Name: ____________________________
Teacher/Period: ____________________________

“to educate,”
(from the
mouth of a
child)
**Prologue - Part A: The Vocabulary of Vocabulary**

The words on this page will be important for you to know as you learn more about vocabulary this year.

**Section 1 – Definitions**

**Directions:** Match the following words from Column A to their definition in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____1.</td>
<td>A.</td>
</tr>
<tr>
<td>base</td>
<td>an idea or meaning suggested by or associated with a word or thing</td>
</tr>
<tr>
<td>_____2.</td>
<td>B.</td>
</tr>
<tr>
<td>root</td>
<td>a word or syllable added to a word to produce a derived or inflected form</td>
</tr>
<tr>
<td>_____3.</td>
<td>C.</td>
</tr>
<tr>
<td>affix</td>
<td>in exact accordance with the explicit meaning of a word or text</td>
</tr>
<tr>
<td>_____4.</td>
<td>D.</td>
</tr>
<tr>
<td>prefix</td>
<td>a word that means the same or nearly the same as another word</td>
</tr>
<tr>
<td>_____5.</td>
<td>E.</td>
</tr>
<tr>
<td>suffix</td>
<td>the form of a word from which other words and forms are derived</td>
</tr>
<tr>
<td>_____6.</td>
<td>F.</td>
</tr>
<tr>
<td>synonym</td>
<td>a word that means the opposite or almost the opposite of another word</td>
</tr>
<tr>
<td>_____7.</td>
<td>G.</td>
</tr>
<tr>
<td>antonym</td>
<td>the main part of a word to which affixes may be added</td>
</tr>
<tr>
<td>_____8.</td>
<td>H.</td>
</tr>
<tr>
<td>literal</td>
<td>the most specific or direct meaning of a word</td>
</tr>
<tr>
<td>_____9.</td>
<td>I.</td>
</tr>
<tr>
<td>figurative</td>
<td>a letter or letters added to the end of a word to form another word</td>
</tr>
<tr>
<td>_____10.</td>
<td>J.</td>
</tr>
<tr>
<td>denotation</td>
<td>abstract, imaginative, or symbolic; not literal</td>
</tr>
<tr>
<td>_____11.</td>
<td>K.</td>
</tr>
<tr>
<td>connotation</td>
<td>a letter or group of letters put at the beginning of a word to make a new word</td>
</tr>
</tbody>
</table>

**Section 2 – Literal and Figurative**

**Directions:** Explain whether the italicized word in the following sentence is used literally or figuratively.

I *flew* down the steps when my mom called me by my full name.

-----------------------------------------------------------------------------------------------------------------------------------

**Section 3 – Denotation and Connotation**

**Directions:** Explain the difference in the connotation of the following words: *odor* and *aroma*

-----------------------------------------------------------------------------------------------------------------------------------
Sometimes you can find the meaning of an unfamiliar word in the surrounding text. One type of context clue is a restatement clue, which consists of a synonym for, or a definition of, the word. Consider the following example:

John was *enfeebled* by his sickness. Weakened and weary, he was unable to play baseball on Saturday.

The writer uses the phrase *weakened and weary* to restate the meaning of *enfeebled*.

**Directions:** In the sentences below, underline the restatement context clue for the word in italic type.

1. Olympic gymnasts are very *limber*, or flexible, allowing them to perform their skillful movements.
2. The volcano could *erupt* at any moment; when it does explode, the result will be deadly.
3. They decided to *unite* against the class bully, hoping that their joint effort would put him in his place.
4. Jenny’s long *exposure* to the tropical sun was obvious. Unprotected, her face and neck had reddened and started to peel.
5. Based on his *recollection*, they had met last month at the dog park. However, his memory was not as good as it used to be.
6. It is important to *gauge* how long you think this trip will take. By making an estimated measurement, you can plan your time accordingly.
7. Karen did not wish to *violate* her parent’s rules, even if her older brother broke them constantly.
8. If you don’t water the flowers, they will *wilt* or lose their strength and freshness.
9. Dan is a *compassionate* person. His words and actions show how kind-hearted he is.
10. I wish you wouldn’t *rummage* through my suitcase. After all, I don’t search through your things.
Contrast Clues consist of an antonym for, or a phrase that means the opposite of, an unfamiliar word. Words and phrases such as although, but, yet, however, except, instead of, and on the other hand signal contrast clues.

**EXAMPLE:** Carefully read this sentence, "Mike is rather withdrawn and quiet today and is rather lacking in his usual display of bonhomie and enthusiasm." You might not understand the word bonhomie, but you most likely understand the word withdrawn. From this contrast, you can determine that Mike does not want to socialize today and that bonhomie means that Mike is normally of a friendly, social nature and is very excited about life in general.

