

HIGH-INTEREST

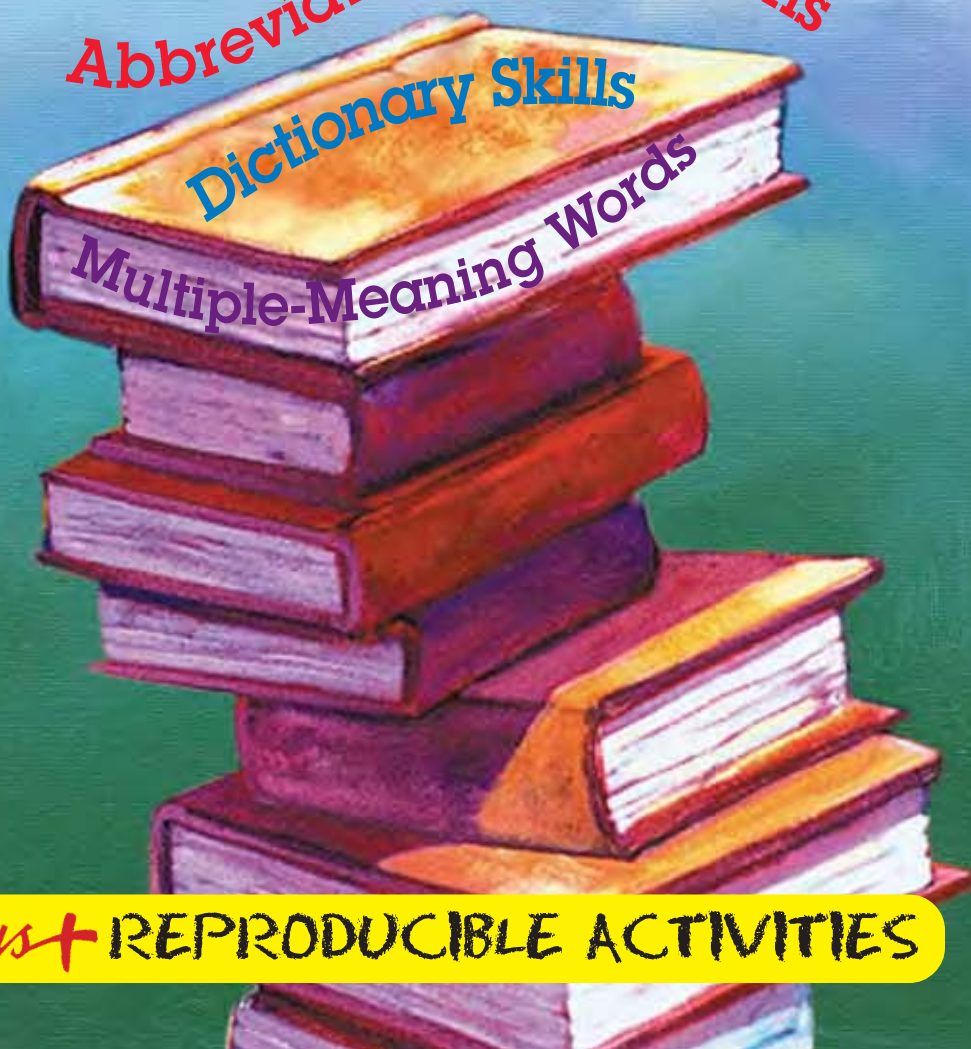
# BUILDING VOCABULARY

SKILLS & STRATEGIES

Synonyms / Antonyms  
Precise Word Choice / Parts of Speech  
Abbreviations / Acronyms

Dictionary Skills

Multiple-Meaning Words



LEVEL

8

100 *plus* REPRODUCIBLE ACTIVITIES



# **BUILDING** **VOCABULARY** **SKILLS & STRATEGIES**

**LEVEL**  
**8**

by **ELLIOTT QUINLEY**

# BUILDING VOCABULARY SKILLS & STRATEGIES

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

LEVEL 7

LEVEL 8 

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**Welcome to  
*BUILDING VOCABULARY SKILLS & STRATEGIES!***

We at Saddleback Publishing, Inc. are proud to introduce this important supplement to your basal language arts curriculum. Our goal in creating this series was twofold: to help on-level and below-level students build their “word power” in short incremental lessons, and to provide you, the teacher, with maximum flexibility in deciding when and how to assign these exercises.

