

VOCABULARY

Building

for Better Grades

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 J. WESTON
WALCH
PUBLISHER
PORTLAND, MAINE

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To the Teacher

Vocabulary Building for Better Grades was developed from units taught separately in the classroom over a period of ten to twelve years. At the request of students and counselors, the individual units were consolidated into a single-semester vocabulary development course as part of a language arts elective program. Later, a second semester was added. During the first five years of its existence, more than 1,200 students elected to take the course.

With the publication of this second edition, the book continues to evolve. The section on analogies has been expanded to reflect the new emphasis on word relationships. The student book focuses more closely on Greek and Latin roots, prefixes, and suffixes. And information has been added to the teacher book, particularly in the Supplemental Units section, that offers material for strengthening the vocabulary program.

Combined with your own input, the use of dictionaries, and frequent classroom discussions, this program should provide a valuable and exciting experience for your students and you. If you plan to use it as the basis of an entire course, you may wish to screen your prospective students. The pace is rapid and the words are often difficult. Therefore, attendance must be regular and attention and concentration are essential if students are to gain maximum value from this program.

Since a present-day student's educational and professional future can depend to a great extent upon verbal abilities, the value of an excellent vocabulary cannot be overemphasized. *Vocabulary Building for Better Grades* should help your students achieve a vast new vocabulary.

—Paul R. Miler

Introduction

Success in school, on the job, and in ordinary discourse with others depends to a large extent upon a person's grasp of language. In addition, most formal testing today demands a wide familiarity with synonyms, analogies, special vocabularies, and the like. This vocabulary development program has been designed with these criteria in mind.

Vocabulary Development and How I Taught It

Special Note

This program should not be considered infallible or carved in stone. You should freely adapt it as necessary. Remember, you are the professional; you know your students, and you are as intelligent as the one giving these hints and guides.

Philosophy

The course is designed to be taught orally.
There should be a minimum of assigned homework.
Each student must succeed.

Note: I taught much of this course under an abbreviated honor system. Students were often allowed to use the answer keys. This practice immediately reinforced the unit they had just completed. It also provided them with the opportunity to work at different rates of speed. Much of the course was designed for individual accomplishment, allowing students to master one area before rushing into a new one.

My experience with this system proved to me that students appreciated this trust of their integrity and found it an honoring, rewarding, and unique experience.

The Students

Must be in class and ready for instruction when the bell rings.
Must have a very minimum of absences.
Must maintain and be responsible for their own class materials.
Must show proper respect for classmates and materials.
Must treat all school and classroom materials with great care.

The Teacher

Must be able to reinforce immediately anything taught in the class. (This book provides supplemental sections that present some quick word references, but certainly not all the available derivatives.)

Must provide the context in which a word might appear, whenever students are unable to discover this for themselves.

Classroom

A dictionary for each student.

An unabridged dictionary (desirable but not a necessity).

A generous supply of scratch paper (newsprint half sheets).

A supply of extra pencils.

Bulletin board posters of Greek and Latin roots, if possible.

English translations for the above.

The Pretest

This test is given on the first or second day of the term, depending upon the opening day's activities.

No previewing, suggestions, or hints of any kind should be offered.

Students are given a special answer sheet and a copy of the test. Students should not write on the test.

Do not be surprised if scores are very low. Classes will average about 14 to 16 correct answers out of the 50 questions given. After instruction, the number of correct responses for this same material should average 32 to 42.

Further discussion of the pretest is left up to you. Each item on the pretest will appear on the post-test, and each item should be taught during the course. Immediate discussion shows the student the type of instruction to expect. Students should be told the number of correct answers they had in each of the five areas of the pretest.

The special answer sheet has a section for you to enter the figures for each area. Below that is a space for entering the number of correct responses for this same material on the post-test. Space is also provided for correct responses to new material of the same type. If the pretest answer sheets are retained, you will get a picture of how much each student has gained during the course. (This picture will be bright, I assure you.)

The Post-test

A special answer sheet is provided. Nothing should be written on the test sheets themselves.

The post-test contains each of the words used on the pretest. The odd-numbered words are those of the pretest, and the even-numbered words are new material in the same area. This arrangement gives the instructor an opportunity to make pre- and post-evaluations.

Students should also be given these figures separately in order to compare them with pretest scores. This will show them their gain from the instruction. If the student does as well on the new material as on the pretest material, you may be sure that this was a successful project.

This post-test was designed to be given after the completion of Unit Four. The material that follows is in a different format with different instructional techniques.