**Directions:** Read each sentence below, BOX the contrast clue for each italicized word. Then on the line provided, write the definition of the italicized word. Use a dictionary as needed. Note: The word "but" is a signal word indicating antonym which means there is a word of opposite meaning in the sentence.

**Example:** Jerry is very clumsy, but his sister Jenny is adroit.

Meaning of adroit: skillful

1. Although the dance routine seemed intricate, I thought it was quite simple.
   
   Meaning of intricate:

2. Sid thought the music would end gradually, but it stopped abruptly instead.
   
   Meaning of abruptly:

3. When the bad weather prevented the bomber from striking the primary target, the pilot guided the plane to the secondary objective.
   
   Meaning of primary:

4. “I’m trying to help you, not hinder you!” she exclaimed in annoyance.
   
   Meaning of hinder:

5. Sarah wanted a prominent place in the class picture; however, I preferred to be in the background.
   
   Meaning of prominent:

6. We thought that the mother would be very distraught at hearing of her husband’s accident; however, she took the news quite calmly.
   
   Meaning of distraught:

7. In Dickens’ A Christmas Carol, the miserly Ebenezer Scrooge is visited by three spirits who help to change him into a generous man.
   
   Meaning of miserly:
Prologue - Part B: Context Clues - Inference Clues

You can sometimes understand the meaning of a word by examining the context in which the word is used. Context clues can appear in the surrounding words, sentences, even paragraphs. This type of clue is called an inference clue.

Consider the following passage from “A Crown of Wild Olive”:

He woke to the first *dappled* fingers of sunlight shafting in through the doorway of his cell. They wavered and danced a little, as though broken by the shadows of tree branches.

From the description of the light, you might infer that the word *dappled* means “having varying spots or patches of color.”

Directions: Read the following sentences. Then use context clues to determine the meaning of each italicized word. Next write the meaning that you infer on the lines below the sentence. Use a dictionary to confirm the meaning.

1. Samantha was the only one in her class to receive an award of *distinction*. At the awards ceremony, the principal mentioned Samantha’s academic achievements and her performance on the soccer team and in the chorus.

_______________________________________________________________________________

_______________________________________________________________________________

2. Harry had an expression of extreme *anguish* on his face. “Something horrible has happened!” he gasped.

_______________________________________________________________________________

_______________________________________________________________________________

3. People who *compete* in sports tournaments enjoy testing their skills against other teams and athletes.

_______________________________________________________________________________

_______________________________________________________________________________

4. Shane just can’t make up his mind. He often *wavers* between choices for hours without ever making a decision.

_______________________________________________________________________________

_______________________________________________________________________________
5. Carrie was very **impulsive**, often doing things without thinking.

6. Always out with his friends, Daryl rarely has a **solitary** moment to himself.

7. Our team finally emerged **victorious** after two overtimes on the field.

8. This was yet another **falsehood** in a long string of lies and tall tales.

9. When you have many chores to do, daydreaming is not an **efficient** use of your time.

10. I know I am a **visual** learner, for pictures always seem to make it easier for me to learn a topic.
The following chart lists roots and affixes with which you may already be familiar. You should study the chart to refresh your memory and use it as a resource to help you as you learn to understand new words, roots, and affixes.

**Directions:** List at least one example for each root.

<table>
<thead>
<tr>
<th>root/affix</th>
<th>meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, ac, ad</td>
<td>to, toward, near</td>
<td></td>
</tr>
<tr>
<td>be</td>
<td>on, around, over, about</td>
<td></td>
</tr>
<tr>
<td>ex</td>
<td>out of, away from, lacking, former</td>
<td></td>
</tr>
<tr>
<td>en, em</td>
<td>put into, surround with</td>
<td></td>
</tr>
<tr>
<td>com</td>
<td>with, together</td>
<td></td>
</tr>
<tr>
<td>un</td>
<td>not, opposite of, lacking</td>
<td></td>
</tr>
<tr>
<td>in, im, il, ir</td>
<td>not</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>again, back, backwards</td>
<td></td>
</tr>
<tr>
<td>auto</td>
<td>self, same, one</td>
<td></td>
</tr>
<tr>
<td>ology</td>
<td>study of</td>
<td></td>
</tr>
<tr>
<td>sphere</td>
<td>ball</td>
<td></td>
</tr>
<tr>
<td>terra</td>
<td>land, earth</td>
<td></td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
<td></td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td></td>
</tr>
<tr>
<td>psych</td>
<td>mind, mental</td>
<td></td>
</tr>
<tr>
<td>aud</td>
<td>hear</td>
<td></td>
</tr>
<tr>
<td>voc</td>
<td>voice, call</td>
<td></td>
</tr>
<tr>
<td>dict</td>
<td>say, speak</td>
<td></td>
</tr>
<tr>
<td>vid/vis</td>
<td>see</td>
<td></td>
</tr>
<tr>
<td>spect</td>
<td>see, look</td>
<td></td>
</tr>
<tr>
<td>tact</td>
<td>touch</td>
<td></td>
</tr>
<tr>
<td>loc,loq</td>
<td>speak</td>
<td></td>
</tr>
<tr>
<td>dict</td>
<td>speak</td>
<td></td>
</tr>
<tr>
<td>scrib, script</td>
<td>write</td>
<td></td>
</tr>
<tr>
<td>gram, graph</td>
<td>write</td>
<td></td>
</tr>
<tr>
<td>log</td>
<td>word</td>
<td></td>
</tr>
</tbody>
</table>
Seventh Grade

