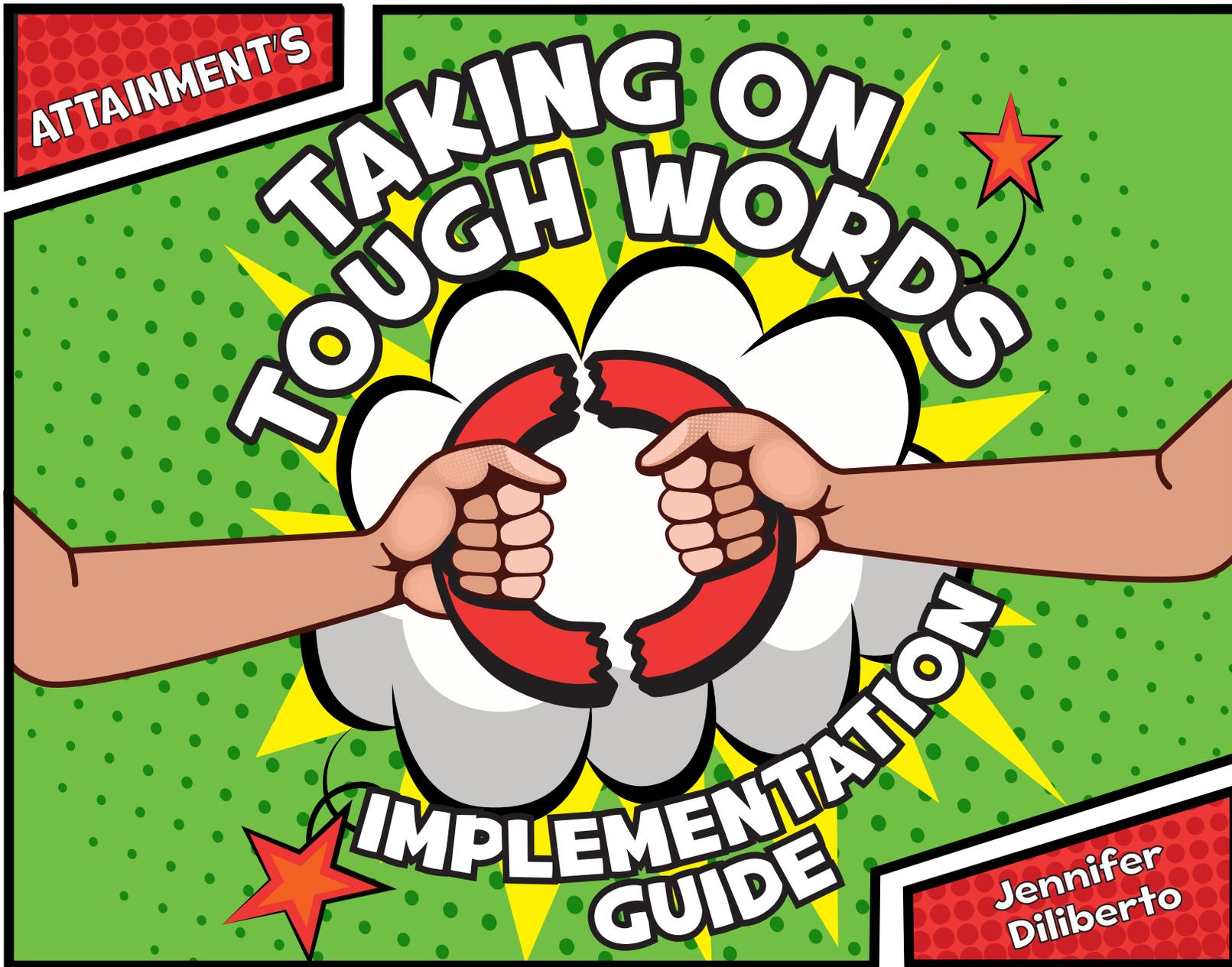


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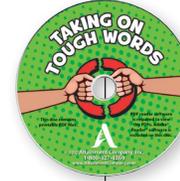
IMPLEMENTATION GUIDE

Jennifer
Diliberto



Taking On Tough Words Disc

The disc contains printable and writable PDF files.
PDF reader software is required to view the PDFs.
Acrobat® Reader® Software is included on the disc.



Taking On Tough Words

Implementation Guide

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Appendix A

Progress Monitoring—Review Questions

Class: _____

Directions: Enter students' names at the top of each column, along with the start date of the review. Mark responses as +, R, or -. Enter an M when mastered and the date of mastery.