Dictated Review

A supply of newsprint half sheets or any scratch paper should be available in the classroom for dictated review of material previously taught. Dictate roots, prefixes, and suffixes and give the students a short time to translate. After the course has proceeded for a few days, switch the dictation to English and the translation to Greek. This may be mixed or varied as the situation arises. This period of translating tends to quiet the class and direct the mood toward vocabulary.

Half sheets are not usually picked up for checking, but it keeps the student “honest” if this is done once in a while. Students tend to ignore the translating if they feel that no credit or penalty is involved.

Unit One. Greek: Prefixes, Suffixes, Roots

General instructions are given prior to the unit and need not be repeated here. Some suggestions are appropriate, however.

Put no special emphasis on memorization of the prefixes, since all will be repeated many times throughout the course. During the first weeks of the course, emphasize the literal translations of the example words as well as those presented in classroom discussion.

This book provides you with many additional words for each lesson. The underlined words in these lists will appear later on the quizzes. You can introduce these words to your students in the amount and manner appropriate for them. Most of the words can be found in a good hardbound dictionary, such as *American Heritage* or *Webster's New Collegiate*. Words that may require use of an unabridged dictionary have been starred.

Begin dictated review (half sheets) almost immediately, and continue it throughout the Greek and Latin units in the first part of the course.

The additional words given for suffixes **-ology** and **-phobia** in Lesson 7 are presented because of the interest students display in this area.

Three special quizzes have been designed for the **-ology** and **-phobia** suffixes in Lesson 7. Other quizzes have been designed for presentation after Lessons 12, 18, and 22. The use of these, also, is optional. They can be used as quizzes, or as worksheets, with students using their notes but not the dictionary.

Unit Two. Latin: Prefixes, Suffixes, Roots

General directions are given prior to the unit.

The prefix and suffix lessons should be given a slightly more intensive study than those in the Greek unit because some change form when added to a root.

The routines for the Latin units are the same as for the Greek units, with only a few variations.

Quizzes have been designed for presentation after Lessons 10, 14, 18, 22, 26, 30, and 34. The same options apply here as with the Greek quizzes.

Unit Three. Analogies

This unit consists of two instructional pages, one practice page, three worksheets based on Greek derivatives, three worksheets based on Latin derivatives, and eight worksheets containing a general assortment of words.

Directions are included on each worksheet. An explanation for the analogies on sheets 7 through 14 is provided in the “Keys to Tests, Quizzes, and Analogies” section of this teacher guide.

Unit Four. Synonyms

This unit consists of five worksheets. Space has been provided for definitions of words that might be troublesome to remember.

This unit can be used when the class has extra time or on days when many of the students are involved in other school activities or functions. The synonyms also provide a change of pace when students feel the routines of Greek and Latin are getting tiresome.

Unit Five. Derivatives

This unit contains 60 lessons of expanded exercises for roots and prefixes introduced in the Greek and Latin units.

This unit requires no group discussion and can be done entirely by the honor system.

Keys to the lessons should be made available to the students for immediate correction and reinforcement. Students should check all errors to determine why they were made. The unit will quickly alert the students to slight changes in meaning because of suffixes. They will learn the subtle differences in defining an adjective, adverb, verb, noun, and pronoun.

Even if you don't enter the grades on the exercises in your records, you should check to see that the students are keeping their own records.

When students have completed 10 lessons, they should take one of the tests provided. They do not need to take the lessons in any particular sequence, since difficulty is not increased and testing is not scheduled according to any order. All 600 words are included in the five tests; 120 will be covered per test.

Each of the tests contains two questions from each of the 60 lessons, and word lists from which to select answers. On each test, the student answers only the questions from the 10 lessons just completed.

The students are given a Special Answer Sheet. On the answer sheet, they enter the numbers of the 10 lessons completed. They then answer the two questions from each of the lessons. They write their selected answers on the special answer sheet, *not* on the test.

<i>Example:</i>	Test <u>1</u>
Lesson	<u>pathognomic</u>
<u>6</u>	<u>apathy</u>
	<u>parentheses</u>
<u>10</u>	<u>parasite</u>
	<u>hemorrhage</u>
<u>18</u>	<u>hemostat</u>

Unit Six. Greek: More Roots

This unit contains 25 roots per lesson, and additional words are provided in the teacher book. Discuss the words, with special emphasis on the context in which they occur and where and when the student might be confronted with them.

General directions are given prior to the unit.

Two quizzes are available: one to be given after Lessons 23 and 24, the other after Lessons 25 and 26.

Unit Seven. Latin: More Roots

General directions are given prior to the unit itself.

The format here also contains 25 roots per lesson. Handle this unit in the same manner as the previous unit.

Quizzes are available for presentation after Lessons 36, 38, 40, and 43.