Vocabulary Units
UNIT 1 - Roots and Affixes: Numbers, Part 1

<table>
<thead>
<tr>
<th>mono</th>
<th>multi</th>
<th>Omni</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>many</td>
<td>All</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **monotonous** – (adj.) repetitious and uninteresting; uttered in unvaried tone
   
   *Filing papers eight hours a day can be a very monotonous job.*

2. **monologue** – (n.) a long speech by one person
   
   *The actress playing Juliet delivered a breath-taking monologue.*

3. **monarchy** – (n.) a government ruled by one person
   
   *The earliest monarchy may have begun in ancient Egypt in 3000 BC.*

4. **monopolize** – (v.) to dominate by excluding others
   
   *Kerri tried to include everyone in the conversation, but Martha monopolized the discussion.*

5. **multicultural** – (adj.) relating to several cultures
   
   *We held a multicultural night at our high school to represent all the cultures of our student body.*

6. **multitude** – (n.) a large number of things or people
   
   *We were able to see a multitude of stars shining in the clear night sky.*

7. **omniscient** – (adj.) all-knowing
   
   *In Anna Karenina, which is written in the third person omniscient, the story is told by an all-knowing narrator, allowing us to see the world through the eyes of many characters, not just Anna’s.*

8. **omnipresent** – (adj.) present everywhere
   
   *Many religions believe in an omnipresent god who is everywhere.*

9. **omnipotent** – (adj.) all-powerful
   
   *Zeus was an omnipotent and all-powerful god in Greek mythology.*

10. **omnivorous** – (adj.) eating both plants and animals; wide ranging in interests
    
    *The raccoon is omnivorous and will eat both plants and animals.*
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. The speaker delivered a boring, monotonous presentation to the audience.
   
   Context Clue: restatement contrast inference

2. 
   
   Context Clue: restatement contrast inference

3. 
   
   Context Clue: restatement contrast inference

4. 
   
   Context Clue: restatement contrast inference

5. 
   
   Context Clue: restatement contrast inference

6. 
   
   Context Clue: restatement contrast inference

7. 
   
   Context Clue: restatement contrast inference

8. 
   
   Context Clue: restatement contrast inference

9. 
   
   Context Clue: restatement contrast inference

10. 
   
   Context Clue: restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>mono</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>omni</td>
<td>omnidirectional</td>
<td>in all directions</td>
</tr>
</tbody>
</table>
UNIT 2 - Roots and Affixes: Numbers, Part 2

<table>
<thead>
<tr>
<th>uni</th>
<th>bi</th>
<th>du</th>
<th>Tri</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>two, twice</td>
<td>two</td>
<td>Three</td>
<td>Ten</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **unison** – (n.) perfect agreement or harmony

   *The choir members sang the notes in perfect *unison.*

2. **unique** – (adj.) special, one of a kind

   *Her handwriting was so elegant and *unique* that it was easy to identify.*

3. **unify** – (v.) to bring people or things together to make one

   *Barack Obama tried to *unify* the members of the Senate.*

4. **bilingual** – (adj.) able to speak two languages

   *Students who are *bilingual* may have an advantage in our growing global economy.*

5. **bilateral** – (adj.) having two sides

   *Our school has a *bilateral* athletic program that includes in-school and after-school sports.*

6. **bipartisan** – (adj.) involving two political parties

   *The Democrats and Republicans made a *bipartisan* decision to increase funding for education.*

7. **duplicate** – (v.) to make a copy of; to repeat

   *The little girl watched the professional gymnast carefully in hopes that someday she would be able to *duplicate* the fluid movements of her idol.*

8. **trilogy** – (n.) a group of three related works, especially of literature

   *J.R.R. Tolkien’s *Lord of the Rings* trilogy, while written in the 1950s, is still revered by many today.*

9. **triumvirate** – (n.) a group of three people who share authority and power

   *The *triumvirate* was responsible for public administration and civil authority in ancient Rome.*

10. **decimate** – (v.) to kill off a large proportion of something (comes from an outdated definition of killing one in ten, especially a group of mutinous soldiers)