+ = Independently correct response

R = Correct with use of reference materials

- = Incorrect

M = Mastery

Mastery = 5 consecutive independently correct responses

Lesson	Question/Answer	Student: Date started:	Student: Date started:	Student: Date started:	Student: Date started:
1	What is a syllable? A syllable is a word or part of a word with at least one vowel or one vowel sound.				
1	What is a vowel? A vowel is a letter including <i>a, e, i, o, or u</i> , and sometimes <i>y</i> and <i>w</i> .				
1	What are four characteristics of a syllable? <ul style="list-style-type: none"> • A syllable may be one vowel letter. • A syllable may be one small word. • A syllable may be part of a larger word. • The number of syllables in a word usually equals the number of vowels in a word. 				
2	What is a fifth characteristic of a syllable? <ul style="list-style-type: none"> • A syllable can be described as a push of the breath. 				

Lesson	Question/Answer	Student: Date started:	Student: Date started:	Student: Date started:	Student: Date started:
3	<p>What is a short vowel? A short vowel is one of two sounds a vowel makes. A vowel sound is short when a syllable ends in a consonant. Each vowel has its own short sound—except <i>y</i>, which borrows from the short <i>i</i> sound.</p>				
3	<p>What does short (insert <i>a, e, i, o, u, y</i>) say? Students may say their short vowel sounds with or without key words.</p> <p>Short <i>a</i> as in <i>at</i> Short <i>e</i> as in <i>Ed</i> Short <i>i</i> as in <i>tin</i> Short <i>o</i> as in <i>tot</i> Short <i>u</i> as in <i>up</i> Short <i>y</i> as in <i>gym</i></p>				
3	<p>What is a long vowel? A long vowel is one of two sounds a vowel makes. A long vowel typically says its name—except <i>y</i>, which has a long-<i>e</i> or long-<i>i</i> sound.</p>				
3	<p>What does long (insert <i>a, e, i, o, u, y</i>) say? Students may say their long vowel sounds with or without key words.</p> <p>Long <i>a</i> as in <i>ape</i> Long <i>e</i> as in <i>eve</i> Long <i>i</i> as in <i>ice</i> Long <i>o</i> as in <i>old</i> Long <i>u</i> as in <i>use</i> Long <i>y</i> as in <i>handy</i> Long <i>y</i> as in <i>by</i></p>				

Lesson	Question/Answer	Student: Date started:	Student: Date started:	Student: Date started:	Student: Date started:
3	What is a consonant? Every letter in the alphabet is a consonant except <i>a, e, i, o, u</i> , and sometimes <i>y</i> or <i>w</i> .				
3	When does the letter <i>w</i> function as a vowel? The letter <i>w</i> functions as a vowel when it is combined with another vowel letter for <i>aw</i> , <i>ow</i> , and <i>ew</i> vowel combinations.				
3	When does the letter <i>y</i> function as a consonant? The letter <i>y</i> functions as a consonant when it occurs at the beginning of a word or when there is already a vowel sound in the syllable. Anywhere else, <i>y</i> is a vowel.				
3	When does the letter <i>w</i> function as a consonant? The letter <i>w</i> functions as a consonant when it occurs at the beginning of a word or when there is already a vowel sound in the syllable.				
4	What is a closed syllable? A closed syllable is a syllable that almost always ends with a consonant, and the vowel before the consonant is short. A consonant, in this case, can be a single letter, a consonant digraph, trigraph, or a consonant blend.				

Appendix B

Progress Monitoring—Word Reading

Note: Use this form for designated data-collection lessons. Use the Progress Monitoring—Word Reading (Blank) form (Appendix D) for optional data-collection days.

Student: _____ **Class:** _____

Directions: Write the date for the corresponding lesson in the first column. Under Student Pronunciation, record + (correct response) or – (incorrect response); or, if a student completely mispronounces a word, write it here. Specific errors can be noted in the Error Analysis column. At the end of a lesson, the last column can be used to make notes regarding any instructional modifications that may be needed for future lessons.