Unit Eight. Specialized Vocabulary

General directions are given prior to the unit itself.

This unit contains four lessons. Each lesson contains words from mathematics, science, social studies, and language arts. In each of the five word groups, one word is not appropriate to that discipline. The students are to identify the word that should be eliminated. They should know the meanings of all five, however.

This unit should be done at the student's own pace, but should be finished by a certain deadline. At that time, classroom discussion should be held.

Tests are provided for each of the subject areas as well as for the eliminated words. Tests need not be taken by all students at the same time. Some students need more review time after the class discussion. When the student feels ready, the test may be given. However, certain deadlines for the tests must be met.

Supplemental Units

—Foreign Expressions

This unit works well toward the end of the semester. It always seems to create a resurging interest which tends to lag at that time.

General directions are given at the beginning of the unit.

All words and phrases should be discussed in class. Emphasis should be put on the pronunciation and situations in which the words or phrases might be used or might appear.

No quizzes have been prepared for these words, but the post-test contains 20 of them.

—100 Special Words

This unit contains 100 words of Greek or Latin origin. These words seem to be favorites of test makers. Students should use the dictionaries and pay special attention to synonyms and antonyms, as well as to the full meanings. The practice pages following Study Lessons 1 through 4 are in synonym/antonym form.

Students should work at their own pace on this unit; however, a deadline should be set for completion. On that date, class discussion similar to the Greek and Latin discussions should be held. Students are encouraged to make notes as they investigate the meanings and discuss them. Since these are very difficult words, the students should be allowed to use their notes—but not dictionaries—while doing the worksheets. This encourages good note-taking.

—Additional Suffixes

This unit defines suffixes other than those derived from Greek or Latin, and lists some of the adjectives, nouns, and verbs that they form.

A Few Extra Notes

Grading can present a minor problem because of the many practice exercises and quizzes. In addition, the issue of success tends to be very important. Many of the students who select this course are the ones whose future plans include college. They are eager to improve their college test scores but are often apprehensive about lowering their grade placement scores.

A grading method that seems to alleviate the students' fears is based on the highest number of correct responses being equated to 100%, regardless of the actual percentage correct. From this total, the range of grades can be determined.

Example: 400 correct answers (Greek and Latin quizzes)

370 highest total by a student

Therefore: 370 = 100% 333 – 370 = 90 to 100%

296 – 332 = 80 to 89%

259 – 295 = 70 to 79%

222 – 258 = 60 to 69%

Grades on worksheets are optional, but they should not carry the full weight of quiz grades.

Although the course is not designed to be an SAT or CET preparation course, students who participate in it generally do startlingly better on those tests than students who have not taken the program.

Once more, match the pre- and post-test scores and see what a good job both you and the students have done during this program.

—Paul R. Miler

Unit Six

Greek: More Roots

This section introduces students to 25 roots per lesson. These roots do not appear in as many words as do those in the earlier Greek lessons. However, they are important because of the uniqueness of the words derived from them.

Space has been provided for students to write additional words containing these roots. These will be forthcoming through dictionary study and classroom discussion.

Students should continue their work with the dictionary.

Two quizzes are available to be given after the completion of Lessons 23 and 24, and after Lessons 25 and 26. These quizzes will involve matching meanings to words and selecting synonyms for some given words. Students should study with this type of testing in mind.

Greek Lesson 23: More Roots

1. acanth	thorn; spiny	acanthus
2. actin	ray	actinomorphic
3. aden	gland	adenoid
4. agora	assembly; marketplace	agoraphobia
5. agr	field	agronomy
6. andr	male; man	android
7. anemo	wind	anemometer
8. angel	messenger	evangelist
9. angi	vessel; case	angioma
10. agon	struggle; conflict	antagonist
11. arthr	joint	arthritis
12. atmo	vapor	atmosphere
13. axi	worthy; authority	axiom
14. ball, bol	throw	ballistics
15. bath, bathy	depth	bathos
16. brachy	short	brachypterous
17. bronch	windpipe	bronchitis
18. byss	bottom	abyss
19. calli, kalli	beauty	calligraphy
20. carp	fruit; seed	acarpous
21. ceno	new; recent; empty	cenotaph
22. chalco	copper; brass	chalcography
23. chao	space	chaotic
24. chemo	of, with, or by chemistry	chemotherapy
25. chondr	cartilage; breastbone	hypochondriac

Greek Lesson 23: More Roots

Additional Words:

