Reader’s Digest National Word Power Challenge

Vocabulary Lesson Plans
Grades 4-5

5. The bank robber in the shadows.
   A. dug a short tunnel
   B. crawled on his hands and knees
   C. crept
   D. sneaky and fast

Four Lesson Plans
1. -Nym Gym
2. Syllable Word Spin
3. Affix Word Spin
4. Word Passports
Introduction

by Alana Morris

Words—they are used to express needs, to make people happy, to make people angry, to express thought, to create meaning, to let those in our lives know that we care, to let some know we don’t care so much, to persuade, to entertain, to get jobs, and other endless possibilities. It is easy to take one’s vocabulary for granted. After all, the words we own are available when we wake in the morning, throughout the day, and even when we sleep. However, complex processes work together to allow us to understand the words that we encounter and to acquire new words – of which there seem to be more and more each year. I never would have imagined twenty years ago that I would have been able to make sense of an email I recently received from an organization’s webmaster suggesting that I “Go into my web browser, delete my cookies, and reboot.” My grandmother, seeing such a message, would have thought that aliens had landed! Our vocabularies are not static; they are dynamic, fluctuating resources for building understanding within the global community in which we now live.

With little doubt, one’s vocabulary is a great natural and free resource that requires focused attention in order to flourish. This is why the Reader’s Digest National Word Power Challenge is valuable for each of us as educators. It allows students to be exposed to new words and to show understanding of the words they have already mastered. I want to personally thank each of you for taking the time to have your students participate in this important literacy challenge. Whether students are already masters of the nuances of English vocabulary, or are second-language learners, or need ongoing exposure to and practice with new words, the Word Power Challenge offers important benefits. Students explore patterns in word endings and roots, they experience words that are crucial for all disciplines, and they love the challenge that is presented in the playful, engaging format.

Early this fall I was conducting a vocabulary workshop in San Antonio, Texas. A young teacher approached me during a break and shared a delightful story regarding her third grade class. She had asked her students what vocabulary is. The young student she called on to answer this question (an incredibly complex question!) innocently declared, “It is the words we don’t know.”

It is easy to understand why students would think vocabulary is the words we don’t know instead of the words we do know. When students are given list after list of words they don’t know during their vocabulary time, there would be no reason for them to think otherwise.
Robert MacNeil, in his incredible memoir, Wordstruck, explains,

“It must be with words as it is with music. Music heard early in life lays down a rich bed of memories against which you evaluate and absorb music encountered later. Each layer adds to the richness of your musical experience; it ingrains expectations that will govern your taste for future music and perhaps change your feelings about music you already know. Certain harmonic patterns embed themselves in your consciousness and create yearnings for repetition, so that you can relive that pleasurable disturbance of the soul. Gradually, your head becomes an unimaginably large juke box, with instantaneous recall and cross-referencing, far more sophisticated than anything man-made.”

My hope is that the Word Power Challenge from Reader’s Digest and these lessons not only help you increase the flexibility of each student’s vocabulary, but also help build that unimaginably large juke box of words to provide students with endless literacy possibilities.

Alana Morris is the language arts program director for grades 5-8 in the Aldine Independent School District in Texas. She is Past President of the Texas Council of Teachers of English Language Arts, is the Past President of the North Harris County Council of Teachers of English, and is current President of C.R.E.S.T. (Coalition of Reading and English Supervisors of Texas).

The Reader’s Digest National Word Power Challenge will continue to provide vocabulary lesson plans each year to participating schools that complete the qualifying test round. If you have successful vocabulary lessons that you would like to have considered for publication, or additional suggestions to improve the Word Power Challenge, please send them to:

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Executive Director, National Word Power Challenge  
Reader’s Digest  
1 Reader’s Digest Road  
Pleasantville, New York 10570

or e-mail them to Kathleen_Bordelon@readersdigest.com.
Lesson Plans

Adapted from *Vocabulary Unplugged: 30 Lessons That Will Revolutionize How You Teach Vocabulary K-12* (Discover Writing Press, P.O. Box 264, Shoreham, VT 05770; 1-800-613-8055; www.discoverwriting.com) by Alana Morris. Used with permission of the author.
Lesson Plan 1:

–Nym Gym

**Rationale:** Synonyms, antonyms, homonyms (homophones and homographs) enhance the complexity of the English language. But students need more than the definitions of these –nyms. They need to understand how they relate to each other and to other words in our language. They need to galumph and play a while with these words and the relationships between them through guided reflection and exploration. –Nym Gym allows students to explore these relationships in a playful yet challenging manner.

