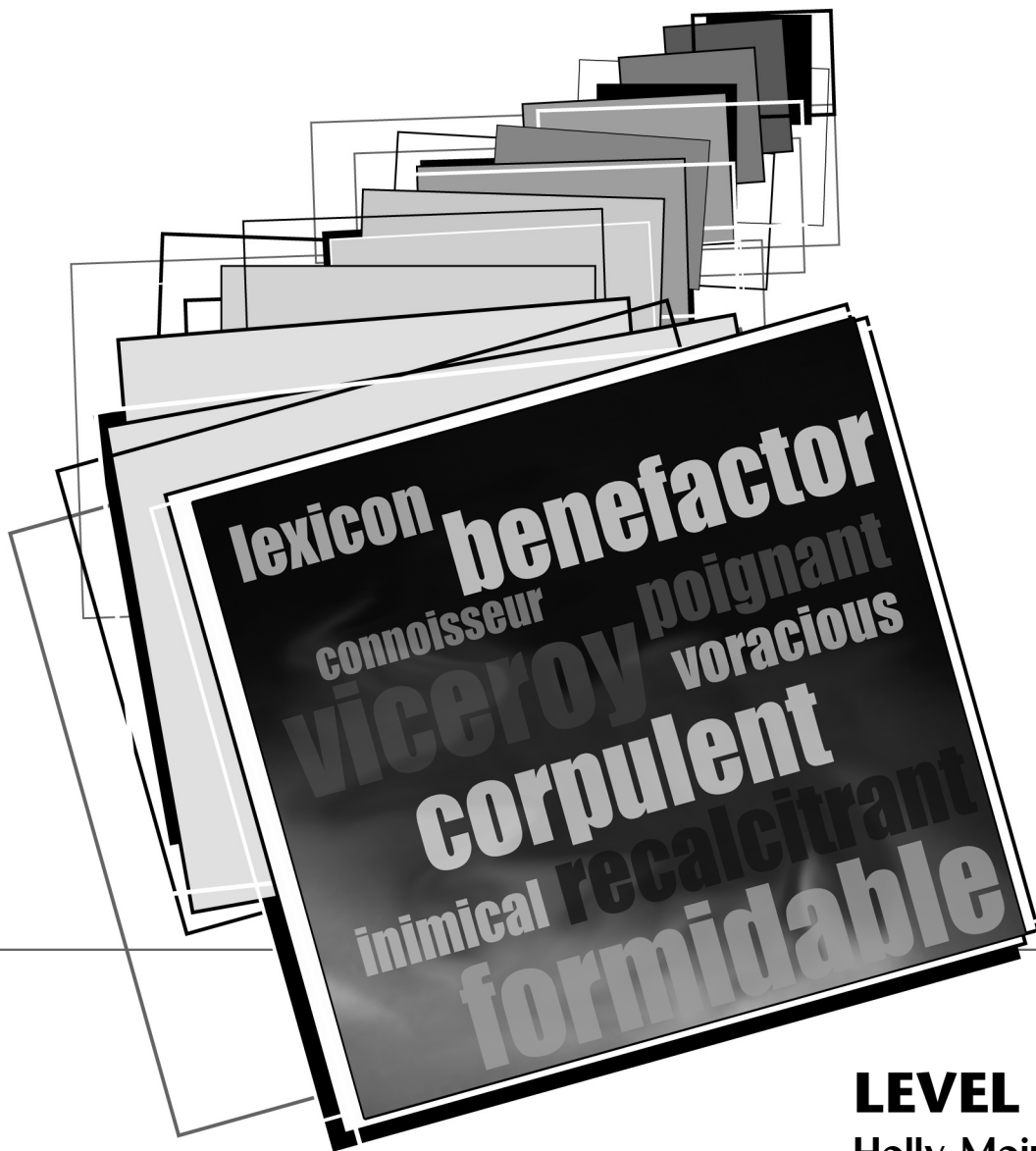


Vocabulary CHALLENGE!



LEVEL II
Holly Moirs



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To the Teacher

Vocabulary Challenge! helps students sharpen vocabulary skills by covering essential words in language arts, math, science, social studies, and life skills. It challenges students to remember important vocabulary words and encourages them to enjoy themselves in the process.