   *The tornado completely *decimated* the neighborhood, tearing roofs off houses, flipping cars, and ripping apart trees.*
The fashion designer’s unique dresses stole the show on the red carpet at the Oscars.
UNIT 3 – Roots and Affixes: Size

<table>
<thead>
<tr>
<th>micro</th>
<th>mini</th>
<th>mega</th>
<th>magn</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
<td>small</td>
<td>great</td>
<td>great</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **microcosm** – (n.) a small representation of a larger world or system

   *A college is a microcosm of the larger community.*

2. **microbe** – (n.) a microscopic organism, especially one that transmits a disease

   *In science class, we used the microscopes to look at the microbe.*

3. **minimize** – (v.) to reduce

   *Stacey tried to minimize her struggles with organization by using dividers and labels in her binder.*

4. **minuscule** – (adj.) extremely small or insignificant

   *My mother notices every minuscule speck of dust in my room.*

5. **minutia** – (n.) small or trivial details

   *Sometimes the minutia of our daily lives distracts us from what really matters.*

6. **megalomaniac** – (n.) a greed for power and importance

   *The CEO of Oily Bird Inc. was a megalomaniac who would try to overtake his competitors by any means necessary.*

7. **magnate** – (n.) a person of great wealth and power, especially in business or industry

   *Andrew Carnegie was a notable magnate in the 19th century who earned a fortune in the steel industry.*

8. **magnitude** – (n.) greatness of size or extent; the greatest of influence or significance

   *Rosa Parks did not realize the magnitude of her refusal to give up her bus seat to a white passenger.*

9. **magnanimous** – (adj.) very kind and giving

   *Bill Gates is a very magnanimous person who is willing to give money to those in need.*

10. **magnificent** – (adj.) beautiful, impressive, and exceptional

    *We had a magnificent view of the city of Rome from the balcony of our hotel room.*
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

2. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

3. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

4. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

5. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

6. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

7. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

8. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

9. __________________________________________________________________________
   
   Context Clue: restatement contrast inference

10. __________________________________________________________________________
    
    Context Clue: restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>micro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mini</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mega</td>
<td></td>
<td></td>
</tr>
<tr>
<td>magn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4 – Roots and Affixes: Before & After

<table>
<thead>
<tr>
<th>ante</th>
<th>fore</th>
<th>pre</th>
<th>post</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>before</td>
<td>before</td>
<td>after</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **ancient** – (adj.) very old; of distant past

   *The museum had an exhibit that displayed **ancient** artifacts from King Tut’s tomb.*

2. **antecedent** – (n.) an event(s) that happens before another; a word or phrase to which a pronoun refers

   *The book deals with the historical **antecedents** of the revolution.*

3. **foreshadow** – (v.) to indicate something, usually unpleasant, will happen

   *The author **foreshadowed** the tragedy that would befall the protagonist.*

4. **foremost** – (adj.) most important

   *The economy is our country’s **foremost**, or most important, concern.*

5. **precede** – (v.) to go or occurring before someone or something in time, place, or rank

   *Numerous advertisements and previews **preceded** the movie.*

6. **preclude** – (v.) to prevent something

   *Her broken arm **precluded** her involvement in the basketball game.*

7. **preemptive** – (adj.) done before others can act

   *The general launched a **preemptive** strike against the village to ensure the safety of his soldiers.*

8. **posterity** – (n.) future generations

   *We must secure the benefits of freedom for ourselves and our **posterity**.*

9. **postpone** – (v.) to delay

   *Kevin **postponed** his flight so he could spend more time with his family.*

10. **posthumous** – (adj.) occurring after someone’s death

    *Heath Ledger received **posthumous** awards for his role as the Joker in *The Dark Knight*.***
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. ________________________________________________________________
   Context Clue: restatement contrast inference

2. ________________________________________________________________
   Context Clue: restatement contrast inference

3. ________________________________________________________________
   Context Clue: restatement contrast inference

4. ________________________________________________________________
   Context Clue: restatement contrast inference

5. ________________________________________________________________
   Context Clue: restatement contrast inference

6. ________________________________________________________________
   Context Clue: restatement contrast inference

7. ________________________________________________________________
   Context Clue: restatement contrast inference

8. ________________________________________________________________
   Context Clue: restatement contrast inference

9. ________________________________________________________________
   Context Clue: restatement contrast inference

10. ________________________________________________________________
    Context Clue: restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>post</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 5 - Roots and Affixes: Order

<table>
<thead>
<tr>
<th>pri</th>
<th>ultima</th>
<th>chron</th>
<th>loc</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>last</td>
<td>time</td>
<td>place</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **primary** – (adj.) most important; (n.) election of candidates

   The reporter hoped to find a primary source to interview.

2. **primitive** – (adj.) occurring at the first stages of something; very simple in design

   When the rain storm began, we built a primitive shelter using branches and leaves.