**Objective(s):** Students will understand the meaning of the terms antonym, synonym, homonym, homograph and homophone. Likewise students will understand the difference between homonyms, homophones and homographs. Words will be explored in a challenging puzzle format.

**Materials:** –Nym Gym on transparency, plus 4 or more dice (made with small wooden cubes from any craft store), with one word written on each side. You may want to choose words from the Reader’s Digest Word Power vocabulary list (appendices A and C.) (Warning: choose the words carefully; not all words work equally well. For example, it would be hard to come up with an antonym for “emigrant” or “petition.”)

**Presentation Guidelines:**

> Explain that one reason the English language is so complex is that we have so many words for the same idea, numerous opposites for the same word, and then – incredibly challenging to all students – we have words that look the same, sound the same, or both, but actually mean something completely different.

> Ask students if they know or can infer what the suffix –nym means. Hint that it sounds similar to what it actually means (–nym = name). Use every opportunity to make students aware of affixes and how they affect the meaning of words.

**Antonym** – names that are opposite (happy/sad; concrete/abstract)

**Synonym** – names that are the same (tired/exhausted; tiny/infinitesimal)

**Homonyms** – names that are spelled and sound the same but mean something different (walk, verb; and walk, noun)

**Homographs** – words that look the same but have different pronunciations and meanings (wound, an injury; and wound, as in “coiled.”)

**Homophone** – Words that sound alike but look different and have a different meaning (to, two, too).

> Ask students to brainstorm as many examples of each kind of –nym as possible. **NOTE:** Brainstorming poses the danger of only involving a few students. I now utilize what I call 3/5/10 brainstorming. Students should each come up with three of each type of –nym by themselves. I tell them this is a solo moment. This gives all students an opportunity to think and explore possibilities. Students should then share their answers with students sitting around them. As a group, students should be able to come up with five possibilities for each type of word. Now students can blend ideas, borrow ideas, and clarify possible misunderstandings before blurting out something that may cause embarrassment. This provides safety for less secure students. Finally students are truly ready to brainstorm as a class. Now all students have been engaged in the process at one level or another. The class should suggest ten words for each of the three types of –nyms.

> Show the transparency of the –Nym Gym chart. Explain that the challenge is to roll one die, begin with that word, and then add words to reach the twelfth box. Each word added must be connected to the previous word by being an antonym, a synonym, or a homonym (homograph or homophone).

> Students must show the relationship between the words by writing antonym, synonym, or homonym, homograph, or homophone on the shadowed line between the boxes.

> The part of speech should be included for each word in the bottom right-hand corner. This is important for homonyms because they look and sound alike. It is the usage that separates them.

[examples]

<table>
<thead>
<tr>
<th>Walk</th>
<th>Homonym</th>
<th>Walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td></td>
<td>Noun</td>
</tr>
</tbody>
</table>

> Model by sharing the following completed example, pointing out the relationship between the words as you go:

See page 4 for –Nym Gym Word Workout for Mental Muscles
The Reader's Digest National Word Power Challenge™

-Nym Gym
Word Workout for Mental Muscles

**Directions:** Roll one of the four word dice. Write the word you (or your team) rolled in the first box. Each word you add must be a homonym (include homographs and homophones), synonym, or antonym to the word directly before. Example: Your first word is WALK (v). The next word can be RUN (antonym), or WALK (n) (homonym), or STROLL (synonym). Your challenge is to fill all twelve squares following this pattern. The form of the word can change (present to past tense, etc.) as long as the word you write is one of Them -Nyms! On the shadow line, write the type of connection used between the two words: Homonym (homograph, homophone), Synonym, or Antonym.