Date	Unit	Lesson	Word	Student Pronunciation	Error Analysis	Instructional Modification Notes
	2	6	scop			
			preg			
			drat			
			rish			
			hup			
			clun			
			plax			
			fost			
			twim			
			jit			

Date	Unit	Lesson	Word	Student Pronunciation	Error Analysis	Instructional Modification Notes
	2	8	tup			
			plon			
			chex			
			whum			
			swist			
			thup			
			trisp			
			whan			
			chond			
			quoll			
	3	11	sloph			
			fi			
			blob			
			bro			
			pri			
			vep			
			teb			
			flupt			
			dro			
			ki			

Date	Unit	Lesson	Word	Student Pronunciation	Error Analysis	Instructional Modification Notes
	9	48	bewrippy			
			blitentaling			
			realization			
			humidifier			
			norminly			
			ambiblely			
			riggate			
			macation			
			canfranscribe			
plioptionaling						
	10	51	infrasonic			
			omnivorous			
			nondescript			
			prescription			
			claustrophobia			
			comprise			
			abstraction			
			inspirational			
			extracurricular			
overture						

Date	Unit	Lesson	Word	Student Pronunciation	Error Analysis	Instructional Modification Notes
	10	53	telephone			
			performance			
			synchronous			
			confiscate			
			retrorocket			
			malformation			
			introverted			
			nonferrous			
			remittance			
			neologism			
	10	56	quibble			
			submarine			
			decongestant			
			transducer			
			unintended			
			vehement			
			reaction			
			convention			
			thermometer			
			monohydric			

Appendix C

Progress Monitoring—Word Spelling

Note: Use this form for designated data-collection lessons. Use the Progress Monitoring—Word Spelling (Blank) form (Appendix E) for optional data-collection days.

Student: _____ **Class:** _____

Directions: Write the date for the corresponding lesson in the first column. Under Student Spelling, record + (correct response) or – (incorrect response); or, if a student completely misspells a word, write it here. Specific errors can be noted in the Error Analysis column. Acceptable alternate spellings for words are indicated where appropriate. At the end of a lesson, the last column can be used to make notes regarding any instructional modifications that may be needed for future lessons.

Date	Unit	Lesson	Word	Student Spelling	Error Analysis	Instructional Modification Notes
	2	6	sut			
			brop			
			stid			
			dub			
			mem			
	2	8	glin			
			thend			
			dit			
			spith			
			quop			

Date	Unit	Lesson	Word	Student Spelling	Error Analysis	Instructional Modification Notes
	3	11	thack			
			triss			
			bla			
			ze			
			shand			
	3	13	moss			
			glasp			
			tunt			
			vo			
			prizz			
	4	16	sone			
			fad			
			slop			
			vo			
			bline			
	4	18	tho			
			kete			
			grap			
			hem			
			pive			

Date	Unit	Lesson	Word	Student Spelling	Error Analysis	Instructional Modification Notes
	9	41	frapple			
			convulsion			
			conshope			
			steption			
			evasion			
	9	43	circumstantial			
			presmigation			
			febravement			
			brigade			
			turbunnally			
	9	46	displaction			
			twigmatation			
			investigation			
			smibblely			
			pronagnify			
	9	48	overcompensate			
			bendarran			
			unmessplent			
			personality			
			condrapparly			

Date	Unit	Lesson	Word	Student Spelling	Error Analysis	Instructional Modification Notes
	10	51	restriction			
			citation			
			prematurity			
			employment			
			divination			
	10	53	dominate			
			expression			
			representing			
			significant			
			sentiment			
	10	56	malapropism			
			chutney			
			thermoelectric			
			intractable			
			subtraction			
	10	58	pandemonium			
			incurious			
			confluence			
			flexible			
			reflection			

Appendix D

Progress Monitoring—Word Reading (Blank)

Note: Use this form for optional data-collection lessons.

Student: _____ **Class:** _____

Directions: Write the date, unit, lesson, and reading words in the appropriate columns. Enter + or – under the Student Pronunciation column; or, if a student completely mispronounces a word, the student’s response can be written here. Specific errors can be noted in the Error Analysis column. At the end of a lesson, the last column can be used to make notes regarding any instructional modifications that may be needed for future lessons.

Date	Unit	Lesson	Word	Student Pronunciation	Error Analysis	Instructional Modification Notes

Appendix F

Progress Monitoring—Post-Mastery Check-Up

Student: _____ Class: _____

Directions: Enter the date/response progressing from left to right for each question.

+ = Independently correct response

R = Correct with use of reference materials

– = Incorrect

If a student responds incorrectly to a question, return to the Progress Monitoring—Review Questions form to monitor that question so a mastery level of five consecutive days of independently correct responses can be re-established.

