Word Trek

Free Sample Lessons, Tests, Keys, and Reference Materials from
Book Two

By Margaret Whisnant

A Vocabulary/Spelling Program for
Gifted and Motivated Students

Featuring
The Languages of Ancient Greece and Rome with Etymologies
To my many former students

This is for your children.


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Word Trek Book Two
A Full Year's Vocabulary Program—the Second in a series of Three Books

Three Hundred Targeted Vocabulary/Spelling Words and Two Hundred Twenty-seven Related Words

with special emphasis on the following
Greek and Latin Base Words

ab--“away from”
ad--“to,” “toward”
ante--“before”
anti--“against”
audio--“hearing, sound”
audio--“hearing, sound”
auto--“self,” “same”
bene--“well”
-arium (-orium)--“a place where,”
“a place for”
-graph--“write,” written"
bi--“two,” “twice”
bio--“life,” “living organism”
circum--“around,” “about”
co-, com-, con--“with” “together”
deca--“ten”
deci--“one-tenth”
demo--“people”
de-, di-, dis--“away from,”
“lack of,” reversal “rejection”
extra--“outside,” “beyond”
fore--“before,” “in front,”
“first in order or rank”
geo--“earth”
heemo--“blood”
hospes--(hospit--)”guest,” “host”

homo--(Greek) “the same,” akin
(Latin) “man”
hydro--“water”
--cide--“a killer of,” “kill”
in--“not”
inter--“between,” “among”
intra--“within,” “inside”
ir--“not”
intra--“within,” “inside”

mal--“bad,” “wrongly” “ill”
mater-, matr--“mother”
micro--“small”
mis--“wrong,” “wrongly,”
“opposite or lack of;” “failure”
mono--“one”
--lith--“stone”
noct--(nox--) “night”
on--“not,” “absence of,”
“avoidance of”
omni--“all”
pan--“all”
pater--, (patr--) “father.”
post--“after”
pre--“before”
quada--“four”
quint--“five”
ras--“scrape”
re--“again,” “back”
--rupt-- “break”
semi--“part,” partially,”
“occurring twice within
a given time”
--soph--“wise”
sub--“under,” “beneath,”
“of less importance” “close to”
super—“above,” “upper,” “higher”
“greater,” “better”
-som--“sound”
--therm--“heat,” “hot”
trans--“across,” “beyond,” “over”
ultra--“beyond”
un--“not,” “contrary to”
uni--“one”
vita--“life.”
zoo—“animal”
INTRODUCTION

Purpose:

The civilizations that were ancient Greece and Rome no longer exist as a cultural or political entity. Separated by hundreds of centuries from the modern technological world, the lives of these people often appear to contemporary young scholars as nothing more than memories imprisoned in books, museums, and the skeletal remains of grand architecture. In the process of memorizing dates and events from this era, students can fail to realize how intricately entwined their lives are with those of the Greeks and Romans.

The seeds that grew into our democratic form of government germinated in Greek and Roman minds. Much of our philosophical thought, mathematical knowledge, science concepts, music, and the calendar all have roots in Greek and Roman culture.

Even without these gifts, the ancients would still touch our lives at almost every waking moment. Any time we communicate with each other—speaking, writing, watching T.V., listening to the radio—we are walking with the spirits of the Greeks and Romans whose spoken words are the ancestors of approximately 70% of our language.

The major purpose of this project is to introduce children to the myriad of Greek and Latin word bases that lurk in the English language. With a knowledge of just a few of these original meanings, students can unlock the definitions of hundreds of English words.

This text is also intended to demonstrate how language is a dynamic part of our lives, constantly changing, and rearranging itself. Individual words, like people, have histories, and Word Trek is loaded with etymologies—just the type of specific knowledge that attracts and holds a gifted child’s attention. Each lesson is guaranteed to contain facts and ideas new to the student.

Technological, scientific, medical, and social advances create a need for unique words to fit the latest discovery. Not surprisingly, a large portion of the new words bursting into our lives are reincarnations of the Greek and Latin originals. “Astronaut” is a good example. Although the idea is relatively new, the word itself is ancient. Astro-- is a Latin base meaning “star.” Naut-- comes from the Latin word for “sailor.” (Both these word parts originated in the Greek and migrated to Latin.) An astronaut is literally “a sailor of the stars.” No more appropriate word could have been conceived. Certainly, students with a knowledge of Greek and Latin bases will have the advantage in understanding and, perhaps, in creating words yet to exist.

Many of the words chosen for the lessons are science, social studies, or math oriented. This should add to the student’s ability to understand and apply concepts in these areas. Other words were chosen with reading comprehension and annual achievement tests in mind. Some were simply good words with interesting backgrounds.
One of the major problems children face when confronted with a writing assignment is a limited vocabulary. A number of words are included as a catalyst for student writing. If usage is encouraged, but not forced, as part of every writing assignment, some of the words could become as popular as the old standbys “good,” “bad,” “nice,” “big,” “little,” “pretty,” “ugly,” etc. Hopefully, students will enjoy this method of learning new words and be enticed to tackle even more difficult vocabulary on their own.

TEACHING SUGGESTIONS

STUDENT CHARACTERISTICS and GRADE LEVELS:

This material was developed with gifted or highly motivated students in mind. Book One is intended for use by fourth graders; Book Two, by fifth graders; and Book Three, by sixth graders. However, the material can be used from 4th to 8th grades as each school or teacher deems appropriate.

WORD TREK AS A SPELLING PROGRAM:

In addition to functioning as a vocabulary builder, this text is designed to be used in lieu of—not in addition to—the regular spelling book. Considering the difficulty of the lesson words, the list of ten should be sufficient in most cases. If desired, the number may be increased by adding the related words taught in each lesson, different grammatical forms of the lesson words, or appropriate terms from other parts of the curriculum.

DEFINITIONS:

In order to complete the lesson activities, students must look up words and write their definitions. If work is kept in some kind of expandable binder or notebook, a personal dictionary of 300 words, in alphabetical order, will appear upon entry of the last definition. As it is being put together, students can use their “dictionary” as a reference for writing assignments as well as for Word Trek activities.

All the lesson words can be found in a good elementary dictionary. For teacher reference, a copy of the definitions used to complete this project is included in the Reference Section in the back of the book. These can be shared with the students at the teacher's discretion.
**STUDY SHEETS AND TESTS:**

Both are designed for student and teacher convenience. Students should be allowed to write on their copy, since thoughts always seem to be lost in the space between worksheet and notebook paper.

Study sheets are composed of 33 items, worth 3 points each should a grade be taken. The activities are oriented toward the lesson word part(s), word meaning and usage, synonyms, antonyms, multiple meanings, etymologies, and related words. A dictionary more advanced than the elementary classroom version may be needed for finding the meanings of some of the related words.

Tests for each lesson consist of 25 items worth 4 points each for grading purposes. Please note that, except for the first in each six-week section, the tests contain a 5 question review of the previous lesson. Remind students to make a quick study of the previous lesson before doing the test.

**WRITING and RESEARCH:**

Student-composed sentences are certainly encouraged. It is strongly recommended that students be allowed to use different tenses or grammatical forms of the lesson words to allow for fluency and flexibility.

