

# LESSON 21

From **The Old Man and the Sea** (fiction)  
by Ernest Hemingway

Sometimes someone would speak in a boat. But most of the boats were silent **except** for the dip of the oars. They spread apart after they were out of the mouth of the **harbor** and each one headed for the part of the ocean where he hoped to find fish. The old man knew he was going far out and he left the smell of the land behind and rowed out into the clean early morning smell of the ocean. He saw the phosphorescence of the Gulfweed in the water as he rowed over the part of the ocean that the fishermen called the great well because there was a sudden deep of seven hundred fathoms where all sorts of fish **congregated** because of the swirl the current made against the steep walls of the floor of the ocean. Here there were **concentrations** of shrimp and bait fish and sometimes schools of squid in the deepest holes and these rose close to the surface at night where all the wandering fish fed on them.

In the dark the old man could feel the morning coming and as he rowed he heard the **trembling** sound as flying fish left the water and the hissing that their stiff set wings made as they soared away in the darkness. He was very fond of flying fish as they were his **principal** friends on the ocean. He was sorry for the birds, especially the small **delicate**

dark terns that were always flying and looking and almost never finding, and he thought, the birds have a harder life than we do except for the robber birds and the heavy strong ones. Why did they make birds so delicate and fine as those sea swallows when the ocean can be so cruel? She is kind and very beautiful. But she can be so cruel and it comes so suddenly and such birds that fly, dipping and hunting, with their small sad voices are made too delicately for the sea.

He always thought of the sea as la mar which is what people call her in Spanish when they love her. Sometimes those who love her say bad things of her but they are always said as though she were a woman. Some of the younger fishermen, those who used buoys as floats for their lines and had motorboats, bought when the shark livers had brought much money, spoke of her as el mar which is masculine. They spoke of her as a **contestant** or a place or even an enemy. But the old man always thought of her as **feminine** and as something that gave or withheld great favours, and if she did wild or wicked things it was because she could not help them. The moon **affects** her as it does a woman, he thought.

## Exercise 1: Context Clues

Read the selection, 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.				
affect	congregate	delicate	feminine	principal
concentration	contestant	except	harbor	tremble

## • • • Exercise 2: Using Context Clues

Fill in the form for each of the Master Words listed below with context clues (if any), your definition, and the dictionary definition. If you have difficulty writing a definition, try using the word in a sentence instead.

1. **affect** Part of Speech: *v.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

2. **concentration** Part of Speech: *n.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

3. **congregate** Part of Speech: *v.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

4. **contestant** Part of Speech: *n.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

5. **delicate** Part of Speech: *adj.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

6. **except** Part of Speech: *prep.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

7. **feminine** Part of Speech: *adj.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

8. **harbor** Part of Speech: *n.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

9. **principal** Part of Speech: *adj.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

10. **tremble** Part of Speech: *v.* Context Clues: \_\_\_\_\_

Your Definition: \_\_\_\_\_

Dictionary Definition: \_\_\_\_\_

### 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	Word List	
1. harbor	_____	_____	ally	including
2. affect	_____	X	be still	influence
3. congregate	_____	_____	chief	least
4. feminine	_____	_____	collect	masculine
5. concentration	_____	X	female	omitting
6. except	_____	_____	fragile	open sea
7. tremble	_____	_____	gathering	rival
8. contestant	_____	_____	hardy	scatter
9. principal	_____	_____	haven	shake
10. delicate	_____	_____		

### 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.

- We have vocabulary quizzes every day ...?... Friday.  
\_\_\_\_\_
- Hundreds of ants ...?...(d, ed) around the drops of lemonade.  
\_\_\_\_\_
- We put away the ...?... objects when our two-year-old nephew visits.  
\_\_\_\_\_
- I acted like Marsha's words had no ...?... on me. But they did.  
\_\_\_\_\_
- The refugees sought safe ...?... in a neighboring country.  
\_\_\_\_\_
- Each ...?... is given three clues. He or she has one minute to answer.  
\_\_\_\_\_
- Nouns in Spanish have gender, either masculine or ...?... .  
\_\_\_\_\_
- Steve's voice ...?...(d, ed) as he told of his narrow escape from the bear.  
\_\_\_\_\_
- The automobile is the ...?... means of private transportation in the U.S.  
\_\_\_\_\_
- Huge ...?...(s, es) of monarch butterflies overwinter in central Mexico.  
\_\_\_\_\_

## • • • Exercise 5: Related Words and Meanings

The italic words in the sentences below are related to the Master Words. Write the matching synonym from the list on the line following the sentence. One word will not be used.

