

Word Trek

Free Sample Lessons, Keys, and Reference Material from

Book Three

By Margaret Whisnant

A Vocabulary/Spelling Program *for*

Gifted and Motivated Students

Featuring
the Languages of Ancient Greece and Rome
with Etymologies



Word Trek Book Three

A Full Year's Vocabulary Program—the Third 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

aero--“air”
ambi--“both”
amo--, **ami--**“love”
--anim--“life”
archae--“primitive, ancient”
--arch--“chief”
--scend--“climb”
astro--, **aster--**“star”
--naut--“sailor”
--baro--“weight”
--belli--“war”
--phobia--“fear of”
--commun--“common,” “shared”
contra--“against”
contra--“against”
--dict--“say, speak”
corp--“body”
cosmo--“universe, world, order”
--poli--“city”
sol--“alone”
--void--“empty”
--gnos--“know”
dia--“through, across”
doc--“teach”
domin--“master, lord”
eu--“good”
--volv--“roll”
ex--“out,” “out of,” “away from”
--fide--“faith”
--flex--, **--flect--**“bend”
--flu--, **--flux--**, **--fluc--**“flow”
frater--“brother”
--grat--“pleasing,” “freely given”
--hab--, **hib--**“hold,” “condition,”
“dwell”
--prehens--“seize,” “grip”
in--“not”

quere--, **quin--**, **quest--**“ask,” “search”
--vinct--, **--vinc--**“conquer”
--junct--“join”
--kine--“move”
--itis--“inflammation of”
laud--“praise”
--lumi--“light”
--mania--“madness”
mega--“large”
--lith--“stone”
mela--“black”
meta--“change”
--morph--“shape, form”
neo--“new”
--trude--“push, thrust”
paleo--“ancient”
--logy--“the study (science) of”
path--“feeling (emotion), “suffer”
--pend--“hang”
--phil--“love”
pseudo--“false”
psycho--“mind”
--rect--“straight, “right”
re--“again”
--tort--“twist”
salv--“save, be well”
sim--“like, same”
sub--“under, below, beneath”
sym--, **syn--**“together”
tele--“distant”
vag--“wander”
var--“different, change”
ver--“truth”
--vers--“turn”
--voc--“call”

To my many former students

This is for your children.

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Word Trek

Book Three

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:

Keys for both the lessons and the tests are in a separate section located immediately after the last page of the text.

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 outlines for both **Word Trek** Book One and Book Two are 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 stretched 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 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 **living** languages continue to be a source of words with meanings that can be given new applications for use by new generations.

The trek continues.



Margaret Whisnant



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 interesting 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

Dazzle other people with your new command of words.

At times, your travels may 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 Three

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.

Word Trek

Book Three

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Lesson 4

Lesson Word Parts

--phobia-- "fear of"

commun-- "common," "shared"

contra-- "against"



The Bernsteins lifted their chins to **contemplate** the **colossal** height of the giraffe.

Word List

- | | |
|-------------------|----------------|
| 1. charisma | 6. concise |
| 2. chastise | 7. conducive |
| 3. claustrophobia | 8. conjure |
| 4. colossal | 9. contemplate |
| 5. commune | 10. contraband |

Part I: In the blank, write the lesson word that fits the definition.

- _____ 1. compact; saying a lot in a few words
- _____ 2. illegal, smuggled goods
- _____ 3. to punish or discipline severely
- _____ 4. to bring about as if by magic
- _____ 5. magnetic personality that inspires the loyalty or devotion of a large number of people
- _____ 6. abnormal fear of being in small, crowded, or enclosed spaces
- _____ 7. to converse intimately; a community in which ownership, work, living quarters, etc., are shared equally
- _____ 8. extraordinarily or awesomely large
- _____ 9. contributive; leading to
- _____ 10. to consider carefully; to have in mind

Part II: Write the correct lesson word in the blank in each sentence.

charisma chastise claustrophobia colossal commune

11. Mom will definitely _____ us for making such a mess in the kitchen.
12. Dan's _____ keeps him from riding in elevators.
13. Many people find it beneficial to take a solitary walk in a forest and _____ with nature.
14. Although he has never before been politically active, Mr. Albert's _____ would most likely get him elected to office.
15. Felipe ate two hamburgers and a _____ banana split while watching the bowling tournament.

concise conducive conjure contemplate contraband

16. We spent the afternoon in the kitchen trying to _____ up a new recipe for oatmeal cookies.
17. Though she appreciates the cat's efforts, Mom considers the mouse it brought into the living room as _____.
18. An overcrowded, noisy classroom is not _____ to learning.
19. Since you will have only two minutes to present your ideas, your speech needs to be more _____.
20. We do not _____ any difficulty in meeting our schedule.

Part III: Lesson Word Parts and Etymologies

21. The Greek word part **–phobia–** means “fear.” One of the most common phobias is **acrophobia**. What is a person afraid of if he or she suffers from this malady?
22. The opposite of **claustrophobia** is **agoraphobia**. What is **agoraphobia**?
23. Airports won't put this number on gates, flights, or passenger seats. It's rarely found on office doors, shop fronts, or hotel rooms. It is never used as a floor number in hotels or apartment buildings. It's considered terribly unlucky.
It's only a number, but we tend to avoid it as though it could reach out and make us disappear from the face of the earth. The condition is called **triskaidekaphobia**.
{(**tris--** (three) + **kai--** (and) + **deca--** (ten) + **phobia** (fear))} What are we afraid of?

24. **Commun--**, from the Latin, means “common” or “shared.” How does the political philosophy of **communism** illustrate the meaning of the word part?
25. What does a **communicable** disease have to do with “sharing”?
26. Many historical figures found themselves **excommunicated** from their churches when they openly opposed religious policies or leaders. The **ex--** in **excommunicate** is from the Latin and means “out of.” What is the literal meaning of the word **excommunicate** and how does it relate to what happened to these historical figures?
27. The Latin word part **contra--** means “against.” Illegal drugs are a type of **contraband** since it is “against” the law to import, export, buy, or sell them. Being **contrary** is not against the law, but it is still not a good way to be. Why is this true?
28. This lesson word is a derivative of the Greek word **kharisma**, meaning “favor” or “divine gift.” In the 1920’s, a German author used the Greek idea in an attempt to prove that, by divine decree, certain people had the right to be absolute rulers over others. By the late 1950’s, the sense of “personal charm” was added to its meaning. In 1970, a religious movement based on the belief of special gifts from God, such as the power to heal disease or injury by touch, brought the word into more general use when it became part of the organization’s name. Today, it is commonly used to describe the power that politicians seem to hold over the masses.
What is the lesson word?

29. A combination of the Latin words **con--** (together) and **jurare--** (to swear) gave birth to one of the lesson words with a literal meaning of “to swear together”, or “conspire.” The magical sense was added around 1300 when it came to mean “compelling spirits, especially evil ones, to appear or disappear by working spells.”
Write the “magical” word in the blank.