Question	Date/Response					
What is a syllable?						
What is a vowel?						
What are four characteristics of a syllable?						
What is a fifth characteristic of a syllable?						
What is a short vowel?						
What does short (insert <i>a, e, i, o, u, y</i>) say?						
What is a long vowel?						
What does long (insert <i>a, e, i, o, u, y</i>) say?						
What is a consonant?						
When does the letter <i>w</i> function as a vowel?						
When does the letter <i>y</i> function as a consonant?						
When does the letter <i>w</i> function as a consonant?						
What is a closed syllable?						
What is a consonant digraph and a consonant trigraph?						

What is a consonant blend?						
What is the hard <i>c</i> and <i>g</i> rule?						
What is the soft <i>c</i> and <i>g</i> rule?						
What is an open syllable?						
What is the <i>ck</i> spelling rule?						
What is the <i>f, l, s, z</i> spelling rule?						
What is a vowel-consonant-silent <i>e</i> (VCe) syllable?						
What is a vowel team syllable?						
What is an r-controlled syllable?						
What is the <i>-ch</i> and <i>-tch</i> spelling rule?						
What is a consonant- <i>le</i> (Cle) syllable?						
What is a two-syllable word?						
What is a prefix?						
What is a suffix?						
What is a root word?						
What are the five steps in the 5-Step Dividing Process?						
What are the four rules for syllable division?						
What is an accented or stressed syllable?						
What are the Rules for Accenting Syllables to follow when accenting words with more than one syllable?						

Appendix G

Vowel Teams

Below is a list of common vowel teams with key words provided. Vowel team exceptions that do not follow the typical rule for the vowel team syllable pattern are listed at the end of this appendix.

- ay** as in *play* and *ray*; usually at the end of a word
- ai** as in *aid* or *pail*; usually at the beginning or in the middle of a word
- au** as in *autumn* and *fault*; usually found only at the beginning or in the middle of a word
- aw** as in *claw*, *awe*, *hawk*; usually found at the end of a word
- ea** as in *meat*, *flea*, and *each*
- ea** as in *bread* and *dead*
- ea** as in *steak* and *break*; a more rare vowel team and usually found in the middle of a word
- ee** as in *bleed*, *EEK*, and *flee*
- ei** as in *ceiling* and *receive*; a more rare vowel team and usually found after the letter *c*; an exception is *either*
- ei** as in *veil* and *rein*; usually found in the middle of a word
- eigh** as in *sleigh* and *eight*; usually found at the end of a word unless followed by the letter *t*
- eo** as in *jeopardize* and *leopard*
- eu** as in *feud* (sounds like the word *you*); a more rare vowel team usually found in the middle of a word
- eu** as in *Zeus* (sounds like *oo*); a more rare vowel team usually found in the middle of a word
- ew** as in *pew* (sounds like the word *you*); usually found at the end of a word; an exception is *hewn*
- ew** as in *flew* and *crew*; usually found only at the end of a word
- ey** as in *alley* and *money*; usually found only at the end of a word
- ey** as in *they* and *why*; usually found only at the end of a word
- ie** as in *piece* and *niece*; usually found in the middle of a word
- ie** as in *pie* and *fie*; a more rare vowel team, usually found only at the end of a word
- oa** as in *oak* and *soak*; usually found at the beginning or in the middle of a word
- oe** as in *toe* and *doe*; a more rare vowel team, usually found only at the end of a word
- oo** as in *pool*, *oops*, and *too*
- oo** as in *look* and *book*; usually found in the middle of a word
- oi** as in *oil* and *soil*; usually found at the beginning or in the middle of a word
- ou** as in *our*, *cloud*, and *thou*
- ou** as in *soup* and *group*
- ou** as in *double*, *touch*, and *famous*; a more rare vowel team, usually found only in the middle of a word
- ow** as in *row* and *low*
- ow** as in *plow* and *cow*; usually found in the middle or at the end of a word
- oy** as in *boy* and *toy*; usually found at the end of a word; some exceptions are *oyster*, *royal*, *voyage*, and *loyal*
- ue** as in *blue* and *clue*; usually found only at the end of a word
- ue** as in *cue* (sounds like the word *you*); usually found only at the end of a word
- ui** as in *fruit* and *suit*; a more rare vowel team, usually found only in the middle of a word

Appendix H

5-Step Dividing Process

- 1** Separate any prefix(es) or suffix(es). (If there are none, skip to Step 2.)
- 2** Label the vowels and consonants in the word (or in the root word) starting with the first vowel.
- 3** Look for letter patterns—such as VCCV, VCV, VCCCV, VV, and Cle—and divide the syllables.
- 4** Identify the syllable patterns.
- 5** Decode the word.