The format of *Vocabulary Challenge!* is similar to that of a popular television game show. A student is given the answer and is asked to provide the question. The fact given as a question is actually stated (“The relationship of the words *chortle* and *chuckle*”), not asked. The student response is given as a question (“What are synonyms?”). Many students will already be familiar with the format.

The questions are classified according to general topic and, further, by category. This format lends itself to use with a variety of attention-keeping games. Some games are suggested here; you and your students may invent others.

A number of questions throughout the book have more than one correct response. Often, an alternate response is written in parentheses, for example, “What is collarbone (or clavicle)?” Your students may think of other correct responses that are not given in the book. Any correct response that fits the criteria given in the clue should be considered acceptable.

How to Use This Book

Each section, or game, consists of five general categories. Within each category are five questions, each assigned a point value of 5 through 25 depending on its relative difficulty, plus a bonus question. The bonus question is not necessarily more difficult; it may refer to vocabulary that is a little more unusual or obscure. It may be used in whatever way seems suitable. A point value of 5 for each bonus question would give the entire game 400 points; a value of 25 would make it a 500-point game.

This book uses a variety of ways to help students review essential vocabulary words. Sometimes a student is given a word and is asked to come up with a definition or a synonym for the word. Other times, a student is given a definition and is asked to provide the appropriate word. A student may be asked to spell a word, describe the relationship between two words, or use a word in a sentence of his or her own. Sometimes a word is given in context in a sentence. The student is required to define the word (which appears in boldface in the sentence). A true-or-false question gives the student a statement or a definition; it is up to the student to decide if the statement is true or false. If the statement is false, the student should correct the statement to make it true. A student may also be asked to provide an example of something to demonstrate understanding of a vocabulary word. In these cases, answers will vary, and any answer that makes sense should be accepted. Sample answers are provided in the answer key.

These questions in this format may be used to play a variety of games. You may wish to provide lower-level learners with a vocabulary list to refer to while playing the game or answering the questions. You may also find it effective to allow the students an opportunity to find the answers to, or study, the questions first. You may wish to reproduce the questions for a series of assignments, and then use a game as an evaluation or a further review. You may find that using the questions without a game is adequate. For these reasons, the answers are presented separately at the back of the book rather than with the questions.

Feel free to modify *Vocabulary Challenge!* If you have stressed something in your class that is not included in this game, it is easy to add questions. Your students will quickly learn how to make questions for you in order to extend the game. You can also modify the questions to make them easier or harder to fit the needs of each particular class. Your class can play the same game more than once, which will help them remember material much more easily.

The same basic procedure can be used for playing any number of different games. Here are the directions for a typical game:

- Write on the board the categories for the game to be played along with point values for each question.
- Divide the class into teams. Play begins when one student asks for a question from a given category with a given point value. For instance, the student might say, "I want the 10-point question from the 'People' category."
- The game leader then reads the 10-point question from the requested category.
- Any student on the team may respond. The first person on the team to raise his or her hand is called on. (It may be the student who asked for the category to begin with.)
- If the answer is correct, record points for the team. The student who answered chooses the category and point value for the next question.
- If the answer is wrong, subtract the point value of the question from the team score. A student from the other team now has the chance to answer the question. Whoever answers the question correctly chooses the category and point value for the next question.
- If no one can answer the question, give the correct answer to the group. The student who last successfully answered a question chooses the next category and point value.
- When all the questions in the category have been used, erase the category from the board. Continue until all the categories are erased and the game is over.

Following are some other variations of the game:

Rounds

The categories and point values are displayed and the value of the bonus question is agreed upon. Bonus questions are not used until last. A scoreboard is drawn on the board to show the teams and what score they receive in each round.

The class is divided into three, four, or five groups, each having an equal number of students. (Up to 30 can play. Extra pupils may serve as scorekeepers, readers, or board keepers.) The players in each group or team sit or stand in a set order—first player, second, and so forth.

The game begins with Player 1 on Team 1 requesting a question. If the player responds correctly, the earned score is recorded under Team 1/Round 1. If the response is incorrect, the correct answer is read and a score of 0 is recorded. In either case, the point value is erased under the respective category. Then Player 1 of Team 2 has a turn to choose a question. After all the first players on each team have played, the play goes to the second players of each team, then the third, and so forth.