30. Roman and Greek sculptors were accustomed to making their statues larger than life size. Since most of them were created to be displayed on high pedestals or upon lofty buildings, the figures needed to be huge in order to appear in detail and in the proper proportions to their admirers on the ground. In Rome, such statues were called **colossus**; in Greece, **kolossos**.

Predictably, Greek and Roman statues kept getting larger and larger until the most famous one, a statue of the sun god, 105 feet high, was erected at the entrance to the harbor of the city of Rhodes in 280 B.C. The bronze masterpiece was counted as one of the seven wonders of the ancient world but stood only about sixty years before it was destroyed by an earthquake. Through nine centuries its rubble lay scattered on the ground. Finally, it is said, the Turks used nine hundred camels to transport the statue's remains and sell them.

Do a little research to find the name of this famous statue and fill in the blank below. (One of the missing words is a very close relative of a lesson word.)

The _____ of _____

Still another **colossus**, was a statue of the Roman emperor Nero. Located in the city of Rome, it stood 110 feet high and was located near the place where a huge amphitheater was later erected by the emperor Vespasian. The existence of Nero's statue has been all but lost in human memory; but the amphitheater, the place where gladiators fought to the death, chariot races thrilled the citizens of Rome, and naval battles—complete with huge lakes of water—were staged for the public's entertainment, is as real today as it was centuries ago. However, it was not the spectacular entertainment that gave the building its name. It was, instead, its proximity to Nero's colossus.

In the blank below, write the name of this famous amphitheater whose ruins have been visited over the years by millions of enthralled tourist. Be sure to capitalize the word.



Part IV: Fill in the blank in each sentence with the correct form of the lesson word.

31. I'm sure Sally is **conjure** (verb) _____ up some excuse for being late to class again.
32. Carnell is **contemplate** (verb) _____ buying a new car, but he hasn't yet found one that he can afford.
33. Abraham Lincoln, John Kennedy, and Martin Luther King, Jr. are all remembered for their **charisma** (adjective) _____ personalities as well as for their important contributions to the well-being of our country.

Teacher's Page

Below are some more **phobia** words you might enjoy sharing with your students.

When Franklin Roosevelt said "We have nothing to fear but fear itself," he obviously was not aware of the existence of these words.

- ailurophobia**—fear of cats
- amaxophobia**—fear of vehicles (riding in a car), fear of driving
- androphobia**—fear of men (from **andro**—Greek, "man")
- anthophobia**—fear of flowers (from **anther**—Latin/Greek, "flowering")
- anthropobia**—fear of people (from **anthro**—Greek, "mankind")
- arachnophobia**—fear of spiders (from **anachne**—Greek, "spider")
- aquaphobia**—fear of water (from **aqua**—Latin, "water")
- astraphobia**—fear of lightning (from **astro**—Latin, "star")
- aviophobia**—fear of flying (from **avi**—Latin, "bird")
- brontophobia**—fear of thunder (from **bronte**—Greek, "thunder")
(*brontosaurus*—"thunder lizard")
- cynophobia**—fear of dogs (from **kyon**—Greek, "dog")
- dementophobia**—fear of insanity (from **dementia**—Latin, "madness")
- didaskaleinophobia**—fear of going to school.
- erythrophobia**—fear of blushing (from **erythros**—Greek, "red")
- gephyrophobia**—fear of bridges
- gerontophobia**—fear of old age
- heliophobia**—fear of the sun (from **helio**—Greek, "sun")
- hemophobia**—fear of blood (from **hemo**—Greek, "blood")
- herpetophobia**—fear of reptiles (from **herpin**—Greek, to "creep")
- mikrophobia**—fear of germs (from **mikros**—Greek, "small")
- murophobia**—fear of mice
- necrophobia**—fear of death (from **nekros**—Greek, "corpse")
- numerophobia**—fear of numbers (from **numerus**—Latin, "unit in counting")
- nyctophobia**—fear of darkness
- ochlophobia**—fear of crowds
- ophidiophobia**—fear of snakes (from **ophis**—Greek, "snake")
- ornithophobia**—fear of birds (from **ornis**—Greek, "bird")
- phobophobia**—fear of fear (from **phobia**—Greek, "fear")
- phonophobia**—fear of speaking (from **phono**—Latin, "sound")
- pyrophobia**—fear of fire (from **pyro**—Greek, "fire")
- trichophobia**—fear of hair
- zenophobia**—fear of strangers

AND THE MOST FEARFUL OF ALL. . .

arachibutyphobia (ah.rahk'hee.boothro.foh.bee.uh)—fear of getting peanut butter stuck to the roof of your mouth
(Seriously, this word exists!)

Lesson 4

Test

Word List

- | | |
|-------------------|----------------|
| 1. charisma | 6. concise |
| 2. chastise | 7. conducive |
| 3. claustrophobia | 8. conjure |
| 4. colossal | 9. contemplate |
| 5. commune | 10. contraband |

Part I: From the parenthesis, choose the word or phrase that correctly completes the sentence and write it in the blank.

1. Throughout America's history, various people have preferred living as a member of a **commune** rather than following the traditional way of life.

In a **commune** _____.
(everybody is a farmer, ownership of all property is shared,
everyone is paid according to what he or she contributes)

2. Someone with **claustrophobia** would probably not enjoy being in the audience of a crowded rock concert.

This person has a fear of _____.
(loud noises, music, closed in or crowded places)

3. Dad jokes that he is able to **conjure** up rain by washing the car.

Dad says that washing the car _____.
(magically brings rain, should be done before it rains,
keeps it from being damaged by rain)

4. A balanced diet and proper exercise are **conductive** to good health.

Eating and exercising properly _____ good health.
(guarantee, contribute to, might not be connected to)

5. Chai is a successful author because he takes time to **contemplate** a number of ideas before he actually begins writing.

Chai _____ before writing.
(thinks carefully, usually has only one idea, gets bogged down in ideas)

6. Because it's classified as **contraband**, Mrs. Cox gets upset when we chew gum in her class.

In Mrs. Cox's class, having chewing gum is _____.
(okay, as long as it isn't noisy, allowed at certain times, not allowed)

7. Bob's **charisma** often puts him in a leadership position.

Bob has the ability to _____.
(intimidate people, inspire people to follow him, get things done quickly)

8. We scaled a **colossal** outcropping of rocks on our hiking excursion.

The rock outcropping was _____.
(gigantic, dangerous, not challenging)

9. My little brother and our dog had such a good time playing together in the bathtub that Mom refused to **chastise** either of them for the wet floor.