All lessons are reproducible. That makes them ideal for homework, extra credit assignments, cooperative learning groups, or focused drill practice for selected ESL or remedial students. A quick review of the book’s Table of Contents will enable you to individualize instruction according to the varied needs of your students.

Correlated to the latest research and current language arts standards in most states, the instructional design of *Building Vocabulary Skills & Strategies* is unusually comprehensive for a supplementary program. All important concepts—ranging from primary-level phonics to the nuances of connotation—are thoroughly presented from the ground up. Traditional word attack strategies and “getting meaning from context clues” are dually emphasized.

As all educators know, assessment and evaluation of student understanding and skill attainment is an ongoing process. Here again, reproducible lessons are ideal in that they can be used for both pre- and post-testing. We further suggest that you utilize the blank back of every copied worksheet for extra reinforcement of that lesson’s vocabulary; spelling tests or short writing assignments are two obvious options. You can use the Scope and Sequence chart at the back of each book for recording your ongoing evaluations.



**ENGLISH VOCABULARIES: FORMAL, INFORMAL, AND SLANG 1**

**Are you aware that we use different kinds of language in different times and places?**

**A. Directions:** The *formal* words in the box are most often used in official documents and reports, literary works, and speeches. Use the dictionary to look up any words you don't know. Then write each word next to the *informal* word with the same meaning.

<b>fatigued</b>	<b>eschew</b>	<b>residence</b>	<b>encounter</b>	<b>converse</b>
<b>heinous</b>	<b>procure</b>	<b>incensed</b>	<b>petulant</b>	<b>inquire</b>

- 1. **ask** \_\_\_\_\_
- 2. **tired** \_\_\_\_\_
- 3. **home** \_\_\_\_\_
- 4. **avoid** \_\_\_\_\_
- 5. **angry** \_\_\_\_\_
- 6. **talk** \_\_\_\_\_
- 7. **hateful** \_\_\_\_\_
- 8. **get** \_\_\_\_\_
- 9. **grumpy** \_\_\_\_\_
- 10. **meet** \_\_\_\_\_

**B. Directions:** Circle a letter to identify the formal word that could replace the **boldface** informal word in each sentence.

- 1. Did you know that kangaroos are **native** to Australia?
  - a. multitudinous
  - b. acclimated
  - c. indigenous
- 2. The spy arranged for a **secret** meeting with his informant.
  - a. clandestine
  - b. anonymous
  - c. pretentious

- 3. Nicole takes great pride in keeping her new car **clean**.
  - a. immaculate
  - b. adorned
  - c. chaste
- 4. The bullies **forced** the younger boy to give them his lunch money.
  - a. enticed
  - b. implored
  - c. coerced



- 5. A **drunk** driver poses a real threat to other vehicles and pedestrians.
  - a. tipsy
  - b. intoxicated
  - c. comatose

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Informal English is the language used in newspapers, television, and almost all of our conversations.**

Most people use some slang expressions in casual conversations. While slang is vivid and interesting in speech, it is *not* acceptable in formal or informal writing.

**A. Directions:** Write a slang expression from the box that has the same meaning as the **boldface** word or words.

**creamed    dude    nuthouse    blockhead    hitched    spiffy    busted    greenbacks**

- I heard that Todd and Lisa got **married** \_\_\_\_\_ last month.
- Did you know that Joshua's cousin was sent to the **insane asylum** \_\_\_\_\_?
- Walter is the **guy** \_\_\_\_\_ I met at wrestling camp.
- We were surprised that Rita's house was quite so **elegant** \_\_\_\_\_.
- Our team got **badly beaten** \_\_\_\_\_ in the final game of the tournament.
- Sooner or later, shoplifters are likely to get **arrested** \_\_\_\_\_.