Appendix I

Rules for Dividing Syllables

1 When **two consonants come between two vowels (a VCCV letter pattern)**, divide the word between the two consonants: VC/CV. The first syllable will be a closed syllable with a short-vowel sound. Do not divide between the two consonants if they are a consonant digraph (e.g., *th, sh*), a consonant blend (e.g., *bl, gl*), or a closed syllable exception, as in *-ance* and *-ence*.

Examples: *rab/bit, man/tel, fish/y, ref/er/ence*

2 When **one consonant comes between two vowels (a VCV letter pattern)**, divide the word before or after the consonant.

- If you divide before the consonant, the division will be between the first vowel and the consonant: V/CV. The first syllable will end with a vowel and be an open syllable. If the syllable is accented, then the vowel sound will be long. Read the word to see if it sounds right.

Examples: *o/pen, fe/ver, fi/ber*

- If the word doesn't sound right when read aloud, divide after the consonant. The division will be between the consonant and the second vowel: VC/V. This will make the vowel before the consonant short.

Examples: *par/tic/u/lar, ven/ue*

3 When **two or three consonants come between two vowels (a VCCV or VCCCV letter pattern)**, and they are consonant digraphs, (e.g., *th, sh, ch*), consonant trigraphs (e.g., *tch, chr*), or consonant blends (e.g., *bl, gl, dr, scr*), they need to stick together. In this case, divide before or after the digraph, trigraph, or blend (V/CCV, V/CCCV or VCC/V, VCCC/V) based on its location within the word.

Examples: *bush/y, catch/es, re/tread, a/scribe*

4 When **two vowels are next to each other (a VV letter pattern)**, divide between the two vowels: V/V. Do not divide between two vowels if they are a vowel team or a vowel team exception. If you're not sure if it is a vowel team or vowel team exception, look at the Vowel Teams resource card.

Examples: *cra/ni/um, pho/bi/a*

Appendix J

Rules for Accenting Syllables

- 1** Accent the root of a word. Prefixes and suffixes are usually not accented.
Examples: con/**duc'**/tor, pro/**jec'**/tor, sub/**mit'**, **act'**/ing
- 2** If the root word is in a word with two or more syllables, accent the first syllable.
Examples: **tel'**/e/gram, **am'**/i/ca/ble
- 3** If the word has three or more syllables and ends in a VCe syllable pattern, do not accent the syllable before the VCe syllable.
Examples: ex/on'/**er**/ate, ap/pro'/**pri**/ate, ac/cu'/**mu**/late
- 4** If the word has two or more syllables and has a schwa sound, do not accent the syllable with the schwa sound. The sound for schwa is /uh/. It is represented in dictionaries with an upside down letter *e* (i.e., /ə/).
Examples: par'/**a**/phrase, tel'/**e**/gram, am'/i/**ca**/ble

Appendix K

Common Prefixes

The following is a list of common prefixes (and their meanings).

Prefix	Meaning	Prefix	Meaning
a- (an-)	not; without	dis-	away; undo
ab-	away from	dys-	abnormal; impaired
ad- (ac-, af-, ag-, al-, ap-, as-)	toward; to	e-	electronic
ana-	up; back; again	eco-	ecology; ecological
ante-	before	ecto-	outer; external
anti- (ant-)	against	en- (em-, in-)	to put into or onto
astro- (astr-)	celestial body; outer space	end-	inside; within
at-	toward; to	epi- (ep-)	on; over; around; near; after
baro- (bar-)	weight; pressure	equi-	equal
be-	thoroughly	ex-	outside; not
bi- (bin-)	two	extra- (extro-)	outside; beyond
bio- (bi-)	life; living organisms	gam- (gamo-)	united; joined
centi-	hundred	geo- (ge-)	Earth
chron- (chrono-)	time	hemi-	half; partial
circum-	around	hetero-	other
com- (col-, con-, cor-)	with; together	histo-	body tissue
contra-	against; opposite	homo- (hom-)	same
cor-	with; together	hyper-	over, above
de-	from; down; away	hypo- (hyp-)	below; less than
demi-	half; part	in- (il-, im-, ir-)	not; in
di-	two; double	infra-	inferior to; below
dia- (di-)	through; across	inter-	between; among

Appendix L

Common Suffixes

The following is a list of common suffixes (and their meanings).