3. **primal** – (adj.) first or earliest, and often basic

   It seems that all living creatures have a primal instinct for survival.

4. **ultimate** – (adj.) final; greatest

   After hearing everyone’s opinion, our ultimate decision was to preserve the forest.

5. **ultimatum** – (n.) a final demand, usually accompanied by penalty if the demand is not met

   My father gave me an ultimatum to improve my grades, or he would ground me.

6. **chronological** – (adj.) in order of time

   The essay was written in chronological order to make it easy for the reader to understand all the events that had happened.

7. **chronic** – (adj.) occurring again and again

   Kara’s chronic back pain made it difficult for her to do simple everyday tasks.

8. **synchronize** – (v.) to make things happen at the same time

   Although the dancers tried to synchronize their maneuvers, their movements occurred at different times.

9. **allocate** – (v.) to set aside for a person or purpose

   The government set aside millions of dollars to be allocated to struggling schools.

10. **locality** – (n.) a particular place

    The taxes in this locality are quite expensive.
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

2. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

3. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

4. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

5. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

6. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

7. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

8. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

9. ________________________________________________________________________
   
   *Context Clue:* restatement contrast inference

10. ________________________________________________________________________
    
    *Context Clue:* restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>pri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ultima</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chron</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# UNIT 6 - Roots and Affixes: Levels

<table>
<thead>
<tr>
<th><strong>extra</strong></th>
<th><strong>over</strong></th>
<th><strong>sub</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>outside, beyond</td>
<td>excessive, above</td>
<td>under</td>
</tr>
</tbody>
</table>

## Section 1: Definitions

1. **extravagant** – (adj.) beyond what is reasonable

   *The celebrity’s *extravagant* dress was lined with large diamonds.*

2. **extraneous** – (adj.) not relevant

   *The student’s essay included many *extraneous* details rather than focusing on the necessary support for her thesis.*

3. **extrapolate** – (v.) to infer or estimate

   *We try to avoid *extrapolating* a flu epidemic based on rumors.*

4. **oversight** – (n.) a mistake, especially a failure to notice something

   *The *oversight* in the architectural plans caused the groundbreaking of the new park to be delayed.*

5. **overbearing** – (adj.) bossy

   *My mother can be very *overbearing* and bossy to her co-workers.*

6. **overwhelm** – (v.) to overpower someone’s emotions; provide with a huge amount

   *With five tests on the same day, Ryan felt very *overwhelmed* when he started to study.*

7. **subordinate** – (adj.) of less importance; (n.) somebody lower in rank

   *The president of the committee asked the *subordinate* members to create flyers for the upcoming fundraiser.*

8. **subliminal** – (adj.) existing without conscious awareness

   *The advertising agency was accused of inserting *subliminal* messages into the company’s commercial.*

9. **submerge** – (v.) to plunge into something, especially water

   *I *submerged* myself into the cool water of the lake to escape the sweltering heat.*

10. **submissive** – (adj.) giving into the demands of others

    *While it is important to respect authority, Randy is overly *submissive* to the harsh demands of his boss.*
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. ______________________________________________________________________
   Context Clue: restatement contrast inference

2. ______________________________________________________________________
   Context Clue: restatement contrast inference

3. ______________________________________________________________________
   Context Clue: restatement contrast inference

4. ______________________________________________________________________
   Context Clue: restatement contrast inference

5. ______________________________________________________________________
   Context Clue: restatement contrast inference

6. ______________________________________________________________________
   Context Clue: restatement contrast inference

7. ______________________________________________________________________
   Context Clue: restatement contrast inference

8. ______________________________________________________________________
   Context Clue: restatement contrast inference

9. ______________________________________________________________________
   Context Clue: restatement contrast inference

10. _____________________________________________________________________
    Context Clue: restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>extra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sub</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 7 - Roots and Affixes: Negation

<table>
<thead>
<tr>
<th>anti</th>
<th>dis</th>
<th>ab</th>
</tr>
</thead>
<tbody>
<tr>
<td>against, opposite</td>
<td>not, opposite of</td>
<td>away from</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **antibiotic** – (n.) a substance that destroys bacteria; used as a medication

   *My doctor prescribed an **antibiotic** for my illness that I was to take two times daily for ten days.*

2. **anticlimactic** – (adj.) a disappointing end after a big build up

   *Even though the ending of the novel was **anticlimactic**, I continued to read the next book in the trilogy.*

3. **antidote** – (n.) a substance that counteracts poison; welcomed relief or remedy

   *The young boy was taken to the ER and given an **antidote** for his rattlesnake bite.*

4. **disarming** – (adj.) making somebody feel more friendly or trusting; charming or appealing

   *When I met my camp counselor, her **disarming** smile really made me feel comfortable about being away from home for three weeks.*