Mom didn't _____ them.
(pay attention to, punish, play in the water with)

10. Advertising slogans that are **concise** are more appealing to and easily remembered by the buying public.

Advertising slogans are _____.
(funny, always true, expressed powerfully in a few words)

Part II: Lesson 3 Review Write the correct lesson word in the blank in each sentence.

banish banter barbaric barren beguile

11. According to Mom, the constant disarray of clothes, toys, papers, and food in my room

is proof that I prefer to live a _____ lifestyle.

12. Soft background music tends to _____ most people into a calm disposition.

13. The _____ between the two disguised the seriousness of their disagreement.

14. The country's new government is planning to _____ the former dictator along with his supporters.

15. Now that rain is in tomorrow's forecast, the possibility for a ride in the country with a sunny-day picnic look _____.

Part III: Lesson Word Parts and Etymologies

16. Kathy is with a group exploring a cave. They come to a narrow passage with a low ceiling. Kathy takes a few steps into the area but suddenly backs her way out and refuses to go any farther. What is Kathy experiencing?

aerophobia claustrophobia acrophobia

17. What are people with **triskaidekaphobia** afraid of?
18. The word part **commun--**, means “common” or “shared.” According to Communist thought, what do the citizens of a country with this type of government share?
19. Use the meaning of the word part **contra--** to explain what is meant by a “contrary remark.”
20. One of the lesson words is a derivative of the Greek word **kharisma**, meaning “favor” or “divine gift.” Write the word in the blank,
-
21. Write the lesson word that, in the 1300’s, came to mean “compelling spirits, especially evil ones, to appear or disappear by working spells.” Its Latin ancestor means “to swear together” or “conspire.”
-
22. In the blank, write the lesson word that is a descendant of the Greek and Latin words for the huge statues that adorned their cities. (Hint: One of the statues at the city of Rhodes was listed as one of the seven wonders of the ancient world.)
-

Part IV: From the parenthesis, find the word or phrase that is an **antonym** of the lesson word and write it in the blank.

_____ 23. **chastise** (punish, reward, question)

_____ 24. **concise** (wordy, unclear, compact)

_____ 25. **conducive** (helpful, appealing, contrary)

Lesson 14



*All living things require a **hospitable habitat**.*

Lesson Word Part

--hab--, **--hib--**, "hold," "condition," "dwell"

Word List

- | | |
|---------------|------------------|
| 1. habitat | 6. horrid |
| 2. habitual | 7. hospitable |
| 3. harass | 8. hullabaloo |
| 4. harbinger | 9. humanitarian |
| 5. hereditary | 10. idiosyncrasy |

Part I: Match the lesson words with their definitions.

- | | |
|------------------------|--|
| _____ 1. habitat | A. an unusual or distinguishing characteristic of an individual; eccentricity |
| _____ 2. habitual | B. place where an animal or plant lives or grows naturally |
| _____ 3. harass | C. transmitted genetically; inherited |
| _____ 4. harbinger | D. great noise, excitement, or confusion |
| _____ 5. hereditary | E. dreadful; abominable |
| _____ 6. horrid | F. an event or person which comes before to announce the arrival of someone or something |
| _____ 7. hospitable | G. offering a friendly and generous welcome to guests |
| _____ 8. hullabaloo | H. concerned with or promoting the welfare of humanity; philanthropist |
| _____ 9. humanitarian | I. bother or annoy; torment |
| _____ 10. idiosyncrasy | J. done by habit; commonly occurring or used |

Part II: Lesson Word Part Write the correct **--hab--**, **--hib--** word in the blank before its definition.

inhibited uninhibited cohabit rehabilitate habituate
exhibit prohibit inhabitant Prohibition habit

- _____ 11. being held back or kept from some action, feeling, etc, especially by some mental process such as fear
- _____ 12. to live together (dwell) in the same place
- _____ 13. a person or animal that lives permanently in a place; resident
- _____ 14. to put on a public display; show publicly—literally “to hold out”
- _____ 15. to restore or bring to a state of health or useful and purposeful activity; from the Latin **re--** “again” and **--hab--** “fit condition”—literally “to make fit again.”
- _____ 16. lacking or having few social, moral, or psychological restraints that prevent (“hold” one from) engaging in antisocial or dangerous behavior
- _____ 17. to forbid (**withhold**) by authority; to prevent
- _____ 18. the period from 1920 to 1933 during which alcoholic beverages were illegal (**withheld**) by federal law in the United States
- _____ 19. an acquired behavior pattern regularly followed until it has become almost involuntary; a customary practice or use
- _____ 20. to accustom oneself or one’s mind to something; make used to; acclimate

Part III: Etymologies

21. This two-word Latin phrase is the name of a variety of legal writs (documents) whose basic purpose is to bring a person before a court (judge.) The literal meaning of the writ’s name is “You have (**hold**) the body.”

One of the most common uses of this versatile document is to order that a person being held for questioning or under arrest be brought into court to determine if he/she is being jailed legally. It has nothing to do with determining guilt or innocence. Instead, the court’s duty is to determine whether the police have a right to continue to “have” the person or if they must set him/her free.

This document has been called “the great writ of liberty” because it prohibits illegal arrest or confinements by law enforcement agencies. Which of the following is the name of the legal document being described?

Infra Corpus Habeas Corpus Corpus Juris

Writ of _____

22. Combine the Greek word parts **idio--**, meaning “of a particular person” or “personal,” and **--synkrosis**, meaning “a blending or mixture” and one of the lesson words is created. Its literal meaning is “an individual’s mixture of personal characteristics.” Write the word in the blank.

Note: The English word **idiot**, which originally meant “common man,” is also a descendant of **idio--**.

23. This lesson word began as a derivative of the Old French **herberge**, meaning “lodging,” and one of its relatives is the English word **harbor**. In the fourteenth century, it developed into the notion of “someone sent on ahead to arrange for lodging for an army, an official royal party, or an important person.” Its present day meaning is “a forerunner; an event or person that comes before another.” Which lesson word is a descendant of **herberge**?

Part IV: From the parentheses, choose the word or phrase that correctly completes the sentence and write it in the blank.

24. The return of robins is a **harbinger** of spring.

The presence of robins means _____.
(that spring is coming, it’s too cold in northern climates, there will be more snow)

25. The city awarded its annual **humanitarian** award to Mr. Kent.

Mr. Kent devotes himself to _____.
(working with various clubs, feeding wild animals, helping people)

26. Physical features such as eye color and the shape of a person’s nose are **hereditary**.

Eye color and nose shapes are _____.
(different, even for twins, passed from parents to children, permanent)

27. Zoos are becoming more concerned with providing natural **habitats** for their animals.

Zoos are providing _____.
(more space for the animals, food that the animal would eat in the wild, living areas as much like the wild as possible)

28. The weather has been **horrid** for the past two days.

The weather has been _____. (balmy, warm, dreadful)

29. My brother likes to **harass** me when I'm talking on the phone.

My brother _____ me. (torments, ignores, mocks)

30. Mrs. Yancey has an **idiosyncrasy** of snorting when she laughs.

Mrs. Yancey's snorting laugh is _____.
(a medical problem, distracting and annoying, one of her mannerisms)

31. Humans would not find the atmosphere on Venus **hospitable**.

Venus' atmosphere _____.
(is not a friendly environment for humans, is polluted,
is inhabited by unfriendly creatures)

32. Jeffrey is a **habitual** latecomer to homeroom.

Jeffrey _____.
(has a good excuse, is seldom late, makes a habit of being late)

33. The boys created such a **hullabaloo** at the party, their mother took them home early.

The boys _____.
(obviously weren't having a good time, caused an uproar,
didn't like the other guests)



Paul Revere's ride was a **harbinger** of things to come.