Suffix	Meaning	Suffix	Meaning
-able (-ible)	capable; worthy	-ence	action; condition
-ac	suffix used to form adjectives from nouns	-ency	condition; quality
-ade	sweetened drink	-ent	having the quality of
-age	amount; connection; action or state of	-er	one that has, is, or does; comparative degree
-al	of, relating to; action; process	-ery (-ry)	a place for; collection; condition; act; characteristics of
-algia	pain	-escence	state; process
-an	resembling; relating to	-es (-s)	more than one
-ance	action; condition	-ess	female
-ant	performing an action; condition	-est	most; best
-ar	of, relating to; resembling	-etic	suffix used to turn nouns into adjectives
-ard (-art)	one who is in a condition or performs an action habitually or excessively	-ey (-y)	characterized by
-arium	place or device containing	-ful	full of
-ary	place for or with	-fy (-ify)	cause to become; make
-ate	having; one that is characterized by; to act upon	-gon	a figure having a certain type or number of angles
-ation	action; process; condition	-graph	something written or drawn; instrument for writing, drawing, or recording
-ative	of; relating to	-ia	disease; country; relating to
-ator	one that acts in a specified manner	-ial	of; relating to
-cracy	government; rule	-ible (-able)	capable; worthy
-crat	participant or supporter of government	-ic	relating to; characterized by
-cy	state; condition; rank or office	-id	body; particle
-ed	past; change in tense or timing	-ide	chemical element
-emia	blood	-ie (y)	small one; dear one
-en	made of; to make		
-en (-ed)	that which was		

Appendix M

Glossary of Real Words—Arranged by Lesson

Note: In addition to this version, a Glossary of Real Words—Arranged Alphabetically is included as a PDF file on the disc.

All definitions for real words included within the glossary only include *one* definition for each word. It is recommended that students and

teachers use online and hard copy dictionaries for more uses and definitions for words. Students and teachers can also benefit from using the word-reading tool included in online dictionaries, which orally pronounces a given word when an icon is selected.

UNIT 2

Lesson 4

blam (interjection; slang) . . . an expression used to indicate an abrupt or loud sound

Lesson 5

gel (noun) a jellylike substance used in styling hair

cell (noun) a narrow confining room, as in a prison

dub (verb) to tap lightly on the shoulder by way of conferring knighthood

sib (noun) a blood relation; a relative

dit (noun) the spoken representation of the dot in radio and telegraph code

Lesson 6

drat (interjection) used to express annoyance

dub (verb) to tap lightly on the shoulder by way of conferring knighthood

mem (noun) the 13th letter of the Hebrew alphabet

Lesson 7

slop (noun) a spilled or splashed liquid

ship (noun) a vessel of considerable size for deep-water navigation

Lesson 8

quoll (noun) any of various carnivorous marsupials of Australia and New Guinea, having a pointed snout, long tail, and spotted coat

dit (noun) the spoken representation of the dot in radio and telegraph code

UNIT 3

Lesson 9

ho (interjection) used to express surprise or joy

Lesson 10

la (noun) the sixth note of a musical scale

prim (adjective) precise or proper to the point of affectation

phi (noun) the 21st letter of the Greek alphabet

dud (noun) a bomb, shell, or explosive round that fails to detonate

- remorseful** (adjective) marked by or filled with remorse
- monument** (noun) a structure, such as a building or sculpture, erected as a memorial
- disturbance** (noun) something that disturbs, such as a commotion, scuffle, or public tumult
mental or emotional unbalance or disorder

Lesson 50

- innately** (adverb) existing naturally or by heredity rather than being learned through experience
- triumvirate** (noun) an association or a group of three
- nutrition** (noun) the process of eating the right kind of food so you can grow properly and be healthy
- supersede** (verb) to take the place of; replace or supplant
- incorporate** (verb) to unite (one thing) with something else already in existence
- transportation** (noun) a means of getting something from one place to another
- convention** (noun) a large meeting of people who come to a place to talk about their shared work or interests or to make decisions as a group
- secondary** (adjective) following what is first in time or sequence
- circumstance** (noun) a condition or fact connected with attending an event and having some bearing on it; a determining or modifying factor
- thermometer** (noun) an instrument for measuring temperature
- granulate** (verb) to form into grains or granules to make rough and grainy
- inexpressive** (adjective) . . . devoid of emotion or style; flat or dull
- transmit** (verb) to send from one person, thing, or place to another; convey
- suprarenal** (adjective) located on or above the kidney
- paraprofessional** (noun) . . . a trained worker who is not a member of a given profession but assists a professional

