

Vocabulary **CHALLENGE!**

A CLASSROOM QUIZ GAME



Holly Moirs



SGS-SFI/COC-US09/5501

The classroom teacher may reproduce materials in this book for classroom use only.
The reproduction of any part for an entire school or school system is strictly prohibited.

No part of this publication may be transmitted, stored, or recorded in any form
without written permission from the publisher.

1 2 3 4 5 6 7 8 9 10

ISBN 0-8251-5502-9

Copyright © 2005

J. Weston Walch, Publisher

P. O. Box 658 • Portland, Maine 04104-0658

walch.com

Printed in the United States of America



Contents

<i>To the Teacher</i>	v
Unit 1—Language Arts/General Reading Vocabulary	1
Section 1: Types of People	2
Section 2: How Do You Feel?	4
Section 3: What Are You Like? (Human Traits)	6
Section 4: The Five Senses	8
Section 5: Who Are You? (Professions and People)	10
Section 6: Places	12
Section 7: Transportation	14
Section 8: Animal Farm	16
Section 9: Did You Hear That? (Noises and Sounds)	18
Section 10: Literature and Writing	20
Unit 2—Math Vocabulary	23
Section 11: Just the Basics	24
Section 12: Geometry Concepts	26
Unit 3—Science Vocabulary	29
Section 13: Earth and Space Science	30
Section 14: Physical Science	32
Section 15: Life Science	34
Section 16: The Human Body	36
Section 17: Disease and Health	38
Unit 4—Social Studies Vocabulary	41
Section 18: Geography	42
Section 19: The U.S. Political System	44
Section 20: History	46
Section 21: Economics	48
Unit 5—Life Skills Vocabulary	51
Section 22: Money and Shopping Words	52
Section 23: Job and Computer Words	54
Section 24: Safety and Cleanliness	56
<i>Answer Key</i>	59



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.

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 ‘Word Relationships’ 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.

UNIT 1



Language Arts/ General Reading Vocabulary

Language Arts/General Reading Vocabulary

Section 1: Types of People

1

	BREAKING THE LAW	ANTONYMS OR SYNONYMS?	THE "I'S" HAVE IT	HOW INSULTING!	SPELLING PEOPLE
5	Of the following, a person serving a prison sentence: chum convict colonist castaway	Genius and moron	A newborn baby	An adjective to describe a dolt	The correct spelling of the word pronounced suh-LEE-bruh-tee
10	Of the following, a person running away from the law: outlaw offspring opponent orphan	Tot and youngster	A person or thing that is worshipped or greatly admired	An adjective to describe a rascal	The correct spelling of the word pronounced SKO-lur
15	Of the following, a person who destroys or damages property on purpose: victim vagabond vagrant vandal	Adolescent and teenager	Someone who is sick or disabled	An adjective to describe a nuisance	The correct spelling of the word pronounced PAY-tree-ark

20

Of the following,
a person who
commits treason:
tourist
traitor
tenant
torchbearer

Opponent and
cilly

A person who
comes into a new
country to live

An adjective
to describe
a hothead

The correct
spelling of the
word pronounced
a-buh-RI-juh-nee

25

Of the following,
a person who kills
another for pay:
alien
amateur
assassin
academic

Descendant and
ancestor

A person who
resides in a place

An adjective
to describe
a scatterbrain

The correct
spelling of the
word pronounced
uh-KWAYN-tuns

B O N U S

Of the following,
a person who
steals wallets and
purses:
pickpocket
puritan
patriot
popinjay

Colleague and
coworker

A three-letter
word that
describes a small
demon or a
naughty child

An adjective
to describe
a bumpkin

The correct
spelling of the
word pronounced
WI-pur-sna-pur

N O T E S

Language Arts/General Reading Vocabulary

Section 2: How Do You Feel?

1

THAT'S GOOD FORM

DON'T "DIS" ME!

STARTS WITH . . .

SPELLING BEE

GOOD FEELINGS

The noun form of the verb to *amaze*

The refusal to believe something

This "g-word" describes a person who feels bad about something he or she has done wrong.

The correct spelling of the word pronounced SOR-oh-ful

The definition of *glee*

5

The noun form of the verb to *hate*

The state of being uncomfortable

This "j-word" describes someone who feels envy toward another.

The correct spelling of the word pronounced ang-ZY-uh-tee

This compound word means "free from care."

10

The verb form of the noun *admiration*

Pain and suffering of the mind or body

The "d-word" means to show hatred toward.

The correct spelling of the word pronounced JEW-buh-lunt

This word meaning "to be very fond of" comes from the Latin *adorare*.

15

20

The noun form of the adjective *desperate*

A strong dislike of something, usually sickening

This "s-word" means to share in someone else's suffering or grief.

The correct spelling of the word pronounced uh-GAST

This one-syllable word ends in a double consonant and means complete joy or happiness.

25

The noun form of the verb to *humiliate*

A feeling of scorn

This "p-word" means dreamy and thoughtful.

The correct spelling of the word pronounced buh-LIJ-uh-runt

The verb form of the word *enthusiastic*

B O N U S

The two possible parts of speech of the word *melancholy*

The part of speech of the word *distractly*

This "p-word" is the opposite of *optimistic*.

The correct spelling of the word pronounced kan-TANG-kuh-rus

This word describing the state of being thankful comes from the Latin *gratitudo*.

N O T E S

Language Arts/General Reading Vocabulary

Section 3: What Are You Like? (Human Traits)

1

“A” TRAITS

Willing to take risks to have excitement

5

“D” TRAITS

A synonym of *dependable*

Showing love toward another

10

An antonym of *determined*

“E” TRAITS

Someone who is excited and interested

Eager to succeed or to gain recognition

15

“F” TRAITS

The meaning of *frantic*

The meaning of *faithful*

“S” TRAITS:
TRUE OR FALSE?

A stern teacher is easygoing and playful.

A sympathetic friend is sensitive to your feelings.

Someone acting sluggish might be tired or ill.

20

Too proud;
conceited

An antonym of
diligent

Someone who
gets things done
without wasting
time or energy

The meaning of
fanatical

A skeptical
person believes
everything he
or she hears.

25

Alert and paying
attention

A synonym of
docile

Someone who
is sincere and
serious

The meaning of
fastidious

A squeamish
person probably
likes bugs and
spiders.

B O N U S

Very eager or
enthusiastic;
often describes a
sports fan

The relationship
of the words
debonair and
dapper

Someone who
achieves a
desired result;
successful

The relationship
of the words
frivolous and
flighty

Someone who is
suave could also
be described as
"smooth."

N O T E S