; likely to occur in the very near future.
[The clouds rolling in made rain seem *imminent*.]

interrogate
in ter' ə gāt

v. To ask questions of, especially in a thorough or formal manner.
[The police will *interrogate* the suspects separately in order to compare their stories.]

interrogation *n.* The act of questioning.
[Helen's lawyer was present during the *interrogation* of the witness to the accident.]

lionize
lī' ə nīz

v. To treat as a celebrity.
[After he made the first solo transatlantic flight, Charles Lindbergh was *lionized*.]

meticulous
mə tik' yə ləs

adj. Extremely careful; attentive to small details.
[All of the parachutists gave their gear a *meticulous* final check before leaping from the plane.]

shackle
shak' əl

n. 1. A ring or band put around the arm or leg to prevent free movement.
[In the 1800s, Africans captured for the slave trade were crammed into ships where they sat in *shackles* for the duration of the voyage to America.]

2. Something that prevents free action.
[Kevin hoped he could throw off the *shackles* of parental control when he left for college.]

v. To prevent freedom of action.
[High school dropouts often find that their lack of education *shackles* them to low-paying jobs.]

swelter
swel' tə

v. To suffer from or to be overcome by great heat.
[We *sweltered* in the hot sun because there was no shade in the fields where we worked.]

sweltering *adj.* Very hot and humid; uncomfortable because of extremely hot weather.
[Going for a swim is the best way to cool down on a *sweltering* July day.]

6A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 6. Write each sentence in the space provided.

1. (a) restricts free movement.
(b) causes great joy.

- (c) A calamity is something that
(d) A shackle is something that

2. (a) question that person closely.
(b) To interrogate someone is to

- (c) To apprehend someone is to
(d) fear that person.

3. (a) be uncomfortably hot.
(b) break up into smaller parts.

- (c) To swelter is to
(d) To elapse is to

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4. (a) Dissension is
(b) fear of what might happen.
- (c) a total absence of government.
(d) Anarchy is
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5. (a) A calamity is
(b) A conspiracy is
- (c) a lifting of all restraint.
(d) an event that causes great suffering.
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6. (a) To recur
(b) is to understand.
- (c) is to agree.
(d) To apprehend
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7. (a) To lionize someone is to
(b) To arraign someone is to
- (c) treat that person as a hero or heroine.
(d) to make that person angry.
-
8. (a) is one that keeps recurring.
(b) An imminent event
- (c) is one that is very peculiar.
(d) A bizarre event
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9. (a) To arraign some people is to
(b) absorb them into a larger group.
- (c) To assimilate some people is to
(d) show that they are innocent.
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10. (a) To elapse is to
(b) To conspire is to
- (c) fail to do what is expected or required.
(d) plan secretly or illegally with others.
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6B Just the Right Word

Improve each of the following sentences by crossing out the italicized phrase and replacing it with a word (or a form of the word) from Word List 6.

1. The roots of trees *take in and absorb* water from the soil.
2. Janine, seeing that an accident was *about to happen in the very near future*, moved her baby brother away from the stove.

3. As we examined the ancient Peruvian embroideries, we were amazed by how *extremely careful and attentive to small details* the creators of these pieces had been.
4. Our teachers always encouraged us to finish high school because no one, they said, should be *prevented from doing what they wished* by the lack of education.
5. To avoid *a complete breakdown in government*, the president called for a new election and then resigned.
6. *Strong disagreement* about whether or not to permit the use of trail bikes in the state park flared up at the town meeting.
7. Margaret finished the test well before the thirty minutes had *slipped by*.
8. John D. Rockefeller, Jr., with the managers of the Colorado mine, *secretly made plans* to prevent the union leaders from entering the work area.
9. Rebecca remembered summers on a Maine lake, away from the *very hot and uncomfortable* city.
10. The Bill of Rights gives both citizens and noncitizens the right to have a lawyer represent them when being *called before a court to answer charges*.

6C Applying Meanings

Circle the letter of each correct answer to the questions below. Questions may have more than one correct answer.

1. Which of the following could *shackle* a person?
(a) fear (c) education
(b) leg irons (d) responsibility
2. Which of the following might be considered *bizarre*?
(a) a dancing llama (c) an all-black zebra
(b) a July snowstorm (d) twins with different birthdays
3. Which of the following might be *apprehended*?
(a) a poem's meaning (c) a runaway child
(b) a profound utterance (d) a coded message
4. In which of the following might *dissension* occur?
(a) a club (c) an army
(b) a nation (d) an individual

5. Which of the following could be *imminent*?
 (a) yesterday (c) a hurricane
 (b) a blizzard (d) the 1920s
6. Which of the following might be *lionized*?
 (a) an Olympic gold medalist (c) an anonymous poet
 (b) a movie star (d) a great white shark
7. Which of the following describes a *conspiracy*?
 (a) It is secret. (c) It involves just one person
 (b) It is possibly illegal. (d) It occurs spontaneously.
8. Which of the following could be *calamitous*?
 (a) an earthquake (c) a flood
 (b) a toothache (d) a shipwreck

6D Word Relationships

In each of the groups below, circle the two words that are synonyms.

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|---------------|----------|---------------|------------|
| 1. METICULOUS | AFRAID | 4. SHACKLE | PASS |
| BIZARRE | CAREFUL | ELAPSE | SUGGEST |
| 2. ASSIMILATE | BIND | 5. APPREHEND | ARRAIGN |
| INTERROGATE | ABSORB | CHARGE | CONFISCATE |
| 3. ANARCHY | GUILE | 6. SWELTERING | PECULIAR |
| CALAMITY | DISASTER | IMMINENT | BIZARRE |

In each of the groups below, circle the two words that are antonyms.