Lesson 14 Test

Word List

- | | |
|---------------|------------------|
| 1. habitat | 6. horrid |
| 2. habitual | 7. hospitable |
| 3. harass | 8. hullabaloo |
| 4. harbinger | 9. humanitarian |
| 5. hereditary | 10. idiosyncrasy |

Part I: Write the correct lesson word in the blank in each sentence.

1. Mrs. Link has earned the reputation of being a _____ because of her tireless work with organizations that offer assistance to the homeless.
2. This soup is just _____! I refuse to eat another bite.
3. Not being able to find my homework this morning was a _____ of the horrid day I have had.
4. Some diseases, as well as physical characteristics, are _____.
5. We have created a backyard _____ suitable for many types of birds and small mammals.
6. Constantly striving to keep their surroundings and themselves unnaturally immaculate is an _____ that causes problems for some people.
7. The receptionist was not very _____ when I asked for information.
8. The presence of Janie's pet snake in our classroom created a _____.
9. Because of her _____ good humor, Mrs. Laws is a much-admired teacher.
10. The boys continued to _____ each other which caused a horrid fracas to develop.

Part II: Lesson 13 Review In the blank, write the word from the parentheses that is a **synonym** for the lesson word.

- _____ 11. **gratify** (satisfy, classify, verify)
- _____ 12. **guise** (flora, a pet, pretense)

- _____ 13. **genial** (gloomy, cordial, forceful)
- _____ 14. **glum** (gloomy, cordial, forceful)
- _____ 15. **futile** (hopeful, supportive, useless)

Part III: Lesson Word Part and Etymology

16. What is the meaning of the Latin word part **--hab--**, **--hib--**? _____
17. Which of the following words means “being held back or kept from some action, or feeling, etc, especially by some mental process such as fear”?
- cohabit** **prohibit** **inhibit** _____
18. Which of the words below has the literal meaning “to hold out (for all to see)”?
- cohabit** **prohibit** **exhibit** _____
19. Which **--hab--**, **--hib--**-derivative means “to make into a fit condition again?”
- prohibit** **rehabilitate** **exhibit** _____
20. Write the Latin phrase that is the name of the legal document called the “great writ of liberty.” Its literal meaning is “You have the body.”
- Infra Corpus** **Habeas Corpus** **Corpus Juris** _____
21. Which lesson word in Old French meant “lodging”? Its cousin is the English word **harbor**.
- _____

Part IV: In the blank, write the lesson word that matches the definition.

- _____ 22. transmissible from parents to offspring
- _____ 23. annoy; torment
- _____ 24. great noise, excitement, or confusion
- _____ 25. eccentricity

Lesson 25

Lesson Word Parts

pseudo-- "false"

psycho-- "mind"

Word List

- | | |
|------------------|----------------|
| 1. precocious | 6. provocative |
| 2. preposterous | 7. prudent |
| 3. presumptuous | 8. pseudonym |
| 4. primeval | 9. psychology |
| 5. procrastinate | 10. pudgy |



Uncle Cletus and Aunt Chloe were **precocious** children.

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

precocious preposterous presumptuous primeval procrastinate

1. The _____ four-year-old has learned to read the recipe for her favorite cookies.
2. Since he did not have all the facts, John's remarks were _____ as well as obtrusive.
3. Paleontologists believe that _____ life first developed in the sea and not on the land.
4. Centuries ago, most people held the _____ belief that the earth is flat.
5. Lillian rarely gets things done on schedule because she tends to _____.

provocative prudent pseudonym psychology pudgy

6. Samuel Clemens wrote under the _____ of Mark Twain.
7. I worry that I will always be _____, but Dad says I will grow taller and be thinner just as he did.
8. We think the _____ story in the school newspaper is presumptuous and an unfair criticism of video games.

9. Since the weatherman is forecasting rain, I would be _____ to move my bike into the garage.
10. Teachers must have expertise in child _____ in order to maintain a pleasant learning environment.

Part II: Lesson Word Parts and Etymologies

11. Write the lesson word with a literal meaning of “false name.”

12. The amoeba is a one-celled organism that moves and captures food by means of a **pseudopod**. What is a **pseudopod**?

13. What is a **psychosomatic** illness?

14. Which of the following words means “a severe mental disorder involving loss of contact with reality”?

psychometrics **psychosis** **psychoanalysis** _____

15. This lesson word’s past can be traced to the Latin **pre--**, “before,” and **coquo--**, “to cook or boil,” giving it the literal meaning “precooked.” Before long, the Latin word **precoquo** came to mean “to ripen fully.” Later it was applied to fruit that ripened before its time or prematurely.

Today, the word is still descriptive of early development, especially that of children who are mentally or physically well ahead of the normal expectations. However, we do not classify such youngsters as “precooked.” How do we describe them?

16. We have an expression “putting the cart before the horse” to indicate a situation in which things are done in a backward, ridiculous order. The Romans also found themselves in such entanglements. To put a name on the phenomenon, they added **pre--**, meaning “before” to **posterus**, meaning “following,” and created a word which, freely translated, means “the *before* coming *after*.”

Write the lesson word that is a descendant of the Latin name for a mixed-up occurrence.

17. The Latin word composed of **pro--**, “forward,” and **cras**, “tomorrow,” has come to us as a term with a meaning much like the original. Write the lesson word that means “to put off doing something until a future time.”

18. **Primaevus**, from the Latin, has a literal meaning of “the first age.” Write the lesson word that is a descendant.

Part III: Write the correct form of the lesson word in the blank in each sentence.

19. During his visits, Ned **presumptuous** (adverb) _____ helps himself to whatever is in the refrigerator.
20. Dreams that never become reality are often the victims of the dreamer’s **procrastinate** (noun) _____,
21. We picked the **pudgy** (superlative adjective) _____ puppy in the litter.
22. Chris **prudent** (adverb) _____ saves part of his allowance each week.
23. The anthropologist spoke so **provocative** (adverb) _____ about Borneo that I found myself wanting to go there.

Part IV: Tell whether the following statements are **True** or **False** under **normal circumstances**. Write the answer in the blank.