<table>
<thead>
<tr>
<th>Cranky</th>
<th>Happy</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonym</td>
<td>Synonym</td>
<td>Antonym</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissatisfied</th>
<th>Fulfilled</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonym</td>
<td>Synonym</td>
<td>Antonym</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hungry</th>
<th>Famished</th>
<th>Stuffed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonym</td>
<td>Antonym</td>
<td>Homonym</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stuffed</th>
<th>Flat</th>
<th>Flat</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as in pillow)</td>
<td>Adj.</td>
<td>(as in apartment)</td>
</tr>
<tr>
<td>Antonym</td>
<td>Homonym</td>
<td>Noun</td>
</tr>
</tbody>
</table>

Example from Kara Rose and Lisa Edwards
Aldine ISD, Houston, Texas

You are an awesome -Nym Wit!
For guided practice, complete one –Nym Gym chart as a class, in teams, or in pairs. Using a dictionary, a thesaurus, or other resources is suggested, at least initially. Most students are not at a point where they are able to pull –nyms out of their heads. The use of resources will also encourage them to seek higher-level words.

Once students are secure with the procedures and processes for –Nym Gym, they are ready to try one on their own for study or assessment purposes.

**Evaluation/Variations:**

> **Possible Point Scale:**
> - Words 3 points
> - Connections between words 3 points
> - Part of speech 2 points
> - Antonym used 2 points, if one is used
> - Synonym used 2 points, if one is used
> - Homonym used (homograph, homophone) 1 point if one is used

> Extra points might be given for three-syllable or larger words.

> Words can come from a novel or story that students are currently reading. (Warning: not all words work as easily as others.)

> Give students a list of bonus words. Extra points are given if the word(s) appear in any of the 12 boxes.

Note: Students do not have to reach the twelfth box to benefit from the workout!

See page 6 for –Nym Gym transparency form

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### Other –Nyms Worth Naming!

**–nym: from Greek, meaning word or name**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anonymous</td>
<td>having no name</td>
<td>an anonymous donor</td>
</tr>
<tr>
<td>acronym</td>
<td>initials of other words</td>
<td>NASA, FBI, USA</td>
</tr>
<tr>
<td>anatonym</td>
<td>part of the body used as a verb</td>
<td>toe the line, face the music</td>
</tr>
<tr>
<td>aptronym</td>
<td>name especially suited to a profession</td>
<td>John Couch, furniture salesman; Emily Baker, pastry shop owner.</td>
</tr>
<tr>
<td>autonym</td>
<td>a word that describes itself</td>
<td>Hippopotomonstrosesquipedalian: “pertaining to a very long word”</td>
</tr>
<tr>
<td>capitolonym</td>
<td>a word that changes meaning and pronunciation when it is capitalized</td>
<td>Herb and herb</td>
</tr>
<tr>
<td>charactonym</td>
<td>a literary character’s name that matches the character’s personality</td>
<td>J.K. Rowling is a master of this with the Harry Potter series: Malfoy, Snape, etc.</td>
</tr>
<tr>
<td>cononym</td>
<td>words that evolve to have two polar meanings</td>
<td>bad (awful) became bad (awesome)</td>
</tr>
<tr>
<td>eponym</td>
<td>“after or upon a name” (words that come from the names of people, things or places)</td>
<td>Jeep, Chapstick, Disneyland (to describe a fantastic place)</td>
</tr>
<tr>
<td>exonym</td>
<td>a place name used by foreigners that is different from the name used by natives</td>
<td>Cologne for Köln, Germany</td>
</tr>
<tr>
<td>heteronym</td>
<td>spelled the same but have different pronunciations and meanings</td>
<td>read, read lead, lead resume, resume</td>
</tr>
<tr>
<td>metonym</td>
<td>a name that stands for something to which it is closely related</td>
<td>crown in reference to the monarchy</td>
</tr>
<tr>
<td>pseudonym</td>
<td>false name</td>
<td>Mark Twain, Eminem, Dr. Seuss</td>
</tr>
<tr>
<td>tautonym</td>
<td>a word composed of two identical parts</td>
<td>Tutu, goody-goody, tom-tom</td>
</tr>
</tbody>
</table>
-Nym Gym
Word Workout for Mental Muscles

Directions: Roll one of the four word dice. Write the word you (or your team) rolled in the first box. Each word you add must be a homonym (include homographs and homophones), synonym, or antonym to the word directly before. Example: Your first word is WALK (v). The next word can be RUN (antonym), or WALK (n) (homonym), or STROLL (synonym). Your challenge is to fill all twelve squares following this pattern. The form of the word can change (present to past tense, etc.) as long as the word you write is one of Them -Nyms! On the shadow line, write the type of connection used between the two words: Homonym (homograph, homophone), Synonym, or Antonym. Challenge yourself to use all of Them -Nyms!