Research is a must for Word Trek students. The etymologies and word meanings tend to create an atmosphere that encourages a desire to know more about the topic. At the end of each section is a page entitled Teacher's Notes where a list of possible topics for research can be found. The suggestions are based on a lesson word, lesson word parts, or related words from the unit.

Regular compositions related to Word Trek study is strongly encouraged. For teacher convenience, possible writing topics are also listed on the Teacher's Notes page. A sample writing lesson is included in the Reference Section.

**KEYS:**

Full Answer Keys for both the lessons and the tests are included.

**WORD PART/WORD LIST:**

A list of lesson words, word parts, and related words taught in each lesson is included in the Reference Section. For those teachers who wish to know what the student has studied at a previous level, a lesson outline for Word Trek Book One is also included.
How Greek and Latin
Became American English

More than four hundred and fifty million people around the world speak some form of English. Our own American version, as well as all forms of the language, is a composite of many words from other languages including French, Spanish, German, Dutch, Norwegian, African, and Native American. However, about seventy percent of our vocabulary is derived from Greek and Latin, the languages of those ancient civilizations that are the foundation of our way of life. The massive word trek from ancient Greece and Rome to our hometowns has been neither direct nor fast. The journey has been a winding path stretching over many centuries.

The civilization that was ancient Greece spanned from approximately 1200 to 323 B.C. Its citizens made great strides in learning, especially in the areas of the arts and sciences. The idea that people should govern themselves rather than be ruled by kings came into being here. The language needed to record and preserve their accomplishments also flourished. The nearby Romans embraced Greek ideas and made them part of their own struggling civilization. As a result, many Greek terms were brought into the Latin language. Thus, without intent, the Romans began the word migration.

The Iliad and the Odyssey were written in the language of ancient Greece in the seventh or eighth century B.C. Believed to be the work of the blind poet Homer, the epics are brilliant retellings of Greek myths and legends. Over the centuries, they have also been proven to be an account of Greek history.

Unlike the Greeks who favored a self-governing society, the Romans eventually fell under the domination of emperors. They flourished, nevertheless, for five centuries from 27 B.C. to A.D. 476. As the mighty Roman Empire, a nation of armies and conquests, Rome spread its way of life along with the Latin language over most of the known world.

In the first century when they pushed their way into what is now southwestern Europe, the armies of the Caesars encountered people speaking Celtic, a very ancient language. The Roman invasion and settlement of Europe resulted in the complete displacement of the Celtic tongue and the planting of Latin in its place. The Romans also conquered the Celts of England in A.D. 43 and held power until the middle of the 400s, but their presence was more of an armed occupation than a settlement. As a result, the Roman presence did not significantly influence the language of the inhabitants, who continued to hold on to their Celtic heritage, allowing only a few Latin words to seep into their vocabulary.

This was the time of the legendary King Arthur and the knights of the round table, who fought against the foreigners encroaching upon England. It was the shining moment of Camelot.
Britain was invaded again in the fifth century by European Germanic tribes—the Jutes, the Angles, and the Saxons—who carried with them Latin-based words from their own encounter with the Romans several centuries before. Many of the words that infiltrated the Celtic spoken by the Britons were practical in nature, such as cheese, butter, pound, and inch—terms for the products and concepts that the Romans had brought with them. Efforts to spread the new religion of Christianity led to another invasion of the British Isles in the 600s by missionaries who brought a whole host of Latin words with them—monk, creed, verse, temple, and candle. Christianity took hold, and so did more Latin, the official language of the Church.

These two events created a language called Anglo-Saxon, or more properly Old English, whose words are totally unrecognizable to students of modern English. Celtic disappeared in England. (Contemporary versions of the language remain in Scotland, Wales, Ireland, and the Toronto area in Canada.) The new distinct tongue, already seasoned with Latin, would find itself under attack again.

English as a written language, dates back to about 700 A.D. The saga of Beowulf, the great Scandinavian warrior of the sixth century, was written in Old English sometime before the tenth century.

The 1066 invasion of England by the Normans (from what is now France) imposed another foreign language upon the country. The impact of the Norman presence and their native Old French dialect, heavily saturated with Latin, threatened the very survival of English. Old French became the official language in government and literature. For three centuries Old English survived as the spoken tongue of the uneducated, common people. The two languages lived parallel lives until the 1300s when Middle English emerged from the strong roots of Old English.

The period of Old French domination added some 10,000 more Latin words to English. These included terms of nobility and feudalism, such as palace, throne, enemy, army, soldier, castle, fashion, and beauty.

Between 1387 and 1400, Geoffrey Chaucer in defiance of the inferior position allotted to his native tongue wrote the Canterbury Tales, a masterpiece in Middle English.

The fifteenth century saw the invention of the printing press and a great surge of learning known as the Renaissance. Ideas flowed freely in the form of books now available for the first time to the masses. Interest in Greek and Latin thought and writings became
the rage. Latin became almost a second language for scholars and scientists, who had to write their books in Latin in order to be taken seriously. Not surprisingly, Latin words poured into the English language during the Renaissance. The sixteenth and seventeenth centuries saw the birth of Modern English.

William Shakespeare (April 23, 1564-April 23,1616), by his great works in Modern English, enhanced the beauty of the language for all time.

With the settlement of colonial America, the language of England crossed the Atlantic, bringing its Greek and Latin heritage with it. Though American independence from England was final in 1783, the language still kept a British air. With exploration of the continent, new words were added to name and describe new experiences and places. Immigrants flooding into the country added their own flavor to the American way of speaking. Native American words were adopted as names of plants, animals, and places. A new version of English was being created to fit the personality of the growing nation.

In 1828, Noah Webster compiled the American counterpart of the standard dictionary of British English and called it American English. The use of his dictionary and spellers in schools standardized American English. The Greek and Latin words that began their journeys centuries before were, of course, included in Webster’s texts.

In 1876 Mark Twain published The Adventures of Tom Sawyer, a classic written in American English. Ironically, the book was released in England and Germany a full six months before the American version was issued.

Current science and technology are creating ideas and objects at an accelerated pace. Amazingly, the terms needed to name and preserve our whirlwind of progress were created long ago by the Greeks and Romans. Their marvelous ancient languages continue to be a source of words with meanings that can be given new applications for use by new generations.

The trek continues.
To New **Word Trek** Students
(and Interested Adults)

Welcome to your unique journey into the **Word Trek** program. In no time, you will see the English language in a different way. The words you use every day are about to become more interesting.

As you begin, be prepared to

- Meet words you never knew existed
- See that words change with use over long periods of time
- Understand that words, like people, have ancestors
- Be entertained by the histories of some special words
- Eavesdrop on the lives of the ancient Greeks and Romans who contributed so richly to the English language
- Realize that our language is flavored with words taken from many different cultures
- Be amazed that the seemingly difficult vocabularies of the sciences, government, the arts, and medicine aren’t as complicated as they appear
- Tackle new words with confidence because you know their secrets
- Start a collection of favorite words for adding zest to writing assignments
- Find yourself dazzling other people with your new vocabulary.

At times, your travels will require extra effort, but you will be rewarded with the power of new knowledge. May your year-long trek be filled with the pleasure of learning.