contestant

delicate

harbor

principal

tremble

1. The captain decided to keep the boat in the *port* until the storm passed.

\_\_\_\_\_

2. The gold pin was etched with a *dainty* pattern.

\_\_\_\_\_

3. The *contender* came close to winning, but the champion kept her title.

\_\_\_\_\_

4. Before she went on stage, the young pianist's hands *quivered*.

\_\_\_\_\_

## • • • Exercise 6: Root Word Families

Words belong to families based on their roots. All words from the same root belong to the same root family. The Master Word *congregate* is but one word in the family of the Latin root stem *greg*, which means "herd" or "flock." The prefix *con-* means "together." To *congregate* literally means "to herd together."

The chart below shows words derived from *greg*. In the first column in which a word appears, write its definition. Use a dictionary if necessary. The first one is done for you. Then complete the chart by forming adjective, adverb, and/or noun forms for the word. Choose suffixes from each column and write the resulting words. If a part of speech does not apply to a certain word, it is marked with an X.

Verb Form	Adjective Form (+ed, -ious, -arious)	Adverb Form (+ly)	Noun Form (+ation, -ant)
<i>congregate</i> : to herd together	congregated	X	congregation congregant
<i>segregate</i> :		X	
X	<i>gregarious</i> :		X
X	<i>egregious</i> :		X

### Write About It: Revealing Details

In the passage from *The Old Man and the Sea*, what is the old man's attitude toward the sea? Using evidence from the passage, **write a paragraph** describing the narrator's attitude. Use at least three Master Words or words related to the Master Words in your paragraph.

# Unit Word Study

## Classic Roots and Affixes (*con-*, *centra*, *-tion*)

The Master Word **concentration** is based on a form of the word *centrum*, which means “center.” Together with the prefix *con-*, which means “with,” and the noun-forming suffix *-tion*, **concentration** means “the act of bringing together in a center.” Use this information and your knowledge of common prefixes and suffixes to complete the exercise below.

### Matching

Write the letter of the definition after the correct word on the left. Use a dictionary if necessary.

- |                        |       |   |
|------------------------|-------|---|
| 1. <b>egocentric</b>   | _____ | a. differing from the rest; off center  |
| 2. <b>epicenter</b>    | _____ | b. the point on the surface of the Earth above an earthquake; more generally, the center of something of great importance |
| 3. <b>centrifugal</b>  | _____ | c. relating to the Earth as the center  |
| 4. <b>concentric</b>   | _____ | d. relating to the sun as the center  |
| 5. <b>eccentric</b>    | _____ | e. relating to circles surrounding circles  |
| 6. <b>geocentric</b>   | _____ | f. moving out from the center   |
| 7. <b>heliocentric</b> | _____ | g. centered on oneself  |

### Writing Definitions

Several other Master Words in this unit begin with the prefix *con-* or *com-*, which mean “together” or “with.” These words are **commercial**, **congregate**, **contestant**, and **contortion**. In the first column of the table below is a list of other words related to the roots of these words. For each one, write a definition. Then write a sentence using the word. Use the dictionary to check your work. One example is done for you.

<b>distortion</b>	the bending of something to misrepresent it His explanation was a distortion of the truth.
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- |                       |                |
|-----------------------|----------------|
| 1. <b>segregation</b> | _____<br>_____ |
| 2. <b>attest</b>      | _____<br>_____ |
| 3. <b>mercantile</b>  | _____<br>_____ |
| 4. <b>mercenary</b>   | _____<br>_____ |
| 5. <b>aggregate</b>   | _____<br>_____ |

# Unit Word Study

## Academic Vocabulary

Some of the Master Words in Unit 5 are part of your academic vocabulary. These are words that you might not use often in daily conversation but that you use to understand concepts in academic areas and to apply thinking and analysis skills.

The sentences below are the type you might encounter in a school assignment, test, or textbook. Write the word from the list that best completes each sentence.

affect

encourage

except

gamut

principal

- All the characters in the story change dramatically ...?... one. Which one does not undergo a major change, and why?
- When you brainstorm, let your ideas run the ...?... from what may seem silly to the most lofty idea possible.
- I ...?... you to study the whole first half of the book in preparation for next week's midterm.
- Write an essay explaining the ...?... cause of the Civil War.
- Explain how climate change will ...?... the water cycle.

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## Domain-Specific Words

*Domain* means "territory" in general use, but it means "subject matter" when used in relation to academic studies. *Domain-specific words* are those that are used in a certain subject area, such as math or science.