5. **disclaimer** – (n.) a refusal to accept responsibility; a statement that says somebody gives up a legal right or claim to something

   *The **disclaimer** on the contract stated the landlord was not responsible for the tenant’s lost or stolen property.*

6. **discrepancy** – (n.) failure to match; a distinct difference between two things

   *While reviewing my English test, I realized a **discrepancy** between my letter grade and my point total; I should have received an A not a B.*

7. **disgruntled** – (adj.) to feel dissatisfied or irritated

   *The **disgruntled** shopper asked to see the store’s manager when she wasn’t given the correct sale price on her items.*

8. **abnormal** – (adj.) unusual or unexpected, especially in a way that causes alarm or anxiety

   *I worried that the results to my medical test were going to be **abnormal**, but my doctor assured me that everything appeared to be just fine.*

9. **abstain** – (v.) to not vote; to choose not to do something

   *I **abstained** from the vote at the meeting because I didn’t know enough about the topic.*

10. **abstract** - (adj.) not concrete; conceptual; theoretical

    *Her **abstract** arguments for the case seemed to be very theoretical and had very little concrete evidence to back them up in court.*
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. __________________________________________
   Context Clue: restatement contrast inference

2. __________________________________________
   Context Clue: restatement contrast inference

3. __________________________________________
   Context Clue: restatement contrast inference

4. __________________________________________
   Context Clue: restatement contrast inference

5. __________________________________________
   Context Clue: restatement contrast inference

6. __________________________________________
   Context Clue: restatement contrast inference

7. __________________________________________
   Context Clue: restatement contrast inference

8. __________________________________________
   Context Clue: restatement contrast inference

9. __________________________________________
   Context Clue: restatement contrast inference

10. __________________________________________
    Context Clue: restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ab</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 8 - Roots and Affixes: Good and Bad

<table>
<thead>
<tr>
<th>bene</th>
<th>mal</th>
<th>mis</th>
</tr>
</thead>
<tbody>
<tr>
<td>good, well</td>
<td>bad, ill, wrong</td>
<td>wrong</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **benign** – (adj.) not life-threatening; favorable

   We were relieved to discover that the tumor the doctors had removed was **benign**, and she would make a full recovery.

2. **benevolent** – (adj.) kind, charitable

   Each morning, he performed the **benevolent** act of delivering food to the elderly.

3. **beneficial** – (adj.) having a good effect; profitable

   Eating at least five servings of vegetables each day has proven to be **beneficial** to good health.

4. **malicious** – (adj.) deliberately harmful

   The attack against the helpless animal was **malicious** and planned to cause the animal pain.

5. **malignant** – (adj.) likely to spread; likely to cause death

   The strain of the virus that had made him sick was **malignant** and was likely to threaten his survival.

6. **malady** – (n.) illness, a physical or psychological disorder

   They were thrilled to hear that the doctors had found a cure for the **malady** that had threatened so many lives.

7. **malfunction** – (v.) fail to work normally or properly; (n.) a failure in a process

   The machine had **malfunctioned**, or failed to work properly, and had resulted in hours of lost labor.  
   The **malfunction** in the copier caused black lines on the worksheet.

8. **misconduct** – (n.) immoral, unethical, or unprofessional behavior

   The congressman had been accused of **misconduct** after his language during a press conference had included several inappropriate comments.

9. **misfortune** – (n.) ill luck; unhappy event

   She had the **misfortune** of getting a flat tire on the rainiest day of the year.

10. **misconstrue** - (v.) to misunderstand or misinterpret

    Because of the wording of the article, it was easy to **misconstrue** the writer’s meaning, so several students were confused and unsure what to think.
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. ______________________________________________________________________
   Context Clue: restatement contrast inference

2. ______________________________________________________________________
   Context Clue: restatement contrast inference

3. ______________________________________________________________________
   Context Clue: restatement contrast inference

4. ______________________________________________________________________
   Context Clue: restatement contrast inference

5. ______________________________________________________________________
   Context Clue: restatement contrast inference

6. ______________________________________________________________________
   Context Clue: restatement contrast inference

7. ______________________________________________________________________
   Context Clue: restatement contrast inference

8. ______________________________________________________________________
   Context Clue: restatement contrast inference

9. ______________________________________________________________________
   Context Clue: restatement contrast inference

10. _____________________________________________________________________
    Context Clue: restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 1: Definitions

1. **intercede** – (v.) to attempt to settle a dispute between other people; to plead on somebody’s behalf

   *When the students could not agree on roles for each group member, the teacher had to *intercede* and select the jobs for them.*

2. **intermittent** – (adj.) happening at irregular intervals

   *Intermittent* thunderstorms struck occasionally throughout the night.