The game continues for as many complete rounds as possible. There may be several unused questions. If there are 30 players, the last player in each team chooses a category for a bonus question. Otherwise, the bonus question for each team is given to, or chosen by, the team's top scorer or chosen captain, either for that player or for the team to answer. The top-scoring team wins.

Progression

This game is set up like Rounds, preferably in five groups. The first players on each team choose a category for 5 points, the second players choose a question for 10 points, the third players go for 15, and so on. Play continues for as many complete rounds as possible, with bonus questions handled as in Rounds.

Concentration

First, the categories and point values are written on the board and the bonus value is determined. The class is divided into two teams. The first player on one team requests a question. If the player replies correctly, his or her team gets the points, and the point value is erased below the respective category. If the player does not answer correctly, the response is announced to be wrong and nothing is erased from the board. The first person on the opposite team then chooses a question. The play goes from team to team, with each person choosing a question

still listed on the board. The advantage goes to the person who knows the answer to a previously asked question and can remember where it is located on the board. Play continues until all questions have been used. The highest-scoring team wins.

Last Chance

The class is divided into two, three, four, or five teams, with the players seated or standing in a set order. The categories and point values are displayed, and the bonus value (perhaps generous) is chosen. The bonus questions are not used in regular play.

Player 1 on the first team requests a question. If the player replies correctly, his or her team earns the respective points; if the reply is incorrect, the teacher tells or explains the answer. In either case, the point value under that category is erased. The play then goes to Player 1 on the second team, who requests a question. After all the first players have had a turn, the play goes to the second players on each team, then the third, and so forth.

When all the questions have been used, the scores for each team are calculated. The next player on the lowest-scoring team chooses a category for the bonus question for his or her team. The teacher reads the question and accepts only one answer from the team. (The players may confer in order to come to an agreement.) If the reply is correct, the bonus score is added to their total. Then the second-lowest-scoring team chooses a category, then the third, and the fourth, if there are that many teams. Only one bonus question is given to each team. There may be some that are not used. The winning team is that which has the highest score.

Solo

This game is played like Last Chance, except that it is played by five players instead of teams. The play goes from one player to the next in succession until all questions are used. Then each has a chance to choose a bonus question to raise his or her score. The top scorer wins.

Vocabulary Bee

This game is played like a spelling bee, but no one is eliminated. First the categories and point values are displayed, and the value of the bonus question is determined. The class is divided into two teams. The first person on one team asks for a question by stating a category and point value. If the player responds correctly, his or her team receives the points and that point value is erased under that category. The next turn is taken by the first player on the other team, who chooses a question. However, if the first player's response is not correct, the same question is repeated for the first player on the other team. If the player replies correctly, his or her team gets the points and the play then goes to the second player of the first team. The play continues from one side to the other, with points going to the teams that answer correctly and the respective category points being erased from the board. The game is over when all 30 questions have been used. The team accumulating the most points wins.

No matter how you use *Vocabulary Challenge!* it is an entertaining and stimulating way to review, and it's an excellent change-of-pace activity. You'll find your students eager to play it again and again.



Vocabulary CHALLENGE!

LEVEL II

“A” Words

Section 1

	POSITIVE OR NEGATIVE, AND WHY?	MEDICAL OPINION	TAKE ACTION	LAW AND ORDER	SPELLING BEE
5	The adjective <i>acid</i>	The meaning of <i>ailment</i>	To worsen; from the Latin <i>aggravatus</i>	Of the following, one who attacks violently: assailant arbitrator advocate	The correct spelling of the word pronounced A-puh-jee
10	The adjective <i>affable</i>	To cut a limb from the body	A synonym of the verb <i>annihilate</i>	A synonym of the verb <i>abet</i>	The correct spelling of the word pronounced uh-NA-kruh-ni- zum
15	The adjective <i>abominable</i>	A collection of pus in a tissue of the body	The relationship of the verbs <i>abate</i> and <i>increase</i>	Place where an arraignment usually takes place	The correct spelling of the word pronounced a-kruh-MOH-nee- us