Margaret Whisnant
Word Trek Author
Word Trek*

Book Two

Lessons

*trek v. 1. to travel slowly or with difficulty. n. 1. a long, slow journey.

Trek originated in South Africa where it meant “to travel by ox-wagon,” a method guaranteeing a slow journey. And therein lies a tale.
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Lesson 1

Lesson Word Parts:
ab-- “away, from”
ad-- “to, toward”

Word List
1. abdicate 6. adjacent
2. abstain 7. adverse
3. absurd 8. affluent
4. adept 9. ambiguous
5. adhere 10. amble

Part I:  Match the vocabulary words on the left with the correct definition on the right.

____ 1. abdicate   A. to follow closely without changes
____ 2. abstain    B. not favorable; hostile
____ 3. absurd     C. refrain
____ 4. adept      D. to walk or move along at a slow, leisurely pace
____ 5. adhere     E. situated side by side
____ 6. adjacent   F. to give up power or responsibility formally
____ 7. adverse    G. skillful and effective
____ 8. affluent   H. unclear; vague
____ 9. ambiguous  I. having plenty of money
____10. amble      J. ridiculous

Part II:  Fill in each blank in the sentences with one of the following words from the word list.

abdicate abstain absurd adept adhere

11. His behavior was ___________________________ and embarrassing to all of us.
12. The king was forced to ___________________________ his throne by his enemies.
13. On the highway, everyone must _________________ to the rules for safe driving.

14. Anyone wishing to lose weight must _________________ from too many sweets.

15. She is _________________ at writing poetry.

16. Strange noises came from the ______________________________ room.

17. Because his family is _________________, Johnny got a new car for his sixteenth birthday.

18. If you _________________ on the field trip, you will get separated from the group.

19. Poor handwriting made Julie’s answers to the test questions _________________.

20. Shawn’s unwillingness to study could have an _________________ effect on his grades.

**Part III:** From the words in parentheses, choose a *synonym* for the lesson word and write it in the blank.

21. The candidate for mayor gave an absurd _________________ response to the reporter’s question. (logical, ridiculous, hasty.)

22. My grandparents are visiting friends in an adjacent _________________ county. (nearby, larger, additional)

23. The medication caused an adverse _________________ reaction in the patient. (healing, unwanted, unnecessary)

24. Abraham Lincoln did not come from an affluent _________________ background. (rich, educated, humble)

25. One of the test questions was so ambiguous _________________ everyone missed it. (easy, difficult, vague)
Part IV: Prefixes: Write the word from each set that comes from the Latin prefix ab-- meaning “away from” or the prefix ad-- meaning “to” or “toward.”

26. abnormal, absolute, ability

27. able, absorb, about

28. addicted, address, admiral

Part IV: Word Origins (Etymologies) In the space provided, write the answers to the questions.

29. Take the lesson word part ab-- and add an s. Then tack on another Latin word part tenere. meaning “to hold.” Which lesson word fits this original meaning of “to hold away” or “to withhold?” (Remember that some of our English words experienced a slight change in spelling as they marched through history. However, the original meaning of this word survived the journey.)

30. Though the ancient Romans are remembered for their adeptness at road building, their era was a time of few roads and even fewer road signs. It was not unusual for travelers to become lost and wander in a confused state about the countryside in search of their destination. This experience was described by the word ambigo from the Latin ambi, which meant “around” or “roundabout,” and ago, “to drive.” So the Romans were “driving roundabout, in a wavering or uncertain manner.” What lesson word, a derivative of ambigo, has come to us with the meaning “uncertain or vague”?

31. Absurdus is a Latin word meaning “out of tune” or “senseless.” Which lesson word is a descendant?

Part VI: Parts of Speech: In the blank, write the correct form of the lesson word in the sentence.

32. adverse The teacher reacted _______________________(adverb) to Mark’s absurd answer.

33. abdicate The popular monarch’s _______________________(noun) was opposed by the people of the kingdom.
Lesson 1
Test

Word List

1. abdicate
2. abstain
3. absurd
4. adept
5. adhere
6. adjacent
7. adverse
8. affluent
9. ambiguous
10. amble

Part I: Fill in the blank in each sentence with the correct word from the list above.

1. The decorators had difficulty getting the wallpaper to _____________________ to the kitchen wall.
2. Aunt Kate’s directions to the restaurant were so __________________________, we lost our way several times.
3. We must ___________________________ from arguing if we are going to make any progress at this meeting.
4. Mr. Jackson decided to ______________________________ his position as chairman when the committee members we no longer willing to support him.
5. The desk _____________________ to mine is stuffed full of papers and tattered books.
6. The speaker’s remarks drew an ______________________ reaction from the audience.
7. The large, expensive house down the street was bought by an ____________________ family from Richmond.
8. Obviously poor workmanship on the dress made the three-hundred dollar price tag ________________________.
9. My little brother tends to ____________________________ around when Mother and I go shopping.
10. Calvin is ____________________________ at making up absurd stories about why he doesn't have his homework.
Part II: In the blank, write the word or phrase that is an antonym or has an opposite meaning of the lesson word.

____________________11. abdicate (give up, take over, reverse)
____________________12. abstain (indulge, keep away from, give up)
____________________13. absurd (sensible, ridiculous, silly)
____________________14. adept (motivated, clumsy, good at)
____________________15. adhere (stick to, follow, deviate)
____________________16. adjacent (distant, close by, near)
____________________17. adverse (opposing, favorable, likeable)
____________________18. affluent (rich, poor, famous)
____________________19. ambiguous (unclear, silly, understandable)
____________________20. amble (rush, move slowly, cautious)

Part III: Lesson Word Part and Etymology
21. What is the meaning of the Latin prefix ab--? ________________

22. Which one of the following three words contains the Latin prefix ab--?
   abnormal about absolutely ______________________________

23. What is the meaning of the Latin prefix ad--? ________________

24. Which one of the following three words contains the Latin prefix ad--?
   adult addict adobe ______________________________

25. Write the lesson word whose original Latin meaning is “out of tune” or “senseless.”
   ______________________________
Lesson 17

Lesson Word Parts
micro—“small”
mis—“wrong,” “wrongly,” “opposite or lack of,” “failure”
mono—“one,” “single”
--lith—“stone”

Word List
1. mausoleum
2. mesmerize
3. microorganism
4. minimal
5. miraculous
6. miscellaneous
7. misnomer
8. monogamy
9. monolith
10. monologue

Part I: From the parentheses, choose the word or phrase that correctly explains the meaning of the lesson word and write it in the blank.