3. **interject** – (v.) interrupt with a comment

   *The town meeting lasted four hours because one angry citizen felt the need to *interject* his opinion on every issue.*

4. **intramural** – (adj.) within the school

   *All students who were not part of the basketball team were eligible to participate in our *intramural* basketball competition.*

5. **intravenous** – (adj.) within the vein

   *The patient needed an *intravenous* drip to recover from a difficult bout of pneumonia.*

6. **influx** – (n.) sudden arrival in large number

   *The *influx* of spectators at the start of the Philadelphia Eagles game caused long lines to stretch into the parking lot.*

7. **infiltrate** – (v.) to enter, usually secretly, into an opposing organization

   *The spy was able to *infiltrate* the enemy territory and uncover valuable secrets.*

8. **implement** – (v.) to put something into effect or action

   *After years of planning, we decided to *implement* the new day care program.*

9. **introspection** – (n.) self-examination of one’s own thoughts and feelings

   *Anne Frank’s diary was a vivid *introspection* into Frank’s thoughts and feelings during her hiding.*

10. **introvert** – (n.) a shy person

    *Jane is a quiet *introvert* who prefers to keep to herself.*
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. ____________________________________________________________
   Context Clue: restatement contrast inference

2. ____________________________________________________________
   Context Clue: restatement contrast inference

3. ____________________________________________________________
   Context Clue: restatement contrast inference

4. ____________________________________________________________
   Context Clue: restatement contrast inference

5. ____________________________________________________________
   Context Clue: restatement contrast inference

6. ____________________________________________________________
   Context Clue: restatement contrast inference

7. ____________________________________________________________
   Context Clue: restatement contrast inference

8. ____________________________________________________________
   Context Clue: restatement contrast inference

9. ____________________________________________________________
   Context Clue: restatement contrast inference

10. ____________________________________________________________
    Context Clue: restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>inter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in, im</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intro</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

North Penn School District    Seventh Grade Vocabulary    Student Workbook 25
UNIT 10 - Roots and Affixes: Building

<table>
<thead>
<tr>
<th>stru, struct</th>
<th>fac, fact, fic, fen</th>
<th>man, manu</th>
</tr>
</thead>
<tbody>
<tr>
<td>build</td>
<td>do, make</td>
<td>do, make, hand</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. destruction – (n.) the act of ruining or demolishing something

   *The destruction of the hurricane could be seen for miles and miles.*

2. infrastructure – (n.) an underlying base or foundation especially for an organization or system

   *The funds will be used to help build the *infrastructure* of the major highway in the city.*

3. obstruction – (n.) somebody or something that causes or forms a blockage or hindrance

   *The *obstruction in the road caused a serious accident on the highway this morning.*

4. feasible – (adj.) possible or capable of being achieved

   *My mom said that going to the movies would be *feasible* if I completed my chores.*

5. suffice – (v.) to be enough for; to satisfy the needs or requirements of

   *Although my mom expected me to complete a list of chores, cleaning my room was enough to *suffice* her.*

6. facsimile – (n.) an exact copy

   *He made a *facsimile* of the document, so he could keep one copy in the student’s file.*

7. artificial – (adj.) made by humans rather than occurring naturally

   *Even though the drink tasted like real strawberries, the flavoring was completely *artificial* and had no nutritional value.*

8. emancipation - (n.) the act or process of setting somebody free

   *The *emancipation* of the American prisoners was the top story on the news.*

9. maneuver – (n.) a skilled movement or action

   *Her quick thinking *maneuver* enabled her to avoid an accident with the other car.*

10. manufacture – (v.) to make or produce something into a finished product

    *The factory *manufactured* cabinets for our new kitchen.*
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. 

   Context Clue: restatement contrast inference

2. 

   Context Clue: restatement contrast inference

3. 

   Context Clue: restatement contrast inference

4. 

   Context Clue: restatement contrast inference

5. 

   Context Clue: restatement contrast inference

6. 

   Context Clue: restatement contrast inference

7. 

   Context Clue: restatement contrast inference

8. 

   Context Clue: restatement contrast inference

9. 

   Context Clue: restatement contrast inference

10. 

   Context Clue: restatement contrast inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>stru, struct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fac, fact, fic, fen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>man, manu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 11 - Roots and Affixes: Twist and Turn

<table>
<thead>
<tr>
<th>flex/flect</th>
<th>fract</th>
<th>tort</th>
<th>tract</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
<td>break</td>
<td>twist</td>
<td>pull, drag</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **reflect** – (v.) to think seriously; to express carefully considered thoughts
   
   *The students took time to reflect in their journals on the quote of the day.*

2. **inflexible** – (adj.) unbending, difficult or impossible to change.
   
   *My mother’s decision regarding my curfew was inflexible, and my arguments were useless.*

3. **fracture** – (v.) the act of breaking something, especially a bone.
   