20

The adjective
altruistic

What it means to
ameliorate
something, such
as pain

To ease or lessen;
from the Middle
English *aswagen*

The meaning of
the verb *abscond*

The correct
spelling of the
word pronounced
an-thruh-puh-
MOR-fi-zum

25

The adjective
auspicious

A tool that might
be used to
perform an
abscission

The meaning of
the verb *abrogate*

The kind of court
that has the
power to review
the ruling of
another court

The correct
spelling of the
word pronounced
a-kwee-ES

B
O
N
U
S

The adjective
adroit

A modern term
for *apothecary*

Something that
can be allayed

To clear from
accusation

The correct
spelling of the
word pronounced
an-ti-BE-lum

N
O
T
E
S

--

“J” and “K” Words

Section 11

	PHYSICAL SCIENCE REVIEW	GOOD TIMES	A VARIETY OF VERBS	“J” POTPOURRI	“K” POTPOURRI
5	The base unit of mass in the International System of Units	A synonym of the noun <i>jaunt</i>	What it means to joust	Language that is confusing, or language that is characteristic of a special group	An oven or a furnace used for burning, firing, or drying
10	The name of this gaseous element comes from the Greek <i>kryptos</i> , meaning “hidden”	A synonym of the adjective <i>joyful</i>	Something you might jimmy	The part of the body <i>jugular</i> refers to	The definition of <i>knavery</i>
15	The temperature scale on which zero is the lowest possible temperature	A synonym of the noun <i>jubilation</i>	One of the three meanings of the verb <i>jibe</i>	Yellowing of the skin due to bile	A Japanese robe with wide sleeves

20

The type of energy associated with motion

A synonym of the adjective *jocose*

A synonym of the verb *joggle*

A synonym of *judicious*

The religion associated with the Koran

25

The unit of energy equal to 1 newton-meter

A synonym of the adjective *jocular*

What it means to ken a person or a thing

The science of law

What the noun *kith* refers to

B
O
N
U
S

Another way to say 1,000 watts

A synonym of the adjective *jejune*

What it means to kowtow

The definition of *junta*

A square of cloth; from the Anglo-French *coverir* meaning "to cover" and *chef* meaning "head"

N
O
T
E
S

Blank area for notes.

“T” Words

Section 21

	WORD RELATIONSHIPS	SCIENTIFIC METHOD	SENTENCE CONSTRUCTION	LOST IN “TRANS”-LATION	ACTIONS SPEAK LOUDER
5	The relationship of the adjectives <i>trivial</i> and <i>trifling</i>	The path of a body moving through space	There was no tangible evidence linking the suspect to the crime.	To move an organ from one individual to another	The definition of the verb <i>terminate</i>
10	The relationship of the adjectives <i>tranquil</i> and <i>tumultuous</i>	The physical features of a geographic area	Her tirade at the meeting made it clear that she was angered by the school board’s decision.	Able to be seen through or clearly understood	The definition of the verb <i>thwart</i>
15	The relationship of the adjectives <i>tremulous</i> and <i>timorous</i>	The classification of organisms	He had never flown before and boarded the airplane with great trepidation.	To break a law	The definition of the verb <i>tarry</i>

20

The relationship of the adjectives *tempestuous* and *turbulent*

This type of consumer feeds on secondary consumers in a food chain.

The taciturn student never spoke up in class, even when he knew the answer.

Of short duration; temporary

The definition of the verb *truckle*

25

The relationship of the nouns *tautology* and *terseness*

The branch of physics that deals with heat, work, and other forms of energy

He knew that quitting the team would be tantamount to giving up a college scholarship.

Surpassing usual limits

The definition of the verb *trammel*

B
O
N
U
S

The relationship of the adjectives *temperate* and *temperamental*

The area of geology that deals with the structure of the earth's crust

We were afraid the turgid river might overflow its banks and flood the town.

Set in a crosswise direction

The definition of the verb *trisect*

N
O
T
E
S

“T” and “U” Words

Section 22

	“T” TIME	“U” ADJECTIVES TRUE OR FALSE?	PLEASE “UN”-DERSTAND	NOUN REVIEW	POTPOURRI
5	Something that can tarnish	Uproarious laughter can be described as loud and boisterous.	Lacking awareness and sensation	The definition of <i>upheaval</i>	An adjective to describe an urchin
10	An illness that is often terminal	An ulterior motive is one that is openly revealed.	Impartial	The definition of <i>unanimity</i>	A synonym of the adjective <i>unbridled</i>
15	Where you might hear a testimonial	An unconscionable person could also be described as unscrupulous.	Occurring before the proper time	The definition of <i>ultimatum</i>	Something that undulates

20

What you study if you are a student of theology

An urbane person is someone who is rude or unsophisticated.