- _____ 24. A **precocious** child will predictably have difficulty learning.
- _____ 25. Eating an ice cream cone drenched in vinegar is a **preposterous** idea.
- _____ 26. It’s **presumptuous** to give advice without being asked.
- _____ 27. Bacteria are examples of life forms that existed during the **primeval** period.
- _____ 28. It’s advisable to **procrastinate** when one has overdue homework.
- _____ 29. One criticism of contemporary music is that it’s too **provocative**.
- _____ 30. Watching television is always a **prudent** use of free time.
- _____ 31. A **pseudonym** is a family name.
- _____ 32. A basic knowledge of **psychology** is beneficial to good parenting skills.
- _____ 33. Children less than a year old are often **pudgy**.

Lesson 25

Test

Word List

- | | |
|------------------|----------------|
| 1. precocious | 6. provocative |
| 2. preposterous | 7. prudent |
| 3. presumptuous | 8. pseudonym |
| 4. primeval | 9. psychology |
| 5. procrastinate | 10. pudgy |

Part I: In the blank, write the word that matches the definition.

- _____ 1. excessively bold or arrogant; taking liberties
- _____ 2. study of the mind, mental and emotional process, and human behavior
- _____ 3. developed or matured earlier than usual
- _____ 4. short and fat
- _____ 5. to put off doing something until a future time
- _____ 6. having or exercising good judgment; wise
- _____ 7. fictitious name
- _____ 8. tending to provoke, especially by arousing anger, interest, or desire
- _____ 9. contrary to truth, reason, or common sense
- _____ 10. of, relating to, or belonging to the first or earliest age or ages, especially of the world

Part II: Lesson Word Parts and Etymologies

11. What is the meaning of the Greek word part **pseudo--**? _____
12. Which of the following words is the name of the “false foot” used by the single-celled amoeba to move and capture food?

pseudonym pseudocarp pseudopod _____

13. Write the meaning of the Greek word part **psycho--**. _____
14. Which of the following words describes a condition in which emotional or mental problems cause physical symptoms of a disease?
psychosomatic psychopath psychotherapy _____
15. Which lesson word in its original Latin means literally “precooked”? Its modern definition refers to a child developed either mentally or physically well beyond the norm.

16. Write the lesson word whose Latin ancestor has a literal meaning of “the *before* coming *after*.”

Part III: Fill in the blank with the correct lesson word.

17. The newspaper’s _____ article questioning the honesty of several well-known county officials has aroused public anger.
18. Mr. Baker has the _____ notion that there is buried treasure somewhere on his property.
19. The name on the provocative letter is obviously a _____.
20. Cleaning out my closet is a distasteful task, and I tend to _____ on doing the work for weeks.
21. With _____ confidence, Alfonso announced he would lead our group without having been asked.
22. A _____ young boy from our town has entered college at the age of thirteen.
23. Many flora and fauna that thrived in _____ ecological systems are now extinct.
24. Rewarding children for completing a task is not always good _____ as it tends to detract from the satisfaction of the effort.
25. Because she has learned to be a _____ investor, Mrs. Collins owns some valuable property.

Lesson 36

Review (Lessons 31-35)

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

stoic stupefy subside superficial
superb surreptitious symbiosis
symposium syndrome tangible

1. Last weekend, I attended a _____ on bicycle safety.
2. This insecticide will _____ all of us if we don't wear the protective gear.
3. Alan's anger was only _____, and soon he began to smile.
4. Carla's composition is a _____ example of good writing.
5. Margaret's _____ attempt to wear her sister's new skirt was futile.
6. Insomnia, upset stomach, weight loss, and inability to concentrate are all symptoms of the stress _____.
7. The kitten remained _____ through the thunder and lightning and slept on my lap throughout the storm.
8. The flood waters began to _____ after a few days of clear weather.
9. In the wild, orchids live in a state of _____ with the tree to which they are attached.
10. Proper nutrition makes a _____ difference to one's health.



*School is fine, but vacation is **superb**!*

Part II: Lesson 32 In the blank, write the word that matches the definition

tantalize taupe tedious telepathy tempestuous
tentacle tepid terse testy thwart

- _____ 11. a grey color tinged with brown, purple, or yellow

- _____ 12. moderately or slightly warm
- _____ 13. brief and effective; concise
- _____ 14. act in opposition to; prevent
- _____ 15. to torment or tease with something that is not available
- _____ 16. irritable; impatient; cross
- _____ 17. an elongated extension located on the bodies of some animals used for feeding, grasping, or locomotion; anything resembling such an extension with far-reaching power or influence
- _____ 18. causing weariness or boredom
- _____ 19. communication without speaking, writing, or gesturing
- _____ 20. turbulent; stormy

Part III: Lesson 33 Tell whether each of the following statements is **True** or **False** under **ordinary circumstances**. Write the answer in the blank.

- _____ 21. The Sahara Desert is a **torrid** region.
- _____ 22. Having a really good time on a vacation will cause **trauma**.
- _____ 23. Driving a car during a heavy rainfall can be **treacherous**.
- _____ 24. A mouse running loose in a classroom would most likely create **tumult**.
- _____ 25. Using good manners is **uncouth**.
- _____ 26. Boasting about accomplishments is a way to demonstrate one's **unpretentious** qualities.
- _____ 27. Children often try to **usurp** the authority of their parents.
- _____ 28. A **vagrant** would be able to donate thousands of dollars to his favorite charity.
- _____ 29. It is possible to **vanquish** a fear of speaking before a group.
- _____ 30. The amount of money in a checking account is likely to be **variable** from day to day.



*Knights of old were sometimes called upon to rescue a fair damsel from an **uncouth** scoundrel.*

Part IV: Lesson 34 From the parentheses, choose the lesson word that fits the definition and write it in the blank.

- _____ 31. being so in effect, although not in actual fact
(**venerable venturesome virtual**)
- _____ 32. to prove to be true; confirm (**verify vigilant veracity**)
- _____ 33. able to do or deal with a variety of things competently
(**venerable vigilant versatile**)
- _____ 34. that which should be respected or honored
(**venerable veracity virtual**)
- _____ 35. truthfulness; honesty (**veracity versatile vigilant**)
- _____ 36. ready to take chances; daring; bold
(**veracity venturesome virtual**)
- _____ 37. attentive or closely observant; alert; watchful
(**virtuous verify vigilant**)
- _____ 38. righteous; good (**virtuous vigilant vivacious**)
- _____ 39. to prove innocent of suspicion or charges of wrongdoing
(**vivacious vindicate vigilant**)
- _____ 40. full of life; lively (**verify vivacious vigilant**)

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.