- | | | |
|--|---|---|
| 1. acanthoid
acanthine
acanthous
acanthion | anemology
anemophilous | 16. brachydactyl
brachycephalic
brachylogy |
| 2. actinism
actinometer
actinology
actinium
actinotherapy | 8. angelus
evangelical
angelic
angelolatry | 17. bronchial
bronchoscope
bronchotomy |
| 3. adenoid
adenoma
adenitis
adenology
adenopathy
adenotomy | 9. angiology
angiosperm
angiography
*angiitis | 18. abysmal |
| 4. category
categorical | 10. agony
protagonist
agonize | 19. calisthenics
kaleidoscope
calliope
calomel
calliopsis |
| 5. agriculture
agrobiolgy
agrolgy | 11. arthropod
arthralgia
arthrology | 20. monocarpous
apocarpous
carpophagous
carpology
carpel |
| 6. androgen
polyandry
philander
androgenous
androphobia
andromorphous
androcentric
androphagous
androcracy | 12. atmometer
atmogenic | 21. Cenozoic
cenogenesis |
| 7. anemoscope
anemograph | 13. axiomatic
axiology | 22. chalcopyrite
chalcocite |
| | 14. ballet
ballerina
metabolism
bolometer | 23. chaos |
| | 15. bathometer
bathyscaph
batholite
bathymetry | 24. chemurgy
chemotaxis
chemolysis |
| | | 25. hypochondria
chondroma
chondrogenesis |

*Use unabridged dictionary.

Greek Lesson 24: More Roots

1. chor	dance	choreography
2. com	revel; festival; banquet	encomium
3. coma	deep sleep	comatose
4. cryo	cold; frost; freezing	cryogenics
5. cyto	cell	cytoplasm
6. diplo	two; double; twin	diplomat
7. dogm	opinion; judgment	dogmatic
8. entero	intestine; inner	dysentery
9. eury	wide; broad	eurytopic
10. galact, galax	milk; milky	galaxy
11. ger, geron	old; aging	gerontology
12. gluc, glyc	sweet	glucose
13. gymn	naked; stripped	gymnasium
14. gyro	circle	gyroscope
15. hagio	holy; sacred	hagiocracy
16. halo	salt	halogen
17. hege	lead; go ahead	hegemony
18. helic, helix	spiral	helicopter
19. hori	bound	aphorism
20. hydr	wet; moisture	hygrometer
21. hypno	sleep	hypnotic
22. laic	people; not priestly	laity
23. lepsy	attack	epilepsy
24. lex	word; saying; phrase	lexicon
25. my	close	myopia

Greek Lesson 24: More Roots

Additional Words:

- | | | |
|--|---|---|
| 1. choreograph
chorus
Terpsichore | eurypteroid
euryphagous | 18. helicoid
helix
helical |
| 2. comedy
comedian
comedienne
comic
comedic | 10. galactose
galactic | 19. horizon
horizontal |
| 3. coma | 11. geriatrics
gerontocracy | 20. hygrophyte
hygroscope
hygrothermal
hygrophilous |
| 4. cryoscopy
cryotherapy
cryostat
cryometer
cryobiology
cryosurgery | 12. glycolysis
glycerin
glycine
glucaemia
glyceral
glycogen
glycocide | 21. hypnosis
hypnotherapy
hypnogenesis
hypnogogic
hypnology
hypnopedia
hypnotism
hypnoid
Hypnos |
| 5. cytology
cytolysis
cytogenetics
cytogenesis | 13. gymnastics
gymnast
gymnosperm | 22. laic
lay
layman |
| 6. diplomacy
diploid
diplopia
diploma | 14. gyrate
gyrations
gyrostatics
gyrocompass | 23. catalepsy
narcolepsy
epileptic |
| 7. dogma
dogmatism | 15. hagiograph
hagiology
hagiolatry | 24. lexicographer
lexicology
lexiphanic |
| 8. enteron
enterostomy | 16. haloid
halophyte
halite
halophile | 25. myopic |
| 9. eurybath
eurytherm | 17. hegira | |

(Greek Quiz 4, covering Lessons 23 and 24, should be given.)