1. The Taj Mahal, considered one of the most beautiful buildings in the world, is actually a mausoleum.
   What kind of structure is the Taj Mahal? __________________________
   It is a (large home, large tomb, large ancient museum)

2. A roaring fireplace tends to mesmerize people of all ages.
   What power does a fireplace seem to have over people? ______________________
   It's (hypnotic, warming, intoxicating)

3. Yeast is a type of microorganism.
   Which of the following describes yeast? __________________________
   It can be seen only (at certain times of the year, in the dark, with a microscope)

4. The fees for the gardener’s services were minimal.
   How much did the gardener charge? __________________________
   (too much, a very small amount, about what was necessary)

5. The kitten’s recovery from its injuries was miraculous.
   What kind of recovery did the kitten have? __________________________
   It was (fast, as expected, like a miracle)

6. Mindy added several miscellaneous ingredients to the cake batter.
   What did Mindy add? __________________________
   (chocolate and coconut, some spices, a variety of ingredients)
7. It is a **misnomer** to call a panda a “bear.”
What does this mean about the panda? ________________________________________
It (doesn’t look like a bear, isn’t a member of the bear family, was once a bear)

8. In some areas of the world, **monogamy** is not the only type of customary marriage.
In some places, ______________________________________________________
(becoming married to more than one person is acceptable, people don’t get married at all, the marriage ceremony is a lot different from that in the United States)

9. A huge **monolith** jutted out from the top of the cliff.
What was at the top of the cliff? __________________________________________
a huge( tree, pile of stones, single block of stone)

10. A well-known **monologue** from a play by Shakespeare begins with the words “To be or not to be.”
A monologue is ______________________________________________________
(the most exciting part of the play, a long speech delivered by a lone actor on stage, a promise made by a politician)

**Part II: Lesson Word Parts**

11. What does the Greek word part **micro--** mean? __________________________

12. Many computers, watches, typewriters, phones, etc. contain **microchips**. What is a **microchip**?

13. In Lesson 3 you were introduced to the Latin word part **phono--**, which means “sound.”
What is the **literal** meaning of the word **microphone**?
_____________________________________________
What does a **microphone** do?

14. What is a **microwave**?

15. How is **microsurgery** different from other types of surgery?

16. Write the meaning of the lesson word part **mis--** ________________________________
_____________________________________________

17. Which of the following words means “to use in a wrong or dishonest way”?
**misbehave**  **misappropriate**  **misadventure** ________________________________
18. From the three words below, choose the one that means “to think or explain in a wrong way; misunderstand.” Write it in the blank.

   misbehave  misguide  misconstrue ________________________________

19. What is the meaning of the Greek word part mono--? __________________________

20. What is the difference between a democracy and a monarchy?

21. How are monogamy, bigamy, and polygamy different?

22. How many colors are in a room decorated in a monochromatic style?

23. Explain why the word chocolate is not a monosyllabic word.

24. Which of the following words means “a company with no competition and complete control of a product or service.” It’s literal meaning is “the only (one) selling.”

   monopoly  monocle  monogram ________________________________

25. The Greek word part --lith-- means “stone.” What is a lithograph?

Part III: Etymologies

26. Beginning in 1778 in Paris, an Austrian physician, Frederick A. Mesmer, made a fortune demonstrating his ability to cure people by using a mysterious power he called “animal magnetism.” His performances were spectacular. Wearing an astrologer’s robes, he entered a dimly-lit room where a group of patients waited. The doctor moved in a circle, from one patient to another, fixing his eyes upon and touching each one in turn. Miraculous cures were attributed to his strange powers. Many physicians of the day supported his claims and applauded his abilities.

   However, other physicians complained; and a government commission was appointed to investigate. The commission, which included Benjamin Franklin as a member, found Dr. Mesmer to be a charlatan and an imposter. In disgrace, he moved to Switzerland where he died in 1815.

   Years later, Dr. Mesmer’s mysterious ability was identified as a form of hypnotism—a controversial medical technique used even today. Nevertheless, there is no question that Dr. Mesmer’s name and work added a word to our language. Write it in the blank.

   ________________________________
27. In the fourth century B.C., there was a small kingdom in Asia Minor (modern day Turkey) known as Caria. The country was ruled by King Mausolus and his devoted wife Queen Artemisia. When Mausolus died in 353 B.C., Queen Artemisia was inconsolable.

Two years before her own death, Artemisia gathered the best architects and sculptures and ordered the construction of a marble tomb in the city of Halicarnassus to honor her husband. The spectacular building, named for King Mausolus, was long regarded as one of the seven wonders of the ancient world.

In 1402, the magnificent structure was destroyed by the knights of St. John of Jerusalem, who used its material to build a castle. Its ruins were excavated in 1857.

Which lesson word is the name of King Mausolus’ tomb?

---

Part IV Each word below in bold print contains a lesson word part. In the blank write the letter of the word’s correct meaning.

28. **miscalculate** (A) to draw wrongly, (B) to count wrongly, (C) to take the wrong direction

29. **misinterpret** (A) to give the wrong information, (B) to make incorrect changes, (C) to understand incorrectly

30. **microfilm** (A) a thin sheet of film, (B) film on which things can be photographed at a very small size, (C) film that can only be seen with the aid of a microscope

31. **monogram** (A) a design made up of one or more letters such as initials, (B) one large picture, (C) a design using one line

32. **monotheism** (A) belief in one form of government, (B) belief in one God, (C) belief in one type of marriage

33. **misfit** (A) badly torn, (B) badly out of shape, (C) badly adjusted
Lesson 17

Test

Word List

1. mausoleum  6. miscellaneous
2. mesmerize   7. misnomer
3. microorganism  8. monogamy
4. minimal     9. monolith
5. miraculous  10. monologue

Part I: Match the lesson word with its definition.

_____ 1. mausoleum  A. a series of stories and jokes told by one comedian or actor on stage
_____ 2. mesmerize  B. the custom of being married to only one person at a time
_____ 3. microorganism  C. to hypnotize; fascinate
_____ 4. minimal  D. not falling into a particular category or group
_____ 5. miraculous  E. a living creature so small it can be seen only with the aid of a microscope
_____ 6. miscellaneous  F. a large, single block of stone
_____ 7. misnomer  G. a name that is applied wrongly
_____ 8. monogamy  H. having the nature of a miracle
_____ 9. monolith  I. a large building used as a burial place
_____10. monologue  J. least possible

Part II: Lesson 16 Review  From the parentheses, choose the correct definition or explanation for the lesson word and write it in the blank.

11. Mr. Robinson’s advertising business is **lucrative**. The business is (doing a lot of good billboards, having trouble gaining new customers, making a lot of money.)

12. A large, **lustrous** ruby sparkled in the middle of the brooch. The ruby was (deep red, shiny, expensive.)

13. A **larceny** occurred at the warehouse while it was closed for the holidays. What happened at the warehouse? (storm damage, a theft, an unexpected shipment)
14. The intense competition between the two boys has resulted in feelings of **malice**. How do the two boys feel about each other? They (have bad feelings toward each other, ignore each other, have become the best of friends.)

15. My **maternal** grandmother lives in Massachusetts. Which grandmother lives in Massachusetts? My (father’s mother, step grandmother, mother’s mother.)

Part III: Lesson Word Parts and Etymologies

16. Which lesson word means “a microscopic creature”? ______________

17. Which of the words below means “to think or explain in a wrong way; misunderstand”? misbehave misguide misconstrue ______________

18. Which lesson word can be applied to all of the following statements? ______________

A whale is a fish. A spider is an insect. A panda is a bear. A sponge is a plant.

19. How many colors are in a room decorated with a **monochromatic** theme? ______

20. If someone has **misgivings** about something, is he or she sure or unsure about the situation?

21. Write the lesson word that was created from the name of an eighteenth century doctor who staged spectacular demonstrations to prove that he could cure people with “animal magnetism.”