You are an awesome -Nym Wit!
Lesson Plan 2: Syllable Word Spin

Objective(s): Students will create a Word Spin in order to identify syllables and learn new vocabulary words.

Materials:
- CDs (used or unused) These can be acquired free from numerous sources such as old textbook adoptions, companies that send them in the mail or give them away, computer stores, etc.
- Permanent markers
- Rulers (optional)
- Homemade die (use a wooden cube available from craft stores, with a number from 1-4 written on each side)
- alphabet stickers

To make a Syllable Word Spin disk:
1. Take a blank CD
2. Use a ruler and a permanent marker to draw lines from the center to the edge of the CD, dividing the disk into eight relatively equal parts.
3. Using alphabet stickers, place one letter in each of the eight segments. Three Word Spin CDs can be made from one set of alphabet stickers, leaving off some letters (X, Z, Q)

Presentation Guidelines:
Ask a student to roll the die and then spin the Word Spin, using the following directions (you may want to write these directions on the CD):
- Place the Word Spin on your left or right pointer finger.
- Spin the disk.
- When it stops, notice what segment the fleshy side of your fingertip is pointing toward. This is the segment that you will provide your answer from.

If the number on the die was 4 and the segment on the Word Spin was the letter "N," the student will give a four-syllable word that begins with N. The student can use the Reader’s Digest vocabulary lists, or a dictionary. Using a timer allow the student one minute to find a word, if needed. Write the word on the chalkboard and discuss its definition.

Students keep score by securing points based on the number of syllables rolled and correct answers (a three-syllable word earns the student 3 points).
Lesson Plan 3:
Affix Word Spin

Objective(s): Students will create a Word Spin in order to identify affixes (prefixes and suffixes) and learn how they affect the meaning of the root words.

Materials:
> CDs (used or unused) These can be acquired free from numerous sources such as old textbook adoptions, companies that send them in the mail or give them away, computer stores, etc.
> Permanent markers
> Rulers (optional)

To make an Affix Word Spin disk:
1. Take a blank CD
2. Use a ruler and a permanent marker to draw lines from the center to the edge of the CD, dividing the disk into eight relatively equal parts.
3. You may wish to create two different Word Spins, one for prefixes and one for suffixes. For prefixes, in each of the eight segments on the CD write common prefixes such as “mis-,” “un-,” “non-,” “re-,” “pre-,” “extra-,” “inter-,” “semi-,” “mal-,” “post-,” etc. For suffixes, write in each section “-ly,” “-ment,” “-ness,” “-ing,” “-ous,” “-less,” “-ication,” “-ist,” “-able,” “-ity,” “-tion,” etc. (The suffix Word Spin offers a good opportunity to explore with students how root words sometimes change when suffixes are added, as, for instance, when “desire” becomes “desirable” or “use” becomes “usage.”

Presentation Guidelines:
Ask a student to spin the Word Spin, using the following directions (you may want to write these directions on the CD):
> Place the Word Spin on your left or right pointer finger.
> Spin the disk.
> When it stops, notice what segment the fleshy side of your fingertip is pointing toward. This is the segment that you will provide your answer from.

If the segment on the Word Spin was the prefix “mis-,” the student will choose a word, such as “inform,” and attach the prefix to it. The Reader’s Digest vocabulary lists contain many words to which prefixes or suffixes can be attached.
Give students points for both the correct use of the affix, and also for the level of difficulty of the word.
Lesson Plan 4: Word Passports

**Rationale:** Many words in the English language come from other countries. Examining these words raises students’ awareness of how words come into a language and provides a context for remembering them. This is a wonderful opportunity to connect geography, world cultures and history to vocabulary development.

**Objective:** Students will create a passport for words that have come into English from another country. All known details about the word will be included in the passport. The passports will then be published to show how frequently words are borrowed (and never returned!) from other cultures. Maps should, in some way, be included in the publication process.

**Materials:**
- Maps
- Passport (if possible)
- Access to the Internet or other etymology resources
- Removable labels (return-address size works well)
- Paper
- Stapler
- Card stock (for passport cover)

**Presentation Guidelines:**
> Using a large world map, ask students if they know of any words in the English language that come from other countries. If they do, ask them to come up to the map and point to the location the word came from. Most students, at this point, will be limited in what they will be able to share.