- _____ 41. **vocation** (A) occupation, (B) suitable surroundings, (C) hobby
- _____ 42. **volatile** (A) producing bright lights, (B) unpredictable, (C) chastising
- _____ 43. **wanderlust** (A) homesickness, (B) urge to be alone, (C) urge to travel
- _____ 44. **wane** to (A) decrease gradually, (B) fall short, (C) cast aside
- _____ 45. **wanton** (A) considerable, (B) thoughtless, (C) believable
- _____ 46. **warble** (A) shake, (B) cry, (C) trill
- _____ 47. **wry** (A) perverse, (B) watchful, (C) bored
- _____ 48. **willowy** (A) graceful and slender, (B) rich and famous, (C) short and slim
- _____ 49. **wistful** (A) hopeful, (B) yearning, (C) lost
- _____ 50. **wrangle** (A) untangle, (B) tie in a knot, (C) persuade by argument

Lesson 36

Review Test (Lessons 31-35)

Part I: Match the word parts with their meanings.

- | | |
|--------------------------------------|--------------------------|
| _____ 1. sub-- | A. truth |
| _____ 2. syn-- , sym-- | B. call |
| _____ 3. tele-- | C. different, change |
| _____ 4. vag-- | D. together |
| _____ 5. --var-- | E. under, below, beneath |
| _____ 6. ver-- | F. wander |
| _____ 7. --vers-- | G. distant |
| _____ 8. --voc-- | H. turn |

Part II: In the blank, write the **letter** of the word that is a **synonym** for the lesson word.

- _____ 9. **stupefy** (A) remove, (B) astound, (C) fool
- _____ 10. **superb** (A) splendid, (B) official, (C) rancid
- _____ 11. **symbiosis** (A) kinship, (B) interdependence, (C) self-sufficiency
- _____ 12. **symposium** (A) collection, (B) correction, (C) conference
- _____ 13. **tangible** (A) real, (B) invisible, (C) positive
- _____ 14. **tantalize** (A) repair, (B) satisfy, (C) tease
- _____ 15. **tedious** (A) miniature, (B) boring, (C) radical
- _____ 16. **tentacle** (A) cavity, (B) extension, (C) memory
- _____ 17. **tepid** (A) lukewarm, (B) torrid, (C) frigid
- _____ 18. **testy** (A) empty, (B) vivacious, (C) peevish

- _____ 19. **trauma** (A) injury, (B) question, (C) habitat
- _____ 20. **tumult** (A) competition, (B) uproar, (C) casualty
- _____ 21. **vagrant** (A) employee, (B) vagabond, (C) beginner
- _____ 22. **vanquish** (A) verify, (B) usurp, (C) overcome
- _____ 23. **variable** (A) workable, (B) edible, (C) changeable
- _____ 24. **verify** (A) confirm, (B) pursue, (C) decide
- _____ 25. **vigilant** (A) watchful, (B) superlative, (C) possible
- _____ 26. **virtuous** (A) gracious, (B) righteous, (C) glorious
- _____ 27. **vocation** (A) amusement, (B) observation, (C) occupation
- _____ 28. **volatile** (A) rational, (B) laughable, (C) unstable
- _____ 29. **venturesome** (A) timid, (B) bold, (C) unerring
- _____ 30. **warble** (A) trill, (B) stagger, (C) slowness
- _____ 31. **wistful** (A) whispering, (B) yearning, (C) wondering
- _____ 32. **venerable** (A) inexperienced, (B) copied, (C) respected
- _____ 33. **wrangle** (A) co-operate, (B) change, (C) argue

Part III: In the blank, write the **letter** of the word that is an **antonym** of the lesson word.

- _____ 34. **willowy** (A) pudgy, (B) uncoordinated, (C) tall
- _____ 35. **wry** (A) friendly, (B) favorable, (C) perverse
- _____ 36. **wanton** (A) unnecessary, (B) considerate, (C) opposing
- _____ 37. **wane** (A) fail, (B) decrease, (C) wax
- _____ 38. **vivacious** (A) energetic, (B) friendly, (C) lethargic
- _____ 39. **versatile** (A) changeable, (B) rigid, (C) flexible

- ____ 40. **veracity** (A) dishonesty, (B) accuracy, (C) tenacity
- ____ 41. **variable** (A) differing, (B) stable, (C) obtainable
- ____ 42. **unpretentious** (A) unfinished, (B) conceited, (C) modest
- ____ 43. **uncouth** (A) mannerly, (B) ferocious, (C) crude
- ____ 44. **treacherous** (A) dangerous, (B) faulty, (C) safe
- ____ 45. **torrid** (A) full, (B) cold, (C) hot
- ____ 46. **thwart** (A) aid, (B) prevent, (C) capture
- ____ 47. **terse** (A) brief, (B) angry, (C) redundant
- ____ 48. **tempestuous** (A) stormy, (B) calm, (C) tempting
- ____ 49. **superficial** (A) sincere, (B) possible, (C) sure
- ____ 50. **subside** (A) increase, (B) sane, (C) diminish



*I intend to indulge in some serious summertime **wanderlust** as soon as I complete a **tedious** redesign on my means of transportation.*

Teacher's Notes Lessons 31-36

Ideas for Research:

The **stoic** philosophy
Symbiotic relationships
Undercover investigations (**surreptitious**)
Downs **Syndrome**
The Monitor and the Merrimac (**submarine**)
Subliminal learning
Subsidiary companies and how they work
Stories of **telepathy**
Edgar Casey, the sleeping prophet
A **tempestuous** relationship
The first **televisions**
The development of the fax machine (**tele—**)
Post-**traumatic** stress: What causes it? How is it treated?
A **torrid** romance from history or literature (Ex: Romeo and Juliet, The Duke of Windsor and Wally Wallace Simpson, Pocahontas and John Smith. . .)
Holograms (**virtual**)
The homeless (**vagrant**)
Treacherous professions
Kings who were overthrown by their children (**usurp**)
Vanquished armies (Ex: Napoleon at Waterloo, General Custer. . .)
Vagrancy laws
An **uncouth** character (Ex: Benedict Arnold. . .)
Venturesome people (Ex: Lewis and Clark, John Glenn. . .)
What is **virtual** reality?
A **vivacious** TV or movie star
Mother Teresa (**virtuous**)
Surprising verdicts (**ver--**)
The first **convertibles**
Convertible toys
The history of burglar alarms (**vigilant**)
Warblers
Wranglers, the jeans
Why do people sometimes **evoke** the Fifth Amendment?
Why does the moon have phases, and what are they? (**wane**)
The invention of dynamite (**volatile**)
Supermodels—why they are and how they got that way (**willowy**)
Unusual **vocations** (Ex: imploding buildings, pyrotechnics, bounty hunter. . .)

Ideas for Writing:

Tangible and intangible things

How people depend upon each other without trying (**symbiosis**)

A **surreptitious** act

A **superb** _____ (movie, book, food, fashion . . .)