22. Which lesson word that descended from the name of an ancient king whose wife built a magnificent tomb in his honor. The structure was one of the seven wonders of the ancient world.

Part IV: From the parentheses, choose the word or phrase that is an **antonym** or has an opposite meaning of the lesson word and write it in the blank.

23. minimal (the greatest amount, the least amount, the average amount)

24. miraculous (unusual, infrequent, usual)

25. miscellaneous (varied, specific, loose)
Lesson 25

Lesson Word Parts

**ras**-- “scrape”

**re**-- “again,” “back”

Word List

1. rasp  
2. ravage  
3. reality  
4. rebuke  
5. reciprocate  
6. recurrent  
7. redundant  
8. remorse  
9. renovate  
10. rigid

Part I: Match the lesson word with its definition.

_____1. rasp  
A. a harsh, grating sound

_____2. ravage  
B. to make a return for something given or done

_____3. reality  
C. to renew or repair

_____4. rebuke  
D. severe damage; destruction

_____5. reciprocate  
E. occurring or appearing again or repeatedly

_____6. recurrent  
F. bitter regret or guilt for having done something harmful or unjust

_____7. redundant  
G. someone or something that is real

_____8. remorse  
H. containing more words than necessary

_____9. renovate  
I. to criticize sharply

_____10. rigid  
J. not changing shape or bending; stiff; inflexible

Part II: From the parentheses, choose the word or phrase that explains the meaning of the lesson word. Write the answer in the blank.

11. Martin’s bout with a cold caused him to speak with a **rasp**.

   Martin’s voice ________________________________________________________________.
   (was no more than a whisper, was at a low pitch, was harsh and grating)
12. Throughout history, the locust has been known to ravage entire crops of grain.
   
   The locust __________________________________________________________.
   (spreads seeds, destroys crops, pollinates crops)

13. It is neither easy nor impossible to turn one’s dreams into reality.

   Dreams can be made __________________________________________________.
   (to change, beyond reach, real)

14. Not knowing they were baking a cake for her birthday, Mrs. Miller immediately began to rebuke her sons for making a mess in the kitchen.

   Mrs. Miller __________________________________________________________.
   (was angry and spoke sharply, didn’t want a birthday cake, didn’t care about the mess)

15. If you will help me mow the yard, I will reciprocate when you clean your room.

   I will __________________________________________________________.
   (stay out of the house, pay you for helping me, help you clean your room)

16. William has been plagued all day by recurrent hiccups.

   William’s hiccups ____________________________________________________.
   (lasted an hour, returned regularly through the day, were really annoying)

17. Some of your sentences in this composition are redundant.

   Some sentences ____________________________________________________.
   (are too long, have grammatical errors, restate the same idea)

18. Frank felt a great deal of remorse for having carelessly damaged his friend’s bike.

   Frank felt ________________________________________________________.
   (bitter regret, somewhat responsible, no responsibility)

19. Mom and Dad have decided to renovate our garage into a family room.

   The garage is going to be ____________________________________________.
   (torn down, reworked and redecorated, repainted)

20. Ms. Clark is rigid in enforcing her classroom rules.

   Ms. Clark is ________________________________________________________.
   (not particular, strict, cautious)
Part III: Lesson Word Part and Etymologies  Each of the words listed below contain the Latin word part *re-*—*, meaning “again” or “back.” In the blank, write the word that fits the definition or description.

**redundant**  **Reformation**  **regression**  **reimburse**  **renegade**  **repulsive**  **retaliate**

21. Composed of *re-* + *negare-*—*, the literal meaning of this word is “to deny” or “to turn away from.” Its dictionary definition is “one who abandons, rejects, or turns against a group, religion, cause or alliance; an outlaw.”

22. causing extreme dislike, disgust, or aversion; from *re-* + *pellere-*—*, “to drive.”

23. to go back or return to a less advanced form or state; backward movement

24. From the Latin *re-* + *formare-*—*, meaning “to shape (form),” this word names the sixteenth century religious movement, led by Martin Luther, with the goal of reforming the Catholic Church. Instead, it resulted in the establishment of Protestantism.

25. This lesson word is a descendant of the Latin word *reundare*, meaning “to overflow” or “abound.”

26. to repay injury or wrong with a similar act

27. This word, composed of *re-* + *im-* (“in”) + *bursa-*—* (“leather bag”), has a literal translation of “to put back into the leather bag.” It’s dictionary definition is “to pay back for what has been spent, used, or lost.”

Part IV: Lesson Word Part and Etymologies  All of the words listed below are descendants of the Latin word part *ras-*—*, meaning “scrape.” In the blank, write the word that fits the definition or description of the word.

**erase**  **abrasive**  **razor**  **raspberry**  **raze**  **rash**

28. an eruption of red spots on the skin, usually accompanied by the sensation of itching

29. edible, thimble-shaped fruit of any of several plants of the rose family, so named because of the prickly nature of their stems

30. to tear down; demolish; to completely “scrape” away

31. to rub, scrape, or scratch out; wipe off

32. Composed of *ab-*—*, meaning “away from” + *ras-*—*, this word’s dictionary meaning is “a substance capable of wearing or rubbing away by the process of friction.”

33. sharp-edged instrument used for shaving off or cutting hair
Lesson 25

Test

Word List

1. rasp  
2. ravage  
3. reality  
4. rebuke  
5. reciprocate  
6. recurrent  
7. redundant  
8. remorse  
9. renovate  
10. rigid  

Part I: Write the correct lesson word, or the correct form of the lesson word, in the blank in each sentence.

1. The hurricane ___________________________ the coastal areas, leaving behind millions of dollars of damage.

2. Uncle Marshall follows a __________________________ schedule each day, beginning with getting up at exactly 6:00 a.m.

3. The Johnsons and Smiths ___________________________________ bridge games in their homes on alternate Thursday evenings.

4. The following sentence contains a ______________________ word: “Hal he left an hour ago.”

5. Patricia is on the verge of making her dream of being a doctor a _______________________.

6. Mr. and Mrs. Daniels are busy buying unique antiques to furnish the interior of the large Victorian-era house they are planning to ______________________________.

7. Trying to escape from the box, the mouse made a __________________________ noise with its paws.

8. Mr. White ___________________________ the entire class for being so rowdy during his absence.

9. Callie felt no _________________________ for having lied to her mother.

10. The baby’s _________________________ cough throughout the night kept its mother from sleeping.
Part II: In the blank, write the lesson word that fits the definition.

11. bitter regret or guilt for having done something wrong
12. occurring or returning regularly
13. actual existence
14. harsh and exacting; inflexible
15. a harsh, grating sound
16. to give or take mutually
17. to renew; repair
18. to criticize sharply
19. extra; more than is necessary
20. to bring heavy destruction upon

Part III: Lesson Word Parts and Etymologies
21. What is the meaning of the Latin word part ras--?

