QUARTER 3 VOCABULARY PROJECT, DUE 2/27/23

The aim of this project is to enhance your personal and academic vocabulary by helping you determine or clarify the meaning and etymology of unknown and multiple-meaning words and phrases (L.9-10.4, 6). This is a necessary step for you to take (a) so you can do even better on the AIR and ACT and (b) so people can realize that you are smarter than they think you are.

1. **HAND-MADE DEFINITIONS:** Please **hand-write** the definitions to each word and put them in a **folder / 1-inch binder**. **However, you must** *first write out the definition, and then write out the word! Failure to do so will result in a loss of points.* Write the title of the dictionary and the page(s) on which you found the definitions at the beginning of your definition section. If you employ an online dictionary, have the web address. *NOTE: if you use the same source for every word, you only have to record that source once at the commencement of the definitions section. If you occasionally utilize other sources, then document those by the words that they define.* (**76 points**)

2. **Word Cousins:** take **16** words and find "cousins" for them (words built from the vocabulary words. For example, say word # 36 is *construed*, which means interpreted or understood in a certain way. One "cousin" you could find for *construed* would be *misconstrued*, which means wrongly interpreted or taken in the wrong way). Once you find a "cousin" for each word, you must explain how each cousin is formed and how to properly use each cousin. You may then either write your own sentence using the "word cousin," or you may find one on the Internet and evaluate whether the "word cousin" is used properly. These are actually called **Word Derivatives. (48 points)**

3. **SNAPCAPS (pictures and captions):** Take **15** words (that you did not use in section 2) and **make** (by hand) pictures to represent them. For example, for the word advocate, if you draw a mouth, that might not be enough, but if you draw someone talking in front of a "Save Ferris" sign, that would be fine. You must also supply a 1-3 sentence caption explaining why your picture choice epitomizes the word you selected. (triple-weighted→**45 points**).

4. **GREAT DEBATES:** Take **15** more words that you didn't use in the pictures part of this project (i.e., you may *not* use words from sections 2 or 3) and generate a concept-focused philosophical dialogue or series of poems using these words in their proper contexts but that also *features different perspectives on life / issues today.* This means you're going to be writing a dialogue between you and some of your friends (real or imaginary) about the nature of a specific concept, like justice, honesty, friendship, beauty, artistic value, paper clips, integrity, dignity, fairness, true education, etc. Or, you're going to write a series of poems about specific philosophical concepts (see above). For example, you might write a dialogue with you and your friends just sitting around the pizza table talking about the nature of justice, or about what it means to be a true Wheelersburg Pirate, or maybe about what the ideal bike would be like, or what the ideal eye shadow or remote control is like. Either way, your dialogue or series of poems should be at least 2.5 pages long and *each vocabulary word you use should be underlined, **boldfaced**, or highlighted*. (15 points, triple weighted→**45 points**)

5. **SEEK AND DESTROY (well, really just evaluate):** Take **15** more words (that you didn't use in parts 2,3, or 4), and find them in articles on the Internet, using some type of search engine. For each article you must
   a.) Include the web address for the article

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b.) Include **the paragraph** in which the word appears in the article

c.) Explain whether the word is used properly or not, **and why or why not. Don't forget to explain why or why not!!!**

d.) If the word is used properly, **list some words the author could have used that would have been less effective**. If the word is used improperly, suggest a better word the author could have used. **Don't forget this part!**

e.) This part is **quadruple-weighted**, so it's worth **60 points**

6. **WORD HISTORY:** Take **10** more words (that you did not use in parts 2-5) and **analyze their word frequency / history** using that feature on Google (you all have Chromebooks). Here's how it works. Type in a word like "Grueling," which means intensely difficult, laborious, and time-consuming. Look up its word frequency by clicking on the little gray arrow below the definition and scrolling down to the part that says "Use over time." This will take you to the "Google Books Ngram Viewer" for the word "grueling," which will show you that it started being used in 1900, peaked briefly around 1948 (right after World War II), and then reached its highest peak from 2000 to today. Then, **provide a 4-5 sentence explanation of** *when the word peaked* **in its use and** *why it peaked* **right then** (i.e., argue that the arduous difficulties World War II caused an increase in the word grueling, or that the increase in media coverage of sports like football and MMA also led to a spike in the word's usage). This part is triple-weighted, so it's worth 30 points. **Don't forget the explanation, though!!!**

7. **ROOTS:** Take the last **5** words **that you have yet to use** and look up their etymology (word origin). For each word, write a **2-4 sentence summary** of what the word originally meant or where it came from. For example, take the word "inveterate." *According to dictionary.reference.com, inveterate means "settled or confirmed in a habit, practice, feeling," etc. Its origin comes from around 1400, from Middle English and Latin. In Latin inveterare means to get older or grow older. I guess the Middle English version of inveterare is inveterate.* This part is double-weighted, which means it's **10 points.**

8. Your project, **which is worth 314 points,** is due on <u>February 27, 2023</u>

HERE ARE YOUR WORDS (76):

1. Deliberate (v.)
2. Delegate (n.)
3. Delectable (adj.)
4. Degenerate (v)
5. Deference (n.)
6. Decadent (adj.)
7. Debilitate (v.)
8. Dastardly (adj.)
9. Cynical (adj.)
10. Credible (adj.)
11. Cowardice (n.)
12. Contradictory (adj.)
13. Contextualize (v.)
14. Contemptible (adj.)
15. Contemporary (adj.)
16. Contemplate (v.)
17. Construe (v.)
18. Conjunctive adverb (n.)
19. Conjecture (n. / v.)
20. Confiscate (v.)
21. Confessional (adj.)
22. Condescension (n.)
23. Comprehensive (adj.)
24. Comply (v.)
25. Complimentary (adj.)
26. Complex (adj.)
27. Commemorate (v.)
28. Classification (n.)
29. Chauvinist (n.)
30. Charlatan (n.)
31. Charismatic (adj.)
32. Cantankerous (adj.)
33. Camaraderie (n.)
34. Callous (adj.)
35. Cacophony (n.)
36. Buttress (v.)
37. Bureaucracy (n.)
38. Bourgeois (adj.)
39. Blotch (n.)
40. Behalf (n.)
41. Background reading (n.)
42. Autonomy (n.)
43. Audacious (adj.)
44. Atrocious (adj.)
45. Asseveration
46. Aspiration (n.)
47. Asinine (adj.)
48. Artless (adj.)
49. Arrogate (v.)
50. Arduous (adj.)
51. Ardent (adj.)
52. Archaeology (n.)
53. Aptitude
54. Apprehension (n.)
55. Appositive (n.)
56. Apathetic
57. Antiquated (adj.)
58. Antipathy (n.)
59. Antidote (n.)
60. Anticipate (v.)
61. Antedate (v.)
62. Anecdote (n.)
63. Ancestral (adj.)
64. Amnesty (n.)
65. Ambiguous (adj.)
66. Ambiguity (n.)
67. Aloof (adj.)
68. Alleviate (v.)
69. Allege (v.)
70. Alien (adj.)
71. Agricultural (adj.)
72. Advocate (v.)
73. Administer (v.)
74. Activist (n.)
75. Acquisition (n.)
76. Absolutism (n.)

NOTE: If you have any questions, please ask me any time or email me at chris.pastor@wheelersburg.net