Tantalizing things

Things to do instead of being **testy**

A **terse** composition

Words that rhyme with **thwart** (compose a poem)

A **tedious** task

How to avoid being **uncouth**

A talented person I admire (**unpretentious**)

A **torrid** event

The difference between telling a lie and being **vague**

Multiple uses for a paper clip (**versatile**)

When I was innocent but accused (**vindicate**)

My most **venturesome** day

Things that change (**variable**)

When I am struck by **wanderlust**

Words that rhyme with **wane** (a poem)

The most interesting **vocation** in my family

Is the Mona Lisa **wistful**, or is that a silly grin?

It's only **wistful** thinking. . .

If I were **telepathic**. . .

How I know when I have done something right (wrong) (**tangible**)

Terse answers to prying questions (Ex: Where have you been? What are you doing?. . .)

Answer Keys

Lesson 4

- | | |
|--|-------------------|
| 1. concise | 32. contemplating |
| 2. contraband | 33. charismatic |
| 3. chastise | |
| 4. conjure | |
| 5. charisma | |
| 6. claustrophobia | |
| 7. commune | |
| 8. colossal | |
| 9. conclusive | |
| 10. contemplate | |
| 11. chastise | |
| 12. claustrophobia | |
| 13. commune | |
| 14. charisma | |
| 15. colossal | |
| 16. conjure | |
| 17. contraband | |
| 18. conducive | |
| 19. concise | |
| 20. contemplate | |
| 21. fear of heights | |
| 22. fear of open spaces | |
| 23. the number 13 | |
| 24. The people share ownership of land, factories, goods, and resources. There is no private ownership and, theoretically, no "rich" or "poor" people, everyone being of a "common" class. | |
| 25. It can be passed (shared) from one person to another. | |
| 26. They were forced out of the group and not allowed to "share" the benefits and social structure of the church. | |
| 27. It means one's ideas are "against" the needs or wishes of others, so that one is uncooperative and antisocial. | |
| 28. charisma | |
| 29. conjure | |
| 30. the Colossus of Rhodes, the Coliseum | |
| 31. conjuring | |

Test

- ownership of all property is shared.
- closed in or crowded places
- magically brings rain
- contribute to
- thinks carefully
- not allowed
- inspire people to follow him
- gigantic
- punish
- expressed powerfully in a few words
- barbaric
- beguile
- banter
- banish
- barren
- claustrophobia
- the number 13
- the land, means of production, and goods
- one that goes "against" what someone else said
- charisma
- conjure
- colossal
- reward
- wordy
- contrary

Lesson 14

Test

- | | |
|---|----------------------------|
| 1. B | 1. humanitarian |
| 2. J | 2. horrid |
| 3. I | 3. harbinger |
| 4. F | 4. hereditary |
| 5. C | 5. habitat |
| 6. E | 6. idiosyncrasy |
| 7. G | 7. hospitable |
| 8. D | 8. hullabaloo |
| 9. H | 9. habitual |
| 10. A | 10. harass |
| 11. inhibited | 11. satisfy |
| 12. cohabit | 12. pretense |
| 13. inhabitant | 13. cordial |
| 14. exhibit | 14. gloomy |
| 15. rehabilitate | 15. useless |
| 16. uninhibited | 16. hold, condition, dwell |
| 17. prohibit | 17. inhibited |
| 18. Prohibition | 18. exhibit |
| 19. habit | 19. rehabilitate |
| 20. habituate | 20. Habeas Corpus |
| 21. Habeas Corpus | 21. harbinger |
| 22. idiosyncrasy | 22. harass |
| 23. harbinger | 23. harass |
| 24. that spring is coming | 24. hullabaloo |
| 25. helping people | 25. idiosyncrasy |
| 26. passed from parents to children. | |
| 27. living areas as much like the wild as possible. | |
| 28. dreadful | |
| 29. torments | |
| 30. one of her mannerisms | |
| 31. is not a friendly environment for humans | |
| 32. makes a habit of being late | |
| 33. caused an uproar | |

Lesson 25

1. precocious
2. presumptuous
3. primeval
4. preposterous
5. procrastinate
6. pseudonym
7. pudgy
8. provocative
9. prudent
10. psychology]
11. pseudonym
12. a "false foot," actually a projection of protoplasm. The amoeba moves in the direction of its pseudopod.
13. one that exists in the mind. However, because of emotional trauma, physical symptoms of a disease may be present.
14. psychosis
15. precocious
16. preposterous
17. procrastinate
18. primeval
19. presumptuously
20. procrastination
21. pudgiest
22. prudently
23. provocatively
24. False
25. True
26. True
27. True
28. False
29. True
30. False
31. False
32. True
33. True

Test

1. presumptuous
2. psychology
3. precocious
4. pudgy
5. procrastinate
6. prudent
7. pseudonym
8. provocative
9. preposterous
10. primeval
11. false
12. pseudopod
13. mind
14. psychosomatic
15. precocious
16. preposterous
17. provocative
18. preposterous
19. pseudonym
20. procrastinate
21. presumptuous
22. precocious
23. primeval
24. psychology
25. prudent

Lesson 36

1. symposium
2. stupefy
3. superficial
4. superb
5. surreptitious
6. syndrome
7. stoic
8. subside
9. symbiosis
10. tangible
11. taupe
12. tepid
13. terse
14. thwart
15. tantalize
16. testy
17. tentacle
18. tedious
19. telepathy
20. tempestuous
21. true
22. false
23. true
24. true
25. false
26. false
27. true
28. false
29. true
30. true
31. virtual
32. verify
33. versatile
34. venerable
35. veracity
36. venturesome
37. vigilant
38. virtuous
39. vindicate
40. vivacious

41. A
42. B
43. C
44. A
45. B
46. C
47. A
48. A
49. B
50. C

Test

1. E
2. D
3. G
4. F
5. C
6. A
7. H
8. B
9. B
10. A
11. B
12. C
13. A
14. C
15. B
16. B
17. A
18. C
19. A
20. B
21. B
22. C
23. C
24. A
25. A
26. B
27. C
28. C
29. B
30. A
31. B
32. C
33. C
34. A
35. A
36. B
37. C
38. C
39. B
40. A

Lesson 4 Definitions

Lesson Word Parts: --*phobia*--“fear of” *commun*--“common” *contr*--“against”

Word List

- | | |
|-------------------|----------------|
| 1. charisma | 6. concise |
| 2. chastise | 7. conducive |
| 3. claustrophobia | 8. conjure |
| 4. colossal | 9. contemplate |
| 5. commune | 10. contraband |