22. Which of the following words is not a descendant of the word part ras--?
   razor     abrasive     rascal

23. What is the meaning of the Latin word part re--?

24. Which of the following words has a literal meaning of “to put back into a leather bag”? It’s dictionary definition is “to pay back for what has been spent, used, or lost.”
   reimburse     regress     retaliate

25. Write the lesson word whose Latin ancestor means “to overflow or abound.”
Lesson 36

Review (Lessons 31-35)

Part I: Lesson 31 Fill in the blank in each sentence with the correct lesson word

supernatural supersonic surge swindle synchronize taut teem tenacious tenement thermometer

1. The tennis net should be pulled ______________.
2. The area near the river is beginning to _______ with tiny mosquitoes.
3. The baby had a _______________hold on a tuft of my hair.
4. Some people insist their _______________ powers enable them to predict the future.
5. We should move the _______________from under the tree so we can get an accurate temperature reading.
6. What was the first airplane designed to fly at _______________speed?
7. Because they were not able to _______________their plays, our home team lost the game.
8. An unexpected wave came in such a _______________, we were all swept off our feet.
9. Miguel’s younger sister tried to _______________him out of his allowance.
10. The family was finally able to leave the _______________and move into a nice home.

Part III: Lesson 32 From the parentheses, choose the lesson word that fits the definition and write it in the blank.

11. a turbulent, swift flowing stream (titanic, trivial, toxic)
12. a slow, difficult journey (titanic, trivial, toxic)
13. having great size, power, or importance (titanic, trivial, toxic)
14. of little importance; common (titanic, trivial, toxic)

Throughout history, mankind has clung tenaciously to the notion of supernatural beings.
15. to walk in a heavy-footed way (trudge, traverse, trek)
16. poisonous (transcend, trivial, toxic)
17. to rise above (trudge, transcend, transit)
18. carrying from one place to another (traverse, trudge, transit)
19. to travel across, over, or through (traverse, trudge, transit)
20. to put up with; endure (tolerate, torrent, trivial)

Part III: Lesson 33 Write the correct lesson word in the blank in each sentence.

<table>
<thead>
<tr>
<th>tsunami</th>
<th>tuft</th>
<th>turmoil</th>
<th>tyrant</th>
<th>ultimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ultrasonic</td>
<td>unanimous</td>
<td>unassuming</td>
<td>uncanny</td>
<td>undulate</td>
</tr>
</tbody>
</table>

21. Dog whistles produce ___________________________sound waves inaudible to the human ear.

22. On the _________________of grass near the sidewalk sat a small toad soaking in the sunshine.

23. Zelda lost her temper and was a ________________________for most of the morning.

24. An order to go to our rooms ended the ________________________concerning which television program we would watch.

25. The people of Japan know the power of a _______________________.

26. How Allen is able to learn all our secrets is ____________________________.

27. A gentle breeze caused the surface of the lake to ________________________slightly.

28. Even though her family is affluent, Amelia is friendly and ________________________.

29. The jury reached a ________________________decision in less than three hours.

30. Our block party was the _______________________celebration of neighborhood pride.
Part IV: Lesson 34  Match the lesson word with its definition.

<p>| | | |</p>
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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>31. uniform</td>
<td>A. not predictable</td>
</tr>
<tr>
<td></td>
<td>32. unique</td>
<td>B. not done or known before</td>
</tr>
<tr>
<td></td>
<td>33. unison</td>
<td>C. using more words that is necessary</td>
</tr>
<tr>
<td></td>
<td>34. universal</td>
<td>D. done or spoken together</td>
</tr>
<tr>
<td></td>
<td>35. unprecedented</td>
<td>E. without variation or change</td>
</tr>
<tr>
<td></td>
<td>36. unpredictable</td>
<td>F. having no like or equal</td>
</tr>
<tr>
<td></td>
<td>37. vague</td>
<td>G. the deliberate destruction or damage to property</td>
</tr>
<tr>
<td></td>
<td>38. valiant</td>
<td>H. including or shared by all</td>
</tr>
<tr>
<td></td>
<td>39. vandalism</td>
<td>I. brave</td>
</tr>
<tr>
<td></td>
<td>40. verbose</td>
<td>J. not clearly expressed</td>
</tr>
</tbody>
</table>

Part V: Lesson 35 In the blank, write the letter of the word or phrase that is a synonym for or has the same meaning as the lesson word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41. vermin</td>
<td>something or somebody that is (A) loved, (B) despised, (C) worshiped</td>
</tr>
<tr>
<td></td>
<td>42. vindictive</td>
<td>(A) vengeful, (B) trusting, (C) exhausted</td>
</tr>
<tr>
<td></td>
<td>43. whimsical</td>
<td>(A) serious, (B) boisterous, (C) fanciful</td>
</tr>
<tr>
<td></td>
<td>44. wrath</td>
<td>(A) rage, (B) aggravation, (C) caution</td>
</tr>
<tr>
<td></td>
<td>45. writhe</td>
<td>(A) to move slowly, (B) to plod, (C) to twist or squirm</td>
</tr>
<tr>
<td></td>
<td>46. vital</td>
<td>necessary for (A) changing, (B) communication, (C) life</td>
</tr>
<tr>
<td></td>
<td>47. vulnerable</td>
<td>(A) working, (B) unprotected, (C) aggressive</td>
</tr>
<tr>
<td></td>
<td>48. zoology</td>
<td>the study of (A) animals, (B) law, (C) medicine</td>
</tr>
<tr>
<td></td>
<td>49. zealot</td>
<td>a person (A) not interested in anything, (B) wary of the outcome, (C) fanatically devoted to a cause</td>
</tr>
<tr>
<td></td>
<td>50. zenith</td>
<td>(A) the part of the sky directly overhead, (B) the horizon, (C) the brightest part of a celestial body</td>
</tr>
</tbody>
</table>
Lesson 36

Review Test  (Lessons 31-35)

Part I: Word Parts  Match the word part with its meaning

1. super--  A. across, beyond, over
2. therm--  B. not, contrary to
3. trans--  C. heat, hot
4. ultra--  D. one, single
5. un--  E. life
6. uni--  F. above, upper, higher, greater, better
7. vita--  G. beyond
8. zoo--  H. animal

Part II: In the blank, write the letter of the word or phrase that is a synonym for or has the same meaning as the lesson word.

9. supernatural  (A) spiritual,  (B) understood,  (C) common
10. surge  (A) to drip,  (B) to sparkle,  (C) to rush forcefully
11. swindle  (A) to purchase,  (B) to cheat out of,  (C) to put away
12. teem  (A) to be full of,  (B) to be aware of,  (C) to set free
13. tenacious  (A) to love dearly,  (B) to hold on to tightly,  (C) to refuse
14. transcend  (A) to fall short of,  (B) to miss by a small amount,  (C) to rise above or go beyond
15. transit  (A) to move from place to another,  (B) to move quickly,  (C) to mark properly
16. traverse  (A) to change the character of,  (B) to create something new,  (C) to move across
17. trek  (A) a long, slow journey,  (B) dangerous undertaking,  (C) an intense experience
18. trudge  (A) plod,  (B) work,  (C) fall
19. **tyrant**  (A) a kind person,  (B) a benevolent person,  (C) a cruel person

20. **uncanny**  (A) distressing ,  (B) strange,  (C) expensive

21. **undulate**  (A) unmoving,  (B) wavelike motion,  (C) boiling

22. **universal**  (A) widely acceptable,  (B) unique,  (C) proper

23. **unprecedented**  (A) happening repeatedly,  (B) saying again,  (C) happening for the first time

24. **verbose**  (A) silent,  (B) wordy,  (C) speaking

25. **teem**  (A) a group of athletes,  (B) subtract,  (C) abound

26. **whimsical**  (A) playful,  (B) silly,  (C) wonderful

27. **wrath**  (A) extreme cruelty,  (B) extreme anger,  (C) extreme lies

28. **writhe**  (A) twisting,  (B) knotting,  (C) running

29. **tenement**  (A) a cheap apartment house,  (B) a modern building,  (C) a person who owns rental property

30. **synchronize**  (A) to change the appearance of,  (B) to leave behind,  (C) to operate at the same rate and together in time

31. **zenith**  (A) the lowest point,  (B) the highest point,  (C) the mid-way point

**Part III:** In the blank, write the letter of the word or phrase that is an antonym or has an opposite meaning of the lesson word.

