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# **Ten Words In Context Chapter One Answers**

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SAT VOCAB - WORD IN CONTEXT LESSON 1

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Finding the Most or Least-Frequently Used Words in a Passage, Book or Chapter

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**1-12 Ten Words In Context**

*Chapter*

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Chapter 17 ten words in context  
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TEN WORDS IN CONTEXT. Choose the meaning closest to that of the . boldfaced. word. 6 incite - verb

- The smell of blood in the water can . incite . sharks to attack. • No one knows what . incited. the usually gentle dog to bite the mail carrier. Incite . means. A. to prevent. B. to urge on. C. to forbid.

## Slide 1

TEN WORDS IN CONTEXT. Choose the meaning closest to that of the . boldfaced. word. 3 constitute • In my opinion, a good movie, a pizza, and animated conversation . constitute. a perfect night out . - verb. Constitute means . A. to repeat. B. to oppose. C. to form.

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“You mean walking from the TV to the . refrigerator doesn’t constitute a workout?”

### *Unit Two: Chapter 9*

TEN WORDS IN CONTEXT. Choose the meaning closest to that of the . boldfaced. word. Bolster. means. A. to reach. B. to replace. C. to support. • The front porch was sagging, so we had to . bolster. it with cinder blocks until it could be repaired. • When Yoko was in the hospital, visits from friends . bolstered. her spirits. Cinder blocks would support the sagging porch.

### *Unit Two: Chapter 9*

Vocabulary Chapters 9&10

Chapter 9 (Ten Words in Context)

1. c. to support 2. b. to become

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less valuable 3. c. not selective 4. c. questioning 5. a. Indefinite 6. a. to send 7. b. filled 8. c. involving much sitting 9. a. a principle 10.c. short (Matching Words with Definitions) 1. Depreciate 2. Indiscriminate 3. Sedentary 4. Tenet 5. Terse 6. Bolster 7. Inquisitive 8. Replete 9.

*Vocab\_Chapters\_9\_and\_10 - Vocabulary Chapters 9&10 Chapter ...*

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explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words"--

Reading Level 3.0-4.0 This high-interest / low-readability 10-chapter book is designed to excite the reluctant and

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enthusiastic reader while improving comprehension, vocabulary skills and fluency. The integrity of the original work has been retained yet converted into a novel type format having been carefully rewritten to specific reading levels. This format enables consistent progression for reading skills achievement. Each book is divided into 10 short chapters • Was written using McGraw-Hill's Core Vocabulary • Has been measured by the Fry Readability Formula • Includes 100 comprehension questions that test for main idea, critical thinking, inference, recalling details, sequencing and much more • Each book also has 60 vocabulary exercises in modified Cloze format • Defines and uses

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words in context with new vocabulary prior to each chapter

- Includes complete answer keys at the back for all exercises and contains 72 pages with exciting illustrations in every chapter. The books in this series may be used progressively for continued reading development or independently.

Many of us have had the experience of being completely absorbed in a fascinating book, but periodically, and sometimes often, coming across words with which we are unfamiliar. It can be frustrating to stop in the middle of a sentence or paragraph and to look up a word in the dictionary. It takes away from the magic and flow of the story, not to mention

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the fact that it is a rather dry and boring task. Also, it is not the best way to improve one's vocabulary. It may be tempting to immediately check the meaning of a word that you don't know, but research and the experience of many students has shown that this is not a very effective method of learning new information. When we are simply given a definition for a word, we may be able to remember it in the short term, but if we encounter the word in a different context at some point in the future, we are unlikely to recall its meaning. However, if we have figured out the meaning of the word for ourselves, by paying close attention to the manner in which it was used in the sentence or

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paragraph, and if we practice using the word in different contexts, we are much more likely to remember it in future. This is because when information becomes meaningful, that is, when we truly understand it and can apply it in different situations, then it can more easily be stored in our long-term memory so that we will have access to it whenever we might need it again. This is not the case if we simply memorize information. The aim of this book, therefore, is to encourage students to use their critical thinking skills by asking them to figure out the meaning of words by looking at how they are used in the context of a story. Each chapter of the book coincides with a chapter of the

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book *Anne of Green Gables*. To use this book, it would be helpful if the student had a copy of *Anne of Green Gables* or had read it recently so that they are familiar with the story. Each chapter of this book begins with a list of ten words, and each word is followed by the sentence(s) in which it is used in the story. The student must study the words and sentences, and try to decipher the meaning of each word based on the context given. The first activity in each chapter involves writing each word beneath its definition. The definitions are in a different order than in the original list. The student must pay special attention to spelling and check their answers by referring to the answer section at the back of the

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book. The second activity in each chapter involves filling in the blanks in the sentences with the words on the list. Again, the words are in a different order than in the original list and, this time, the form of the word may need to be changed in order to be used correctly in the sentence. The student can then check over their spelling, and check their answers by referring to the answer section at the back of the book. It is important to fully read and understand all instructions before beginning each activity. The purpose of this book is to encourage students to think critically about new words rather than just memorizing them, and to practice using them in new sentences, to ensure that they



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One truly understood their meaning. It is only in this way that they can remember the words long-term and be able to apply them in new contexts in the future.

Reading Level 3.0-4.0 This high-interest / low-readability 10-chapter book is designed to excite the reluctant and enthusiastic reader while improving comprehension, vocabulary skills and fluency. The integrity of the original work has been retained yet converted into a novel type format having been carefully rewritten to specific reading levels. This format enables consistent progression for reading skills achievement. Each book is divided into 10 short

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Chapters • Was written using McGraw-Hill's Core Vocabulary • Has been measured by the Fry Readability Formula • Includes 100 comprehension questions that test for main idea, critical thinking, inference, recalling details, sequencing and much more • Each book also has 60 vocabulary exercises in modified Cloze format • Defines and uses words in context with new vocabulary prior to each chapter • Includes complete answer keys at the back for all exercises and contains 72 pages with exciting illustrations in every chapter. The books in this series may be used progressively for continued reading development or independently.

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This book takes a Lacanian, and related post-structuralist perspective to demythologize ten of the most heavily utilised terms in spatial planning: rationality, the good, certainty, risk, growth, globalization, multi-culturalism,

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sustainability, responsibility and 'planning' itself. It highlights that these terms, and others, are mere 'empty signifiers', meaning everything and nothing. Based on international examples of planning practice and process, *Planning in Ten Words or Less* suggests that spatial and urban planning is largely based on the construction and deployment of ideological knowledge claims.

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