Awkward or clumsy

The definition of *umbrage*, as it relates to feelings

An example of an organism that is unicellular

25

What it means to travail

The adjective *ubiquitous* means "nonexistent."

Troublesome or unlucky; also, improper or distasteful

The definition of *usury*

The definition of *usurp*

B
O
N
U
S

How often a triennial event takes place

The adjective *unctuous* can describe something fatty or oily.

So horrible it cannot be expressed in words

The definition of *unguent*

What it means if you upbraid someone

N
O
T
E
S

Blank area for notes.

“V” Words

Section 23

	PEOPLE	THE SCIENCES	SIMPLY SYNONYMS	LATIN LINGO	LIFE SENTENCE
5	One who does not eat meat	A disease people are routinely vaccinated against	A synonym of the adjective <i>vigilant</i>	Capable of being hurt; from the Latin <i>vulnerare</i> , meaning “to wound”	A sentence using the adjective <i>valid</i>
10	The student with the highest grades in a graduating class	The adjective <i>venous</i> means relating to this.	A synonym of the adjective <i>vacuous</i>	Dull or tasteless; related to the Latin <i>vappa</i> , meaning “flat wine”	A sentence using the verb <i>vex</i>
15	One who has no home or job and wanders from place to place	An example of an animal that could be described as volant	A synonym of the adjective <i>valorous</i>	Lively and animated; from the Latin <i>vivere</i> , meaning “to live”	A sentence using the adjective <i>vehement</i>

20

A performer who is especially gifted and skillful

Vivisection is an operation on this.

A synonym of the adjective *voluble*

Having a large appetite; from the Latin *vorare*, meaning "to devour"

A sentence using the verb *vanquish*

25

One who governs a country or province and represents the king or sovereign

The term that describes the speed and direction in which an object moves

A synonym of the adjective *vociferous*

Extremely harmful; related to the Latin *virus*, meaning "poison"

A sentence using the verb *venerate*

B
O
N
U
S

A feudal tenant, or one in a subordinate position

Material that can form a vortex

A synonym of the adjective *verbose*

Green with plants; from the Latin *virēre*, meaning "to be green"

A sentence using the verb *vacillate*

N
O
T
E
S

Blank area for notes.

“V,” “W,” “X,” “Y,” and “Z” Words

Section 24

	VERBS: TRUE OR FALSE?	“W” DESCRIPTIONS	POTPOURRI	IN CONTEXT	CATCH SOME ZZZs
5	<i>Wrest</i> means to display proudly.	Another adjective to describe a group of people who are warlike	What it means when the moon wanes	She looked like a waif in her torn coat and ragged shoes.	One of the twelve signs of the zodiac
10	<i>Waive</i> means to give up by choice.	Another adjective to describe a comment that is wry	How someone is feeling if he or she is wrought up	He used his wiles to convince her to lend him the money.	A soft, gentle breeze
15	<i>Vindicate</i> means to free from blame.	Another adjective to describe a greeting that is wintry	Something that can become wizened	While her witticisms made her classmates laugh, her teacher constantly reprimanded her for talking in class.	The point in the sky that is directly above an observer

20

Vitiate means to refresh or revitalize.

Another adjective to describe a smile that is winsome

What the verb *yaw* means when used to describe the motion of a ship

We asked for his version of the story because of his reputation for veracity

An adjective to describe a zealot

25

Vituperate means to praise.

Another adjective to describe a personality that is whimsical

What a xenophobe fears

She took the vicissitudes of their relationship in stride.

The definition of the noun *zeitgeist*

B
O
N
U
S

Wheedle means to coax with flattery.

Another adjective to describe a body that is wiry

What a wayfarer does

It didn't take her long to pick up the vernacular of the city's native inhabitants.

In general, the shape of a ziggurat

N
O
T
E
S