Greek Lesson 25: More Roots

1. myco	fungus	mycology
2. myel	marrow	myelitis
3. myo	muscle	myopathy
4. myrmeco	ant	myrmecophagous
5. narco	sleep; stupor	narcotic
6. nephro	kidney	nephritis
7. nost	return	nostalgia
8. nycto	night	nyctophobia
9. oma	tumor	glaucoma
10. onto	existing; to be	paleontology
11. oö	egg; ovum	oology
12. ophis	snake	ophidian
13. orgi	secret rite	orgy
14. oro	mountain	orogeny
15. oto	ear	otalgia
16. oxy	pointed; acute; acid	oxygen
17. pharmaco	drug; drugs	pharmacy
18. phas, phras	speak	aphasia
19. pleur	rib; side; on the side	pleurisy
20. pomp	solemn; procession	pompous
21. pragm	business	pragmatic
22. pract; praxis	to do	apraxia
23. pter	winged; feather	pterodactyl
24. rhin	nose	rhinoplasty
25. rhiz	root	rhizogenic

Greek Lesson 25: More Roots

Additional Words:

- | | | |
|-------------------|------------------|-----------------|
| 1. mycetoma | lymphoma | pharmacopeia |
| mycosis | angioma | |
| Aureomycin | sarcoma | 18. dysphasia |
| Terramycin | | phraseology |
| | 10. ontogeny | phrase |
| 2. myeloma | ontology | |
| poliomyelitis | | 19. pleurotomy |
| osteomyelitis | 11. oolite | pleurodont |
| | oophyte | pleura |
| 3. myocardiograph | oosphere | pleuropneumonia |
| myoalgia | oospore | |
| myogenic | ootheca | 20. pomposity |
| myesthesia | ootid | pomp |
| myoma | | |
| | 12. ophiology | 21. pragmatism |
| 4. myrmecology | ophiolatry | |
| | ophitic | 22. practical |
| 5. narcolepsy | | practice |
| narcosynthesis | 13. orgiastic | practitioner |
| narcosis | | |
| narcoma | 14. orogeny | 23. helicopter |
| | orography | eurypтерid |
| 6. nephrogenic | orology | brachypterous |
| nephrotomy | | |
| nephritic | 15. otoscope | 24. rhinoceros |
| nephrectomy | otocyte | rhinology |
| nephrology | otolith | rhinoscope |
| | otology | rhinorrhea |
| 7. nostology | otosclerosis | rhinitis |
| nostomania | | |
| | 16. oxycephalic | 25. rhizoid |
| 8. nyctalopia | | rhizocarpous |
| *nyctitropiam | 17. pharmacology | rhizotomy |
| | pharmacist | rhizomorphic |
| 9. myeloma | pharmaceutical | |

*Use unabridged dictionary.

Greek Lesson 26: More Roots

1. sabbat	rest	sabbatical
2. sapro	dead; rotten; decaying	saprophagous
3. sarco	flesh	sarcoma
4. saur	lizard	saurian
5. sclero	hardening	sclerosis
6. selen	moon	selenite
7. sema	sign; symbol	semantics
8. sito	food; grain; diet	parasite
9. stereo	solid; firm; 3 dimensional	stereoscope
10. stoma, stomat	mouth	stomatology
11. styl	pillar; pointed	peristyle
12. strat	generalship	strategy
13. tacho, tachy	rapid; fast; speed	tachometer
14. teleo	end; final result	teleology
15. thalass	sea	thalassic
16. thaumat	miracle	thaumaturgy
17. theor	look at; contemplate; speculate	theory
18. thorac, thoarax	chest	thoracic
19. thromb	clot	thrombosis
20. trib	rub	diatribe
21. xeno	strange; foreign	xenomorph
22. xero, xir	dry	xeroderma
23. xylo	wood	xylophone
24. zygo	yoked; paired	zygodactyl
25. zymo	fermentation	zymurgy

Greek Lesson 26: More Roots

Additional Words:

- | | | |
|---|--|--|
| 1. sabbath | 9. stereotype
stereophonic
stereograph | 18. thorax
thoracotomy |
| 2. saprophyte
saprogenic
sapolite
saproel
saprodonia | 10. stomatitis
stomach | 19. thrombus
thrombophlebitis |
| 3. sarcasm
sarcology
sarcophagous
sarcocarp | 11. stylus
stylograph
stylography | 20. tribulation
triboelectricity |
| 4. brontosaurus
dinosaur
ichthyosaurus | 12. strategic
stratagem | 21. xenophobia
xenon
xenogenesis
xenogamous |
| 5. sclera
scleroderma
scleritis
sclerous
scleroid
scleroma | 13. tachistoscope
tachycardia
tachygraphy | 22. xerophilous
xerophyte
xerosis
elixir |
| 6. Selene
selenography
selenology | 14. teleology
telophase | 23. xylophagous
xyloid
xylograph |
| 7. semaphore
sematic | 15. thalassophobia
thalassophyte
thalassography
thalassophilous | 24. syzygy
* asygous |
| 8. sitology | 16. thaumatrope
thaumatology | 25. enzyme
zymology
zymotic
zymolysis |
| | 17. theoretical
theorize
theorem | |

*Use unabridged dictionary.

(Greek Quiz 5, covering Lessons 25 and 26, should be given.)