**B. Directions:** Use vowels (*a, e, i, o, u*) to complete the words in the chart that have the same meaning.

FORMAL		INFORMAL		SLANG
1. amiable	⇔	friendly	⇔	<u>c</u> <u>h</u> <u>  </u> <u>m</u> <u>m</u> <u>y</u>
2. verbose	⇔	<u>t</u> <u>  </u> <u>l</u> <u>k</u> <u>  </u> <u>t</u> <u>  </u> <u>v</u> <u>  </u>	⇔	mouthy
3. <u>  </u> <u>c</u> <u>c</u> <u>  </u> <u>n</u> <u>t</u> <u>r</u> <u>  </u> <u>c</u>	⇔	oddball	⇔	weirdo
4. intellectual	⇔	bookworm	⇔	<u>  </u> <u>g</u> <u>g</u> <u>h</u> <u>  </u> <u>  </u> <u>d</u>
5. inform	⇔	<u>t</u> <u>  </u> <u>t</u> <u>t</u> <u>l</u> <u>  </u>	⇔	squeal
6. <u>h</u> <u>  </u> <u>r</u> <u>  </u> <u>s</u> <u>s</u>	⇔	pester	⇔	bug

**Name:** \_\_\_\_\_

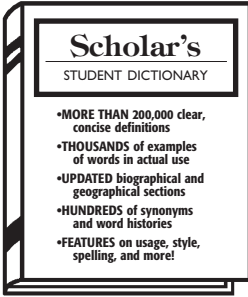
**Date:** \_\_\_\_\_



**USING THE DICTIONARY 1**



**What's your best source of information about words?  
The good old dictionary!**



Even abridged (shortened) student dictionaries usually define about 50,000 words. That makes a big book! Here's a trick to make the dictionary easier to use. Think of a dictionary as having three parts, or sections.

**A B C D E | F G H I J K L M N O P | Q R S T U V W X Y Z**

Flip the pages and notice that these three sections are fairly equal in size. So if you need to find a certain word, start looking in the appropriate section.

**A. Directions:** Circle the word that correctly completes each sentence.

1. The word ( *brevity* / *neutral* ) is in the second section of the dictionary.
2. The word *theory* is defined in the ( second / third ) section.
3. To look up *colonel*, you would turn to the ( first / second ) section.
4. The more you practice, the easier it will be for you to ( quickly / slowly ) find the word you want!

**B. Directions:** You know that words defined in the dictionary (*entry words*) are listed in alphabetical order. Practice your dictionary skills by listing the following words in alphabetical order.

<b>lustrous</b>	<b>capacity</b>	<b>nymph</b>	<b>roster</b>	<b>thesis</b>	<b>rigor</b>	<b>exemption</b>
<b>congratulations</b>	<b>phylum</b>	<b>condemn</b>	<b>lithe</b>	<b>jargon</b>	<b>optic</b>	<b>gravitate</b>
<b>victorious</b>	<b>purport</b>	<b>italic</b>	<b>gird</b>	<b>latitude</b>	<b>opaque</b>	<b>excursion</b>

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 15. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ | 21. _____ |

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**USING THE DICTIONARY 2**



**Making friends with your dictionary is an important step toward building a better vocabulary.**

Notice the guide words at the top of each regular page in the dictionary. The guide word on the left is the first entry on the page. The word on the right is the last entry.

**A**

**flatcar**

flat-car ~~~~~  
~~~~~

**flesh**

fleck ~~~~~  
~~~~~

**B**

**mow**

mow ~~~~~  
~~~~~

**mulch**

mug-rump ~~~~~  
~~~~~

**A. Directions:** Cross out the words that would *not* be defined on page A (as shown above). Then use your imagination—or check a dictionary—to list three words that **would** appear on that page.

1. *flea*      *falter*      *flit*      *flavor*      *fledgling*      *flout*

2. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**B. Directions:** Look at the guide words at the top of page B above. Then circle the word that correctly completes each sentence.

- Words that fall ( between / outside ) the guide words in the alphabet will appear on that page.
- If you're looking for the word *motto*, you will have to turn ( back / forward ) a page or two.
- You ( will / will not ) find the word *mugwump* on page B.
- You can probably find the word *mullet* on the page just ( before / after ) page B.

**C. Directions:** Circle the words that would appear on each page shown below.

**peony**

pepsin  
perennial  
percale  
pentagon

**perch**

pepperoni  
perdition  
perfunctory  
penurious

**devil**

devious  
dialect  
dewlap  
diabetes

**diagnose**

deviate  
diameter  
detrimental  
diabolic

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_