

WORD MASTER

Level 8

SEEING AND USING WORDS

infanticide
monomania
bigamy
megalomania
oligarchy
acrimony
sabotage
listless
prevaricator
galvanize
accordance
songstress
aerialist
contemplate
incorrigible



Word Master

Seeing and Using Words

LEVEL 8

Lessons 1- 30

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CONTENTS

Introductionv

The Way to Use This Bookv

SEQUENCE

8- 11	8-1661
8- 25	8-1765
8- 3	.....9	8-18	.....69
8- 4	.....13	8-19	.....73
8- 5	.....17	8-20	.....77
8- 6	.....21	8-21	.....81
8- 7	.....25	8-22	.....85
8- 8	.....29	8-23	.....89
8- 9	.....33	8-24	.....93
8-10	.....37	8-25	.....97
8-11	.....41	8-26	.....101
8-12	.....45	8-27	.....105
8-13	.....49	8-28	.....109
8-14	.....53	8-29	.....113
8-15	.....57	8-30	.....117

EXERCISE G121-135

ANSWER KEY137-146

PROGRESS CHART147-151

Pronunciation KeyInside Back Cover

INTRODUCTION

What do you do when you see a word you do not know? Do you use a dictionary to learn its meaning, do you look at the parts of the word to find a “root” word, or do you try to understand the word’s meaning from its context?

New words can be learned in different ways. One good way to understand the meaning of a word is to understand what it means in the sentence or paragraph where it is used. To do this, you must understand the meaning of the sentence or paragraph you are reading.

However, understanding a word in context will not always teach you all you should know about the word. A dictionary will be needed for you to learn how to pronounce the word and to learn the word’s meaning or meanings.

This book will help you to:

1. Learn the use of context clues
2. Learn the use of a dictionary
3. Learn the different forms of words

THE WAY TO USE THIS BOOK

Look at the CONTENTS page (page iii). The large black type will show you the four main parts of the book: SEQUENCE 8-1 through SEQUENCE 8-30, EXERCISE G, ANSWER KEY, and PROGRESS CHART.

Then, turn to SEQUENCE 8-1. Look at the four pages that make up SEQUENCE 8-1. Every sequence in the book is similar. Every sequence has six sections that follow one another:

- A Writing the Words
- B Using Context Clues
- C Checking the Meaning
- D Completing the Sentences
- E Using the Skill
- F Supplementary Writing Exercise

A seventh section

- G Sentences for Spelling Exercise

Use CONTENTS page to locate sentences for Spelling Exercise.

Instructions for each of these sections are on the next page.

Your teacher will provide instruction in rules for recognizing and spelling different forms of words.

A WRITING THE WORDS

1. Write the word you see to the left of the blank lines, beginning with number 1.
2. Say each word after you write it.
3. Follow the instructions for part B of this section.

B USING CONTEXT CLUES

1. At the top of the page are entries as they appear in a dictionary. Read the entries and their meanings. All the words will be used in some of the exercises. If you have trouble pronouncing a word, use the Pronunciation Key on the inside of the back cover of this book.
2. Follow the instructions for the exercise. When you have completed the exercise, check your answers with the Answer Key.

C CHECKING THE MEANING

Follow the instructions for the exercise. When you have completed the exercise, check your answers with the Answer Key.

D COMPLETING THE SENTENCES

Follow the instructions for the exercise. When you have completed the exercise, check your answers with the Answer Key. Enter your score on the Progress Chart.

E USING THE SKILL

Follow the instructions for the exercise. When you have completed the exercise, check your answers with the Answer Key. Enter your score on the Progress Chart.

F SUPPLEMENTARY WRITING EXERCISE

Follow the instructions for the exercise. There is no Answer Key for this exercise. Your teacher will check your work.

G SENTENCES FOR SPELLING EXERCISE

1. Each sentence in this exercise contains one of your new words. The new words are underlined.
2. Two or three days after you have completed the four pages of exercises for one sequence, your teacher may want to know how well you have learned the new words. The teacher may pronounce the new word, then read the sentence that uses the word, then pronounce the word again.
3. You are to write the word on a separate sheet of paper. Enter your score on the Progress Chart. Then correct any mistakes you made.
4. You might be asked to use the sentences in this exercise to give a spelling test to someone else.

A WRITING THE WORDS

- A. Write these words on the blank lines.
Then say each word.

Write

absent

1. _____

absurd

2. _____

abduct

3. _____

obscure

4. _____

obstruct

5. _____

obstacle

6. _____

obligation

7. _____

dispense

8. _____

dispel

9. _____

disburse

10. _____

- B. Each word begins with a prefix.
Write the prefix for each word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

THESE PREFIXES HAVE MEANINGS THAT GIVE DIRECTION.