32. **supersonic**  (A) greater than the speed of sound,  (B) the same as the speed of sound,  (C) less than the speed of sound

33. **taut**  (A) loose,  (B)tight,  (C) tangled

34. **titanic**  (A) huge,  (B) miniature,  (C) life size

35. **tolerate**  (A) intolerant,  (B) accepting,  (C) uncaring

36. **toxic**  (A) harmful,  (B) poisonous,  (C) harmless

37. **trivial**  (A) important,  (B) unnecessary,  (C) unimportant

38. **turmoil**  (A) disturbance,  (B) calmness,  (C) disruption

39. **unassuming**  (A) conceited,  (B) humble,  (C) friendly

40. **uniform**  (A) different,  (B) the same,  (C) a dress
41. unique (A) different, (B) unusual, (C) uniform
42. unison (A) together, (B) separately, (C) chorus
43. unpredictable (A) unknown, (B) questionable, (C) predictable
44. vague (A) unclear, (B) clear, (C) lacking in detail
45. valiant (A) cowardly, (B) fearless, (C) brave
46. trivial (A) unimportant, (B) important, (C) common
47. vindictive (A) forgiving, (B) unconcerned, (C) vengeful
48. vital (A) necessary, (B) helpful, (C) unnecessary
49. vulnerable (A) weak, (B) strong, (C) hurtful
50. turmoil (A) peace, (B) confusion, (C) confidence

Deciding what to do all summer is not a trivial matter.
Teacher’s Notes
Lessons 31-36

Ideas for Research:

Where is the hottest place on earth? (therm--)
How hot is the sun? (therm--)
Geothermal energy
Who invented the thermometer and why?
Stock Market Swindles
Theories about the formation and expansion of the universe
The Autobahn of Germany (superhighway)
America’s first superhighway
An American ghost story (supernatural)
Breaking the sound barrier—the man and the accomplishment (supersonic)
Things that can live in a drop of water (teem)
Tenements—where are they and why?
The invention of the thermos bottle
What is toxic waste? How is it created? Why is it dangerous?
The history of mass transit
Synchronized swimming
Trivial pursuit—and other games with interest histories
The Titanic
Star Trek—the original series
Charles Lindberg’s transatlantic flight
What causes a tsunami?
A devastating tsunami
The rise and fall of one of history’s tyrants
Military uniforms of history
Unprecedented achievements (Example: the four minute mile. . .)
Unpredictable natural events (Ex: volcanoes, earthquakes, . . .)
The high cost of vandalism
Unicorn legends
A tale of valor (valiant)
The discovery of vitamins—What are they? What do they do?
Careers in zoology
The world’s best zoos
Zoonosis (diseases that can be transmitted from animals to people)
Which foods provide which vitamins?
Toxic substances and their affect on the environment
Vermin that have spread disease throughout history (zoo--)
Animals and rapid climate change—what happens? (zoo--)
Ideas for Writing:

Things that are red hot *(thermometer)* (Ex: stoves, jazz, sun, movie...)
Why I like a hot day *(therm-*)
How to be *ultra*cool
Getting my family out the door each morning *(synchronize)*
When I get a *surge* of enthusiasm
Things that are difficult to *tolerate*
A *trek* I would like to make
My collection of useless facts *(trivial)*
Uncanny things
The most *un*forgettable person I ever met
Four people, one bathroom, equals *turmoil*
Uncanny resemblance (people who look alike)
Unpredictable things
Students should/should not wear school *uniforms*
Unique talents
My collection of *vague* answers and how they work
How people all over the world are alike *(universal)*
The *uniform* I would design for my favorite team—my drawing and description
Verbose people
My favorite wild animal(s) *(zoology)*
Words that rhyme with *wrath*
Alternatives to *wrath*
My happiest day *(zenith)*
# Answer Keys

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test</strong></td>
<td><strong>Test</strong></td>
</tr>
<tr>
<td>1. F</td>
<td>1. large tomb</td>
</tr>
<tr>
<td>2. C</td>
<td>2. hypnotic</td>
</tr>
<tr>
<td>3. J</td>
<td>3. with a microscope</td>
</tr>
<tr>
<td>4. G</td>
<td>4. a very small amount</td>
</tr>
<tr>
<td>5. A</td>
<td>5. like a miracle</td>
</tr>
<tr>
<td>6. E</td>
<td>6. a variety of ingredients</td>
</tr>
<tr>
<td>7. B</td>
<td>7. isn’t a member of the bear family</td>
</tr>
<tr>
<td>8. I</td>
<td>8. being married to more than one</td>
</tr>
<tr>
<td>9. H</td>
<td>person is acceptable</td>
</tr>
<tr>
<td>10. D</td>
<td>9. single block of stone</td>
</tr>
<tr>
<td>11. absurd</td>
<td>10. a long speech delivered by a</td>
</tr>
<tr>
<td>12. abdicate</td>
<td>lone actor on stage</td>
</tr>
<tr>
<td>13. adhere</td>
<td>11. small</td>
</tr>
<tr>
<td>14. abstain</td>
<td>12. a very small piece of metal</td>
</tr>
<tr>
<td>15. adept</td>
<td>containing the circuits needed</td>
</tr>
<tr>
<td>16. adjacent</td>
<td>to make a machine work</td>
</tr>
<tr>
<td>17. affluent</td>
<td>13. “a little sound”</td>
</tr>
<tr>
<td>18. amble</td>
<td>It Received a “little sound” and</td>
</tr>
<tr>
<td>19. ambiguous</td>
<td>converts it into a “big sound.”</td>
</tr>
<tr>
<td>20. reverse</td>
<td>14. an electromagnetic wave having a</td>
</tr>
<tr>
<td>21. ridiculous</td>
<td>very short (small) wavelength</td>
</tr>
<tr>
<td>22. nearby</td>
<td>15. It is done with the aid of a microscope.</td>
</tr>
<tr>
<td>23. unwanted</td>
<td>16. wrong, wrongly, opposite or lack of;</td>
</tr>
<tr>
<td>24. rich</td>
<td>failure</td>
</tr>
<tr>
<td>25. vague</td>
<td>17. misappropriate</td>
</tr>
<tr>
<td>26. abnormal</td>
<td>18. misconstrue</td>
</tr>
<tr>
<td>27. absorb</td>
<td>19. one, single</td>
</tr>
<tr>
<td>28. addicted</td>
<td>20. democracy: all people have a voice in</td>
</tr>
<tr>
<td>29. abstain</td>
<td>their government. monarchy: one person</td>
</tr>
<tr>
<td>30. ambiguous</td>
<td>rules.</td>
</tr>
<tr>
<td>32. adversely</td>
<td>22. one color</td>
</tr>
<tr>
<td>33. abdication</td>
<td>23. the word has more than one syllable</td>
</tr>
</tbody>
</table>