In the following table, words 1–3 are from the domain of social studies and words 4–5 are from the domain of science. For each word, work in pairs to write a brief definition in everyday language, give an example, and think of other words like it. Use your textbooks or other sources as needed. The first one is done as an example.

Word	Your Definition in Everyday Language	Example	Other Words Like It
<b>Domain: Social Studies</b>			
1. <b>commercial</b>	having to do with business and commerce	The Silk Road created commercial ties.	financial, business-related
2. <b>edict</b>			
3. <b>indigenous</b>			
<b>Domain: Science</b>			
4. <b>generation</b>			
5. <b>hereditary</b>			

# Unit Assessment

I. Read the passage below. Then answer questions 1–8.

## Do You Believe in Magic?

Studies have shown the healing power of human interaction with **domestic** horses. Many organizations, staffed entirely by volunteers who receive no **commercial** benefit from their hard work, have sprung up to train horses for therapy and to provide services to hospitals, senior centers, and hospices. One such program is Gentle Carousel Miniature Therapy Horses in Florida. Their most requested “therapist” is a blue-eyed miniature named Magic.

Though her stature is slight, Magic’s power to **affect** others is huge. Often when she is brought to visit patients, their **exhaustion** and despair seem to vanish, replaced with new vigor. For example, one elderly woman had been a resident in a facility for three years and had not spoken a word since arriving. All attempts to get her to speak had been in **vain**. But when Magic walked into her room, she spoke for the first time, saying, “Isn’t she beautiful!” The woman communicated from then on.

Magic seems to have a **mystic** capacity for knowing who needs her most. On one visit, Magic headed straight for a young boy who had just learned that his cancer had returned, as if she knew

her **principal** job on that visit was to **encourage** him to stay hopeful. On another, she spent time with a boy who was losing his sight because of a brain tumor. He just wanted to hold Magic close to his face so he could always remember what she looked like. When children are **engaged** with Magic, they have at least temporary relief from their problems. One very ill child said that Magic made her smile so much that her face hurt!

The horses at Gentle Carousel are trained from the day they are born so they learn to walk on any surface, take stairs and elevators, keep calm in the midst of excitement, and even to let their handlers know when they need to go outside for a bathroom break. However, no amount of training can teach what Magic seems to know deep inside—who needs her the most.

For her sensitivity and her success helping people, Magic was named as one of *Time* magazine’s Top 10 Heroic Animals in History. That would not surprise anyone who has ever met her. All are **smitten** with the miniature mare who shares her spirit so generously.

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**Questions 1–3:** Find the word most nearly opposite in meaning to the given word.

1. **domestic** is most nearly **opposite** in meaning to

- (A) housebroken
- (B) aggressive
- (C) thoroughbred
- (D) untamed
- (E) tamed

2. **exhaustion** is most nearly **opposite** in meaning to

- (A) fatigue
- (B) wellbeing
- (C) hopelessness
- (D) energy
- (E) lifespan

3. **vain** is most nearly **opposite** in meaning to

- (A) humble
- (B) conceited
- (C) successful
- (D) faulty
- (E) denied

*continued*

# Unit Assessment

**Questions 4–6:** Find the word most similar in meaning to the given word.

**4. commercial** is most **similar** in meaning to

- (A) financial
- (B) social
- (C) charitable
- (D) advertised
- (E) psychological

**5. affect** is most **similar** in meaning to

- (A) reflect
- (B) disturb
- (C) lighten
- (D) heal
- (E) influence

**6. mystic** is most **similar** in meaning to

- (A) misty
- (B) scientific
- (C) otherworldly
- (D) surprising
- (E) inspiring

**Questions 7–8:** Choose the answer about the part of speech of the given word as used in the sentence.

**7.** What is the part of speech of the word **principal** as used in the sentence?

Magic seemed to know that her **principal** job was to help the sick boy.

- (A) verb
- (B) noun
- (C) adjective
- (D) adverb
- (E) preposition

**8.** What is the part of speech of the word **encourage** as used in the sentence?

She could **encourage** patients just by being at their sides.

- (A) verb
- (B) noun
- (C) adjective
- (D) adverb
- (E) preposition

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**Questions 9–10:** Choose the answer with the words that best fit the blanks and complete the sentence.