SEQUENCE 8-1

ab- prefix [ME, fr. OF & L; OF, fr. L *ab-*, *abs-*, *a-* fr. *ab*, *a* – more at OF] : from : away : off <*abaxial*> <*abstrict*>

dis- prefix [ME *dis-*, *des-*, fr. OF & L; OF *des-*, *dis-*, fr. L *dis-*, lit., apart, to pieces; akin to OE *te-* apart, to pieces, OHG *zi-*, *ze-*, Goth *dis-* apart, Gk *dia-* through, L *duo* two – more at TWO] **1 a** : do the opposite of : reverse (a specified action) <*disjoin*> <*disestablish*> <*disown*> <*disqualify*> **b** : deprive of (a specified character, quality, or rank) <*disable*> <*disprince*> : deprive of (a specified object) <*disfrock*> **c** : exclude or expel from <*disbar*> <*discastle*>

2 : opposite of : contrary of : absence of <*disunion*> <*disaffection*> **3** : not <*dishonest*> <*disloyal*> **4** : completely <*disannul*> **5** : [by folk etymology] : DYS- <*disfunction*> <*distrophy*>

ob- prefix [ME, fr. OF fr. L. to, toward, against, over, completely, fr. *ob* to, before, against, on account of – more at EPI-] **1** : inward <*obimbricate*> **2** : incompletely <*obrotund*> <*obround*> **3** : inverse <*obovate*> <*obconic*> <*obcordate*>

B USING CONTEXT CLUES

Place an X in front of each correct answer. The word may be used correctly in one or both of the sentences.

- The boy was absent from school means
 a. the boy was late.
 b. the boy was not in school.
- The girl's answer to the question was absurd means
 a. the girl's answer made no sense.
 b. the girl's answer was correct.
- The man planned to abduct the dog means
 a. the man was going to punish the dog.
 b. the man was going to kidnap the dog.
- The meaning of the report was obscure means
 a. the meaning was clear.
 b. the meaning was not clear.
- A range of mountains obstruct the view of the coastline means
 a. the mountains block out the view of the coastline.
 b. the mountains add to the beauty of the coastline.

Check your answers with the Key on page 137.

C CHECKING THE MEANING

Read the words in the boxes. Choose the word that best completes the sentence under them. Write that word on the line. Then complete the next sentence by placing an X in front of the correct answer.

1.

absurd

obstacle

Lack of an education is an _____ to living a comfortable lifestyle.

This sentence means

- a. a lack of education is never a problem.
 b. a lack of education can help a person achieve success.
 c. a lack of education can prevent a person from living well.

2.

dispense

obligation

The boy had an _____ to pay for the window he had broken.

This sentence means

- a. it was the boy's duty to pay for the broken window.
 b. the boy paid for the window.
 c. the boy was not responsible for the broken window.

3.

absurd

dispel

The realtor tried to _____ the rumor that the house was haunted.

This sentence means

- a. the realtor ignored the rumor.
 b. the realtor tried to do away with the rumor.
 c. the realtor started the rumor.

4.

disburse

dispel

The man had to _____ twelve thousand dollars for a new roof.

This sentence means

- a. the man took out a loan to pay for the new roof.
 b. the man could not afford the new roof.
 c. the man had to pay a large sum for the new roof.

5.

dispense

absurd

Three nurses were needed to _____ the medicine to all the patients.

This sentence means

- a. three nurses were needed to give out the medicine.
 b. three nurses were needed to destroy the medicine.
 c. three nurses were needed to count the medicine.

Check your answers with the Key on page 137.

SEQUENCE 8-1

D COMPLETING THE SENTENCES

Choose a word from the box that best completes each sentence. Write it on the line.

absent	abduct	obstruct	obligation
absurd	obscure	obstacle	disburse

1. The man tried to _____ justice by telling a lie.
2. The meaning of the professor's lecture was _____.
3. The student was _____ from school frequently.
4. We were instructed to _____ the toys to needy children.
5. A large mud hole was just one _____ we encountered during the race.

Check your answers with the Key on page 137.

E USING THE SKILL

Underline the word that best completes each sentence.

1. A doctor has an (absurd, obligation) to help those who are ill.
2. The student's answers to the test questions were (disburse, absurd).
3. Hoping for a hefty ransom, the man planned to (abduct, obscure) the little girl.
4. The child's mother tried to (disburse, dispel) the child's fear by singing a song.
5. When you put a coin in the machine, it will (abduct, dispense) a cup of coffee.

Check your answers with the Key on page 137.

F SUPPLEMENTARY WRITING EXERCISE

The prefixes that were taught in this lesson are:

ab-	ob-	dis-
-----	-----	------

Write sentences in which you use each of the prefixes in a word in the sentence.

1. _____
2. _____
3. _____

A WRITING THE WORDS

A. Write these words on the blank lines.
Then say each word.

Write

compliment

1. _____

comprehension

2. _____

compromise

3. _____

condensation

4. _____

conceive

5. _____

concurrent

6. _____

concentrate

7. _____

collateral

8. _____

colleague

9. _____

collaborate

10. _____

B. Each word begins with a prefix.
Write the prefix for each word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

THESE PREFIXES MEAN **WITH** OR **TOGETHER**.