1. **charisma** *n.* 1. unique and magnetic personal quality, as of a politician, leader, or celebrity, that enables an individual to inspire and capture the loyalty and devotion of a large following of people. 2. extraordinary spiritual power, as for healing or prophesying, given by the Holy Spirit
2. **chastise** *v.* *chas'.tised, chas'.tis.ing* to punish, reprimand, or discipline severely.
3. **claustrophobia** *n.* abnormal fear of being in small, crowded, or enclosed spaces
4. **colossal** *adj.* 1. extraordinarily or awesomely large; immense; gigantic; vast
2. of an extraordinary or astonishing degree (The show was a *colossal* success.)
5. **commune** *v.* *com.muned', com.mun'.ing* to confer or converse intimately; experience a profound feeling of unity and receptivity with; (to *commune* with nature)

commune *n.* 1. society or community, often rural, in which property is owned and used in common and work and facilities, such as living quarters or nurseries, are usually shared
6. **concise** *adj.* expressing much in a few words; terse; compact *con.cise'ly* *adv.*
con.cise'ness *n.*
7. **conductive** *adj.* contributive, leading to (A brisk walk is *conductive* to good appetite.)
con.du'cive.ness *n.*
8. **conjure** *v.* *con'jured, co'.jur.ing* 1. to summon or cause to appear by magic words, as a devil or spirit 2. to bring about by or as by magic 3. to cause to appear or bring into existence in or as in a supernatural way (with *up*) (to *conjure* up a delicious sauce)
9. **contemplate** *v.* *co'.tem.plat.ed, con'tem.plat.ing* 1. to give prolonged or intense attention to; consider carefully 2. to have in mind, as a plan of action; intend 3. to mediate; ponder (He goes to the park every day to sit and *contemplate*.)
10. **contraband** *n.* 1. goods prohibited by law from being imported or exported; smuggled goods (The man was arrested for dealing in *contraband*.) 2. unlawful commerce in such goods; smuggling; (The government tried to prevent the *contraband* in drugs.)

Lesson 14 Definitions

Lesson Word Part --*hab--*, --*hib--*, “hold,” “condition,” “dwell”

Word List

- | | |
|---------------|------------------|
| 1. habitat | 6. horrid |
| 2. habitual | 7. hospitable |
| 3. harass | 8. hullabaloo |
| 4. harbinger | 9. humanitarian |
| 5. hereditary | 10. idiosyncrasy |

1. **habitat** *n.* 1. area or region in which an animal or plant naturally lives or grows, as salt water or the desert 2. place where a person or thing is most frequently found 3. dwelling place; habitation
2. **habitual** *adj.* 1. done by habit; resulting from habit (*habitual* optimism) 2. being something or acting in a certain way by habit (a *habitual* latecomer) 3. commonly occurring or used; usual (India's *habitual* monsoon season) *ha.bit'u.al.ly* *adv.* *ha.bit'u.al.ness* *n.*
3. **harass** *v.* 1. to bother or annoy repeatedly; torment 2. to trouble (an enemy) by repeated raids or attacks. *har'ass.ment* *n.*
4. **harbinger** *n.* one who or that which goes before to announce or indicate the arrival of someone or something; herald (a *harbinger* of impending evil) *v.* to act as a harbinger of; foretell
5. **hereditary** *adj.* 1. transmitted or transmissible genetically, from an animal or plant to its offspring 2. derived from a custom, belief, or prejudice held by ancestors or predecessors, inherited 3. of or relating to inheritance or heredity 4. *Law*: transmitted or transmissible from an ancestor to an heir according to rules of descent; holding title or possession by inheritance
6. **horrid** *adj.* 1. causing aversion or horror; dreadful; abominable 2. *Informal*: extremely unpleasant; disagreeable or offensive *hor'rid.ly* *adv.* *hor'rid.ness* *n.*
7. **hospitable** *adj.* 1. offering a friendly and generous welcome to guests or strangers 2. characterized by or affording welcome and generosity toward guests 3. respective or open in mind or disposition
8. **hullabaloo** *n.* *pl. hul.l.a.ba.loos'* great noise, excitement or confusion; disturbance, uproar
9. **humanitarian** *adj.* concerned with or promotion the general welfare of humanity (the *humanitarian* goals of social reformers) *n.* one who devotes himself or herself to the welfare of humanity; philanthropist
10. **idiosyncrasy** *n.* *pl. id.i.o.syn'cra.sies* unusual or distinguishing characteristics of an individual, as a habit, or mannerism; peculiarity; eccentricity *id.i.o.syn.crat'ic* *adj.* *id.i.o.syn.crat'i.cal.ly* *adv.*

Lesson 25 Definitions

Lesson Word Parts: **pseudo--** “false” **psych--** “mind”

Word List

- | | |
|------------------|----------------|
| 1. precocious | 6. provocative |
| 2. preposterous | 7. prudent |
| 3. presumptuous | 8. pseudonym |
| 4. primeval | 9. psychology |
| 5. procrastinate | 10. pudgy |

1. **precocious** *adj.* 1. developed or matured earlier than usual; displaying maturity at an unusually early age (a *precocious* child) 2. characterized by or displaying premature development *pre.co'cious.ly* *adv.* *pre.co'cious.ness*, *pre.coc'i.ty* *n.*
2. **preposterous** *adj.* contrary to truth, reason, or common sense; absurd; ridiculous (a *preposterous* idea) *pre.pos'ter.ous.ly* *adv.* *pre.pos'ter.ous.ness* *n.*
3. **presumptuous** *adj.* excessively bold or arrogant; taking liberties; impertinent *pre.sump'tu.ous.ly* *adv.* *pre.sump'tu.ous.ness* *n.*
4. **primeval** *adj.* of, relating to, or belonging to the first or earliest age or ages, especially of the world; primitive *pri.me'val.ly* *adv.*
5. **procrastinate** *v.* *pro.cras'ti.nat.ed*, *pro.cras'tin.at.ing* to put off doing something until a future time, especially to do this habitually; to postpone; defer *pro.cras'ti.na'tion* *pro.cras.ti.nator* *n.*
6. **provocative** *adj.* tending to provoke, especially by arousing anger, interest, or desire (a *provocative* glance; a *provocative* newspaper editorial) *pro.voc'a.tive.ly* *adv.* *pro.voc'a.tive.ness* *n.*
7. **prudent** *adj.* 1. having or exercising good judgment; wise (a *prudent* leader) 2. proceeding with caution; circumspect (a *prudent* investor) 3. marked by or resulting from good judgment or caution 4. economical; frugal *pru'dent.ly* *adv.*
8. **pseudonym** *n.* a fictitious name, especially one used by an author to conceal his or her true identity; a fictitious name, assumed typically by well-known persons, as entertainers, writers, or prizefighters for the sake of anonymity or from a desire to be known by a name with more popular appeal
9. **psychology** *n.* *pl.* *psy.chol'o.gies* 1. the study of the mind and of mental and emotional processes and human behavior 2. mental, emotional, or behavioral processes characteristic of a person or group, or relating to an experience (the *psychology* of the criminal)
10. **pudgy** *adj.* *pud'gi.er*, *pud'gi.est* short and fat *pudg'i.ness* *n.*