**9.** When old or sick, people are not ...?... with their surroundings; they can lose hope and become ...?... .

- (A) engaged – withered
- (B) leisurely – imperious
- (C) congregated – hereditary
- (D) engaged – vain
- (E) lodged – engaged

**10.** Nobody can interact with Maria without becoming ...?...; even the most ...?... come to life in her presence.

- (A) encouraged – edict
- (B) blustery – imperious
- (C) smitten – fainthearted
- (D) smitten – imperious
- (E) domestic – grueling

*continued*



# Unit Assessment

## II. Read the passage below and answer the questions that follow.

Still snuffling, pleading, and reluctant, Mole suffered himself to be dragged back along the road by his **imperious** companion, who by a flow of cheerful talk and anecdote endeavored to beguile his spirits back and make the weary way seem shorter. When at last it seemed to the Rat that they must be nearing that part of the road where the Mole had been 'held up,' he said, 'Now, no more talking. Business! Use your nose, and give your mind to it.'

They moved on in silence for some little way, when suddenly the Rat was conscious, through his arm that was linked in Mole's, of a **faint** sort of electric thrill that was passing down that animal's body. Instantly he disengaged himself, fell back a pace, and waited, all attention.

—from *The Wind in the Willows* by Kenneth Grahame

### 11. What word is most similar to the word **imperious**?

- Ⓐ speedy
- Ⓑ ratlike
- Ⓒ bossy
- Ⓓ gentle

### 12. Which word(s) or phrase(s) from the passage best helps the reader understand the meaning of **imperious**?

- Ⓐ pleading, reluctant
- Ⓑ companion, cheerful
- Ⓒ back along the road
- Ⓓ weary way

### 13. Which dictionary definition below best matches the use of the word **faint** in the passage?

- Ⓐ *n.* a loss of consciousness
- Ⓑ *adj.* sharp
- Ⓒ *adj.* weak
- Ⓓ *v.* lose consciousness

## III. Read the passage below and answer the questions that follow.

Like their ...?..., the family members in Katrina's ...?... had a deep sense of gratitude to the United States for enabling them to build a business and hand it down, father to son, son to daughter.

### 14. Which pair of words best completes the blanks in the passage?

- Ⓐ silhouette ... generation
- Ⓑ contestants ... gamut
- Ⓒ forebears ... generation
- Ⓓ forebears ... contortion

### 15. Which words or phrases from the passage best help the reader answer question 14?

- Ⓐ deep sense
- Ⓑ gratitude, enabling
- Ⓒ build a business
- Ⓓ hand it down, father to son, son to daughter

# Unit Assessment

## IV. Read the passage below and answer the questions that follow.

It was then that Hook bit him.

Not the pain of this but its unfairness was what dazed Peter. It made him quite helpless. He could only stare, horrified. Every child is **affected** thus the first time he is treated unfairly. All he thinks he has a right to when he comes to you to be yours is fairness. After you have been unfair to him he will love you again, but he will never afterwards be quite the same boy. No one ever gets over the first unfairness; no one **except** Peter. He often met it, but he always forgot it. I suppose that was the real difference between him and all the rest.

—from *Peter and Wendy* by J. M. Barrie

16. What words from the passage help you understand the meaning of the word **affected**?

- Ⓐ unfairness
- Ⓑ helpless, horrified
- Ⓒ first time
- Ⓓ afterwards

17 Based on its use in the text, what is the best definition of **except**?

- Ⓐ approve of
- Ⓑ not included
- Ⓒ remarkable
- Ⓓ without

## V. Writing an Argument: The Animal Connection

Most of the readings in this unit involve some interactions between humans and animals—the fisher’s musings about the sea birds in the passage from *The Old Man and the Sea* (Lesson 21), the sensitivity of the child to the overworked horse in *Black Beauty* (Lesson 22), the meeting of Marley and his new owners in the passage from *Marley and Me* (Lesson 24), and the reflections on the horse in *Shy Boy: The Horse That Came In from the Wild* (Lesson 25) and “Do You Believe in Magic?” on page 128. Though not the focus of the passages, in each of these human-animal situations, controversy brews. What can be done to prevent overfishing? How can cruelty or neglect of horses be dealt with effectively? What laws should govern the breeding of dogs and other animals? How have humans reduced the habitats of animals such as the wild horse, and what can be done to balance the rights of animals and the rights of humans?

Research one of these areas of controversy or another of your choosing related to human-animal interactions and develop an argument presenting your position on the issue. The following words from Unit 5 may be especially helpful in your argument. Use as many as you can to strengthen your writing.

affect	concentration	encourage	hereditary	injustice
assault	delicate	except	imperious	pitiful
athleticism	domestic	exhaustion	inbreeding	principal
commercial	edict	grueling	indigenous	wretched

### Using Conventions of Standard Language

- Choose among different sentence types (simple, compound, compound-complex) to show the relationships among ideas.
- Use commas to separate coordinate adjectives.
- Eliminate wordiness and redundancy.