UNIT 3 VOCABULARY	anecdote	malevolent	precocious	plethora	gesticulate	discern
<b>WORDS IN CONTEXT:</b> In the help you figure out each word's m		e the letter of the m	eaning closest to t	hat of each <b>boldfaced</b>	word. Use the contex	xt of the sentences to
<ol> <li>anecdote [noun]</li> <li>Mrs. Ojeda told us an ar</li> <li>Sarah used an anecdote</li> </ol>	-	-		World War II and beca	ame a painter.	
anecdote means	a. story	b. lie	е с.	truth		
<ul> <li>2.) malevolent [adj.]</li> <li>Montresor, in The Cask</li> <li>Brother acted in a malevolent means</li> </ul>		Doodle at the end of	the story, The Sco	-		g the storm.
<ul> <li>3.) precocious [adj.]</li> <li>When the three year-old</li> <li>Mozart was a precociou precocious means</li> </ul>			between three an		had a <b>precocious</b> chil	ld.
4.) plethora [noun]						
<ul><li>It's a Friday, but we hav Monday through Friday,</li><li>The prosecution presented</li></ul>	, but no.	ence against the ac	cused, so the jury			dy worked in class
plethora means	a. lack	b. pl	enty c.	need		
<ul> <li>5.) gesticulate [verb]</li> <li>Some people are so very lively and animated that they gesticulate a lot whenever they talk.</li> <li>For ASL, we gesticulate a lot.</li> </ul>						
gesticulate means	a. motion	b. laugh	c. doubt			
<ul> <li>6.) discern [verb]</li> <li>The teacher has to discerning with p</li> <li>When confronted with p</li> </ul>						
discern means	a. confuse	b. de	etect c.	miss		
	: wis : exc : ove : use	hing evil to others; eptionally early in o r-fullness; superable	hostile, marked by levelopment indance; a lot it of limbs) instead	ing, or biographical in y desire to cause pain o d of or to reinforce spe	or distress to another.	
SENTENCE CHECK 2: Using t 1. Maybe it was nerves, or	-	-			ox. Use each word or	

- Maybe it was nerves, or maybe it was just a habit, but the way the speaker \_\_\_\_\_\_throughout the entire speech began to make me nervous.
   Vampires are thought to be \_\_\_\_\_\_creatures, but in the book series I'm reading right now, so far it looks like some species can be quite
- harmless to humans.
- 3. Although she never spoke a word, I could \_\_\_\_\_\_ from the silent treatment my best friend was giving me that I had offended her.
- 4. "Don't these teachers understand?" When they give us a \_\_\_\_\_\_ of homework night after night, causing us to forfeit precious sleep, they shouldn't be surprised when we doze off during class."
- 6. Mr. Nuttel wrote to his sister about his encounter with Vera and her crazy aunt, relating to his sister the frightening \_\_\_\_\_\_ about the uncles and their fateful hunting trip.

FINAL CHECK – Great-uncle Arthur Read the following selection carefully. Fill in each blank with the correct vocabulary word. Context clues will help you figure out which word goes in which blank. Use each word once.

- 1. Our teacher told us a(n) \_\_\_\_\_\_ about her great-uncle, Arthur, who stayed in France after World War II and became a painter.
- 2. Arthur had been a(n) \_\_\_\_\_\_ child. His parents noticed that they had a smart, little son when he started drawing beautiful pictures at the age of three, which surpassed the drawings of his seven older siblings.

- 3. During his high school years, some of the boys in his class at the small village school, had \_\_\_\_\_\_\_\_ intentions toward him. They called him a girl because they considered drawing an activity for females. In reality they were just jealous because they did not have his talent.
- 4. After World War II, he created a(n) \_\_\_\_\_\_ of paintings that helped him deal with the many horrific experiences he had faced on the battlefield.
- 5. He always had to \_\_\_\_\_\_, when painting, if his drawings were related to an emotional issue from the war.
- 6. Before the war, he had been a lively young man who \_\_\_\_\_\_\_ a lot while speaking. After his war experience, he became more quiet, introverted and subdued. He did not even get in touch with his family until the 1970s when he suffered a stroke and needed to be cared for.

**VOCABULARY STORY** – Write a story **that makes sense** using all of the words from unit 1. Use **one word per sentence** and **underline or highlight** each vocabulary word. Be sure to use the **correct part of speech** for each word. Each sentence should have **context clues/synonyms** that help explain what the word means.

**VOCABULARY PICTURES** – Write the **vocabulary word** and copy the definition exactly, including the **part of speech**. Then write the **definition in your own words**. Finally, create a **drawing** to represent the definition and **color** it. If the picture is not colored the highest possible grade is a C.

your own words.	Finally, create a <b>drawing</b> to represent the definition and <b>col</b>	<b>or</b> it. If the picture is not colored the highest possible grade is a C.
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