   *The x-ray showed a fracture of my wrist, so I had to wear a cast for six weeks.*

4. **fragile** – (adj.) easily broken, physically weak
   
   *We were very careful when handling the fragile jewelry, for it had been in my family for generations.*

5. **infraction** – (n.) failure to obey or fulfill a law, rule, or contract
   
   *His failure to stop at the red light was a traffic infraction which resulted in an expensive ticket.*

6. **contort** – (v.) to twist out of natural shape; to make unrecognizable.
   
   *His face was contorted by the extreme pain that he suffered after the accident.*

7. **distort** – (v.) to alter; to give an inaccurate report
   
   *The politician tried to distort the facts of his campaign fundraising.*

8. **intractable** – (adj.) strong-willed and difficult to control
   
   *The toddler’s intractable behavior made it difficult for his parents to control him on the airplane.*

9. **contract** – (n.) a formal agreement (v.) to tighten or draw together
   
   *The musician signed a contract with the recording studio and shortly began working on his first single.*

   *Spectators could see the powerful muscles of the racehorse contracting as he raced around the track.*

10. **extract** – (v.) to pull something out; to obtain something from a source
   
   *I went to the dentist to have a painful tooth extracted, or removed.*
Section 2: Writing Sentences
Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
2. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
3. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
4. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
5. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
6. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
7. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
8. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
9. ______________________________________________________________________
   Context Clue: restatement  contrast  inference
10. _____________________________________________________________________
    Context Clue: restatement  contrast  inference

Section 3: Finding Examples
Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>flex/flect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tract</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 12 - Roots and Affixes: Love & Trust

<table>
<thead>
<tr>
<th>ami, amor</th>
<th>philo</th>
<th>cred</th>
<th>fid</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>love</td>
<td>believe</td>
<td>trust</td>
</tr>
</tbody>
</table>

Section 1: Definitions

1. **amiable** – (adj.) friendly and pleasant

   *The sales clerk's amiable personality made customers feel at ease.*

2. **enamored** – (adj.) in love with someone or something

   *Although the violinist was highly regarded, I was not enamored with her performance.*

3. **amorous** – (adj.) feeling love

   *The amorous poem expressed the man’s love for his fiancée.*

4. **philosophy** – (n.) a system of thought; beliefs

   *Gandhi’s philosophy was one of progress through non-violent protest.*

5. **philanthropist** – (n.) a person who desires to help others

   *Through her many charities and multimillion dollar donations, Oprah Winfrey is one of the most generous philanthropists of the 21st century.*

6. **credible** – (adj.) believable

   *The prosecutor could not find any credible witnesses to attest to the defendant’s role in the theft.*

7. **incredulous** – (adj.) unwilling to believe something

   *While some people are open to the idea of flying saucers, others are incredulous toward the existence of UFOs.*

8. **credence** – (n.) trustworthiness; believability

   *Students must be sure not to lend credence to gossip and rumors that can easily spread and cause much damage.*

9. **fidelity** – (n.) loyalty

   *The knight promised undying fidelity to the king and his country.*

10. **confide** – (v.) to tell someone something that is secret

    *I am able to confide in my best friend when I have something secret to share.*
Section 2: Writing Sentences

Use each of the vocabulary words from Section 1 in a sentence. Each sentence must use a context clue(s) to demonstrate understanding of the word. Those context clue(s) must be circled in the sentence, and the type of clue you have used must be underlined. Use each type of context clue at least twice in this section.

1. ____________________________________________
   Context Clue: restatement contrast inference

2. ____________________________________________
   Context Clue: restatement contrast inference

3. ____________________________________________
   Context Clue: restatement contrast inference

4. ____________________________________________
   Context Clue: restatement contrast inference

5. ____________________________________________
   Context Clue: restatement contrast inference

6. ____________________________________________
   Context Clue: restatement contrast inference

7. ____________________________________________
   Context Clue: restatement contrast inference

8. ____________________________________________
   Context Clue: restatement contrast inference

9. ____________________________________________
   Context Clue: restatement contrast inference

10. __________________________________________
    Context Clue: restatement contrast inference

Section 3: Finding Examples

Find a word that shares the root listed in the chart. Define the word.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ami, amor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>philo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Web Resources

Online Dictionaries
1. www.dictionary.com
2. www.yourdictionary.com
3. www.thefreedictionary.com

Root Lists/Resources
4. www.prefixsuffix.com
6. www.msu.edu/~defores1/gre/roots/gre_rts_afx_tab2.htm

Context Clues
7. www.english-zone.com (click on “vocabulary”)
8. www.quia.com (search for “vocabulary”)
9. www.teacher.scholastic.com (search “student activities” and “vocabulary”)

Microsoft Word
If you type a word into a Word document, you can reference synonyms and definitions.
   1. Right click the word
   2. Select “synonyms” if you are looking for words that share nearly the same definition
   3. Select “look up” to view a definition along with part of speech