Word Trek
Book Two
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### Lesson 25

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### Lesson 36

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Lesson 1
Definitions

Lesson Word Parts
ab-- “away from”
ad-- “to, toward”

Word List
1. abdicate  6. adjacent
2. abstain    7. adverse
3. absurd     8. affluent
4. adept      9. ambiguous
5. adhere     10. amble

1. abdicate v. *ab’di.cat.ed, ab’di.cat.ing.* to give up (power or responsibility) formally *(abdicate the throne)* (Queen Wilhelmina *abdicated* in 1948.) *ab.di.ca’tion.* n.

2. abstain v. to keep from doing something voluntarily: refrain: (He *abstains* from eating candy.) *ab.stain’er* n.

3. absurd adj. contrary to common sense, ridiculous (an *absurd* suggestion)

4. adept adj. skillful and effective; proficient *(adept at sewing; an *adept* mechanic)* *a.dept’ly* adv. *a.dept’ness* n.

5. adhere v. *ad.hered’, ad.her’ing* 1. to stick or hold fast (The wall paper adheres to the wall.) 2. to remain loyal; give continuing support *(adhere to one’s religious beliefs)* 3. to follow closely, without changes (They *adhered* to the original plan.)

6. adjacent adj. 1. next to; adjoining *(the room adjacent to mine)* 2. nearby; neighboring; *(the city and adjacent farm lands)* 3. situated side by side *(adjacent pages in a book)* *ad.ja’cent.ly* adv.

7. adverse Adj. 1. not favorable. hostile *(adverse criticism; an adverse decision)* 2. in an opposite direction *(adverse currents)* *ad.verse’y* adv.

8. affluent adj. having plenty of money: fairly rich *af.flu’ent.ly* adv.

9. ambiguous adj. having two or more possible meanings or interpretations; unclear; vague *(an ambiguous statement by the governor)*

10. amble v. *am’bled, am’bling.* to walk or move along at a slow, leisurely pace *(The horses *ambled* out of the corral. We *ambled* aimlessly down the street.)* *adj.* an *ambling* gate, as of a horse
Lesson 17
Definitions

Lesson Word Parts

*micro*-- "small"
*mis*-- "wrong," "wrongly," "opposite or lack of," "failure"
*mono*-- "one," "single"  
*lith*-- "stone"

Word List

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<th>#</th>
<th>Word</th>
<th>Definition</th>
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<td>1</td>
<td>mausoleum</td>
<td>n. pl. mau.so.le'ums, mau.so.leu'ma 1. a sepulchral or stately monument often architecturally noteworthy 2. a structure for the interment of many bodies 3. a large tomb</td>
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<td>2</td>
<td>mesmerize</td>
<td>v. 1. to hypnotize 2. to spellbind; fascinate 3. to compel by fascination mes'mer.i.za'tion or mes.mer.iz'er n.</td>
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<td>microorganism</td>
<td>n. an organism, such as a bacterium or protozoa, so small that it can be seen only with the aid of a microscope.</td>
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<td>minimal</td>
<td>adj. smallest in amount or degree; least possible (a task requiring minimal labor) min'i.mal.ly adv</td>
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<td>miraculous</td>
<td>adj. 1. having the nature of a miracle (a miraculous operation) 2. having the power to work miracles (a miraculous drug) mi.rac'u.ous.ly adv. mi.rac'u.ous.ness n.</td>
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<td>miscellaneous</td>
<td>adj. 1. made up of a variety of different elements or ingredients (a miscellaneous assortment of chocolates) 2. not falling into a particular category (miscellaneous items in a budget)</td>
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<td>misnomer</td>
<td>n. a name that is wrongly applied (To call a whale a “fish” would be a misnomer.)</td>
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<td>monogamy</td>
<td>n. 1. the custom or condition of being married to only one person at a time 2. the condition of having just one mate for life</td>
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<td>monolith</td>
<td>n. a large, single block of stone</td>
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<td>monologue</td>
<td>n. 1. a long speech delivered by an actor on the stage or a character in a story or poem 2. a series of jokes and stories told by a comedian on the stage alone. 3. a long speech made by one person in a group (Professor Smith had little regard for anyone else’s views, his conversations mainly being monologues.)</td>
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Lesson 25
Definitions

Lesson Word Parts:  *ras*—"scrape"   *re*—"again," "back"

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<td>1. rasp</td>
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<td>2. ravage</td>
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<td>3. reality</td>
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<td>4. rebuke</td>
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<td>5. reciprocate</td>
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1. **rasp**  n. 1. a coarse file with sharp raised points on its surface instead of ridges  2. a harsh, grating sound.  v. 1. to scrape or file with a rasp.  2. to make a harsh, grating sound *rasp’ing*.  adj. (a rasping voice)

2. **ravage**  v. *rav aged, ravaging* to bring heavy destruction upon; devastate (a hurricane *ravaging* the coast)  n. 1. the act of ravaging; heavy destruction  2. often *ravages*: severe damage; destructive effect (the *ravages* of smallpox)

3. **reality**  n.  *pl. realities* 1. the condition or quality of being real; actual existence (an author who creates belief in the *reality* of his characters)  2. the sum total of things that actually exist; the real world (losing one’s grip on *reality*)  3. someone or something that is real (seeing their dreams become *realities*)

4. **rebuke**  v. *re.buked’, rebuk’ing* to criticize sharply; upbraid; reprimand  n. words or actions expressing strong disapproval; severe criticism

5. **reciprocate**  v. *re.cip’ro.cat.ed, recip’ro.cat.ing* 1. to give or take mutually (*reciprocating* favors)  2. to make a return for something given or done.  3. to show or feel in return (*reciprocate* her love)  4. to move back and forth alternately, as a machine part  *recip’ro.ca.tion*  n.

6. **recurring**  adj. occurring or appearing again or repeatedly; returning regularly  *re.cu’r.rence*  n.

7. **redundant**  adj. 1. composed of or containing more words than necessary; verbose; repetitive (a *redundant* message)  2. in excess of the minimum necessary; extra (*redundant* machine parts)

8. **remorse**  n. bitter regret or guilt for having done something harmful or unjust.

9. **renovate**  v. *ren’o.vat.ed, ren’o.vat.ing* to renew; repair (*renovate* an old cottage)  *ren’o.va’tion*  or  *ren.o.va’tor*  n.

10. **rigid**  adj. 1. not changing shape or bending; stiff; inflexible (a *rigid* iron frame)  2. harsh and exacting; rigorous (a *rigid* examination)  3. strict; undeviating (a *rigid* social structure)  *rig’id.ly*  adv.  *rig’id.nes*  or  *rig’id.i.ty*  n.