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|---------------|-------------|----------------|------------|
| 7. CONSPIRACY | ORDER | 9. CHILLY | SERENE |
| ENTREATY | ANARCHY | ODD | SWELTERING |
| 8. SUCCUMB | SHACKLE | 10. DISSENSION | CONFUSION |
| RESPOND | INTERROGATE | AGREEMENT | CONJECTURE |

6E Narrative

Read the narrative below; then do the exercise that follows.

THE BOUNTY—PART TWO

After Captain Bligh and the eighteen members of his crew who remained loyal to him were set adrift in an open boat, they understood clearly that the chance of their surviving to report the **calamity** was slim. Nevertheless, Bligh wasted no time in raising the sail and ordering the men to start rowing. He also began a journal, in which he **meticulously** recorded everything that happened.

The greatest hazard they faced was the weather. In stormy seas the overcrowded twenty-three-foot boat was tossed so mercilessly that drowning seemed **imminent**. One storm, which lasted two weeks, kept the men thoroughly soaked the entire time. On other days, the **sweltering** heat of the tropical sun left them too exhausted to row. They stayed alive by collecting rainwater and by stopping at tiny, uninhabited islands to gather fruit and oysters. In this way they added to the meager supply of food and water they had been given when they were set adrift.

At last, weak and barely alive, they reached Timor, north of Australia, where they were received by the Dutch governor of the island. Their ordeal had lasted forty-one days. Another ten weeks **elapsed** before Captain Bligh was well enough to leave for England. When he arrived there in March 1790, he was **lionized** by the public for his amazing feat of crossing almost four thousand miles of uncharted ocean in an open boat. Nevertheless, losing one's ship as the result of a mutiny was a serious matter that required investigation. Bligh defended his actions well before the court of inquiry, which was conducted by the navy. They ruled that he was not responsible for the loss of his ship.

The British government took a quite different view of the mutineers, however. Having learned that some of the former crew members of the *Bounty* were on Tahiti, the navy sent an armed ship, the *Pandora*, to bring them to justice. When the ship arrived in March 1791, the officers found that many of the mutineers had married Tahitian women and were beginning to **assimilate** into the life of the island. All the men were quickly **apprehended** and taken aboard the *Pandora*, where they were **interrogated** by the captain. They told him that Fletcher Christian, with eight crew members, had sailed away to an unknown destination after a brief stay on Tahiti.

With the captured mutineers on board, the *Pandora* set sail for England. On the return voyage, however, four of the prisoners drowned when the ship sank in a storm. They had been kept **shackled** below decks, with the captain refusing to release them until the last moment before the ship went down. Of those remaining, six were **arraigned** when they eventually reached England. At the trial that followed, three were found guilty and hanged for **conspiring** to take over the *Bounty* by force. The others were set free.

And yet the story does not end there. In 1808, an American seal-hunting ship called the *Topaz* dropped anchor off what was believed to be an uninhabited island thirteen hundred miles southeast of Tahiti. A party sent ashore to explore discovered a man there named Alexander Smith. He had been one of the mutineers on the *Bounty*, and he had a **bizarre** tale to tell the American sailors.

Twenty years before, he said, Fletcher Christian had sailed to this speck of land, known today as Pitcairn Island, accompanied by eight of his fellow mutineers and eighteen Tahitians. After the *Bounty* had burned and sunk, the men and women began their new life on the island. But **dissension** soon developed when the sailors tried to force the Tahitians to become their servants. Quarrels led to violence and eventually to murder. The society they had established collapsed into **anarchy**. Within ten years of the *Bounty*'s arrival at the island, Alexander Smith was the only one of the men left alive. Today, his descendants still live on Pitcairn Island.

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words) from this lesson's word list.

1. Why wasn't Captain Bligh ever **arraigned**?

2. In what ways did the tropical weather create problems for the men in the open boat?

3. Why would the navy have wanted to **interrogate** Bligh once he had returned to England?

4. How do we know what happened to Bligh and his crew after they were set adrift?

5. How does the narrative make clear that Bligh and his men did not believe their rescue was **imminent**?

6. Why do you think there was no **anarchy** on the overcrowded open boat?

7. Why might the sailors from the *Topaz* have doubted Alexander Smith's story?

8. Why do you think Christian left Tahiti in the *Bounty*?
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9. Why was Captain Bligh **lionized** by the English public?
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10. Describe the relations among the residents of Pitcairn Island.
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11. What **calamity** befell the *Pandora*?
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12. How do you know the mutineers were trying to become **assimilated** into Tahitian society?
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13. What restrictions did the prisoners on the *Pandora* experience?
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14. Following his return to Tahiti, how much time passed before Christian again sailed away?
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15. What was the nature of the **conspiracy** for which three of the sailors were hanged?
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WORDLY WISE

The Latin verb *prehendere* means “to grasp” or “to seize” and forms the root of the verb **apprehend**. Other words formed from this root include

comprehend, “to understand; to grasp what is being explained.” (You seem unable to *comprehend* the seriousness of what you have done.)

prehensile, “able to grip.” (A monkey’s *prehensile* tail acts as a fifth limb.)

apprehensive, “concerned” or “afraid.” (An *apprehensive* person is gripped by a feeling of nervousness.)