Lesson 51

- infrasonic** (adjective) generating or using vibrations with frequencies that cannot be heard
- omnivorous** (adjective) eating food of any kind, including animals and plants
- nondescript** (adjective) lacking distinctive qualities; having no individual character or form
- prescription** (noun) something that is prescribed; a rule, law, or direction
- claustrophobia** (noun) an abnormal fear of being in narrow or enclosed spaces
- comprise** (verb) to be composed of or contain
- abstraction** (noun) preoccupation; absent-mindedness
- inspirational** (adjective) . . . having a force that influences someone to create or do something
- extracurricular** (adjective) . . being outside the regular curriculum of a school or college
- overture** (noun) introductory music
- restriction** (noun) something that restricts; a regulation or limitation
- citation** (noun) a quotation of or explicit reference to a source for substantiation, as in a scholarly paper
- prematurity** (adjective) uncommonly or unexpectedly early
- employment** (noun) the work in which one is engaged; occupation
- divination** (noun) the art or act of foretelling future events

Lesson 52

- audience** (noun) a group of viewers or listeners, especially those present at a performance or a public event
- exhalation** (noun) the act or an instance of exhaling
- extraneous** (adjective) not important
- community** (noun) a group of people having common interests

inevitable (adjective) impossible to avoid or prevent; certain to happen

dysfunction (noun) abnormal or impaired functioning of a bodily system or organ

abstemious (adjective) characterized by abstinence or moderation

historiographic (adjective) . the principles, theories, or methodology of scholarly historical research and presentation

amputate (verb) to cut off (a projecting body part), especially by surgery

megaphone (noun) a funnel-shaped device used to direct the voice and make it louder

generous (adjective) giving and kind

jeopardize (verb) to expose to loss or injury; imperil

contradiction (noun) an inconsistency or discrepancy

brigade (noun) a large group of soldiers that is part of an army

trampoline (verb) a strong, taut fabric attached with springs to a metal frame and used for gymnastic springing and tumbling

Lesson 53

telephone (noun) an instrument that uses radio signals to send sounds (such as people’s voices) over long distances

performance (noun) the act or style of performing a work or role before an audience

synchronous (adjective) . . . occurring or existing at the same time

confiscate (verb) to seize (private property) for the public treasury, especially as a penalty for wrongdoing

retrorocket (noun) a rocket engine used to retard, arrest, or reverse the motion of a vehicle, such as an aircraft, missile, or spacecraft

malformation (noun) the condition of being malformed; deformity

introverted (adjective) shy or reserved

nonferrous (adjective) of or relating to metals other than iron

remittance (noun) the sending of money to someone at a distance

neologism (noun) a new word, expression, or usage

dominate (verb) to control, govern, or rule by superior authority or power

expression (noun) the act of expressing, conveying, or representing in words, art, music, or movement; a manifestation

representing (verb) to have as a meaning, suggestion, or association; stand for or symbolize

significant (adjective) having or expressing a meaning

sentiment (noun) a thought, view, or attitude, especially one based mainly on emotion instead of reason

Lesson 54

acclamation (noun) a shout or salute of enthusiastic approval

colonnade (noun) a structure composed of columns placed at regular intervals

baleful (adjective) harmful or malignant in intent or effect

ballistic (adjective) of or relating to projectiles, their motion, or their effects

paraphrase (noun) a restatement of a text or passage in another form or other words, often to clarify meaning

conscript (noun) one compulsorily enrolled for service, especially in the armed forces; a draftee

multipurpose (adjective) . . . designed or used for several purposes

attraction (noun) the quality of attracting; charm

hypersensitive (adjective) . . responding excessively to the stimulus of a foreign agent, such as an allergen

microscope (noun) an optical instrument that uses a lens or a combination of lenses to produce magnified images of small objects, especially of objects too small to be seen by the unaided eye

underlying (adjective) lying under or beneath something basic; fundamental