> Read *The Journey of English* by Donna Brook or information culled from various sources about the early days of the English language. The idea is for students to understand that invasions, explorations and immigrations over time changed and shaped our language. Many countries take words from English, as well. Some countries would prefer that these English words be blocked from their language so that it remains “pure.” However, there are no boundaries or immigration procedures for words.

> If you have a passport or can obtain one, it is nice to show students a real passport. However, it is not essential.

> Share with students that people must have a passport when traveling to another country. The passport includes: their country of origin, full legal name, date of birth, passport number, place of birth, and then pages so that the owner of the passport can obtain immigration stamps in each country visited (this is not done so much now; stamps often have to be requested).

> The cover of the passport typically has the country seal and the name of the country. It also has PASSPORT clearly printed at the top. The colors vary from country to country.

> Students will search for a word that comes from another country. You may choose to assist students by providing a list of "Loan-words" from which they can select a word and then research it for their passport; a good list can be found on www.wordorigins.org (enter “Loan-words” into the search box, then click “Loan-Words and Where They Come From”). Each student will then create a passport for his or her word that includes the information, as accurately as possible, that would be found in a person’s passport. There is room for creativity. Exact date of birth may not be available. Approximate dates or a full time period can be used instead. Once students know their word and its country of origin, have them write the word on one of the removable labels and place it on the map. At this point, no other student should choose this word. It is neat to see the words slowly appear on the map. Students can note and discuss patterns regarding words that have come into the English language.

> At the close of the activity, allow time for a few students to share their passports. It is often a good idea to share only a few words a day; otherwise students may lose their listening focus.

**Evaluation/Variations:**
> Throughout the year, as students locate additional words that have come from other countries, they can request a label to add each word to the map.

> A rubric provides the best method for scoring the Word Passports so that the objectives that are taught and expected are what are assessed and scored.
Lesson Plan
Appendices
Grades 4 and 5

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Appendix A: Vocabulary List
(From the Preliminary Written Test—Appendix B—that your students took at the beginning of the Classroom Competition. You may want to re-administer the test to measure students’ mastery of these new vocabulary words after completing all lesson plans.)

apparently
beacon
bluster
confiscated
distorted
emerged
emigrant
flagged
glossy
huddle
immense
lurked
mauled
misery
mishap
pathetic
petition
prone
quack
quench
sage
tentative
tolerate
translucent
vacancy

Appendix B: Preliminary Written Test
From the Classroom Round of the 2006-2007 Reader’s Digest National Word Power Challenge
(Answer key is at end)

1. Tarzan was in a prone position on the jungle floor. Thus, he was:
   A: standing on one leg.
   B: lying face downward.
   C: lying on his side.
   D: curled up into a ball.

2. "Look before you leap" is sage advice. Sage advice is:
   A: silly.
   B: scientifically proven.
   C: wise.
   D: completely useless.

3. A glossy photograph is:
   A: very large.
   B: shiny.
   C: digital.
   D: shot in black and white.

4. The Statue of Liberty is a beacon to travelers. A beacon is:
   A: guiding light.
   B: large statue.
   C: warning sign.
   D: place to land.

5. The bank robber lurked in the shadows. The robber:
   A: dug a short tunnel.
   B: crawled on his stomach.
   C: carried hidden weapons.
   D: was sneaky and hidden.

6. In the mall, a lion mauled a mannequin. To mauled is to:
   A: roar mightily.
   B: carry off.
   C: leap upon someone.
   D: claw badly.

7. “Huddle up,” the coach shouted, and her players:
   A: lined up for a play.
   B: sat on the bench.
   C: met in a tight circle.
   D: went to the locker room.

8. Earthquake victims experienced much misery. They:
   A: suffered great unhappiness.
   B: discovered new ways to survive.
   C: left the country.
   D: hoarded supplies like misers.

9. Miami fans felt immense joy when their team won the basketball championship. Immense means:
   A: huge.
   B: indifferent.
   C: a relief.
   D: not believable.

10. The fun-house mirrors distorted my reflection by:
    A: showing me how I really looked.
    B: shining light through a prism.
    C: making me look short and fat.
    D: scaring me out of my wits.

11. The hotel’s vacancy sign flashed on and off. This hotel was:
    A: a great place to vacation.
    B: fancy and expensive.
    C: filled to capacity.
    D: hoping to rent rooms.

12. Around four o’clock my energy flagged, and so I:
    A: did a jaunty little jig.
    B: felt like running laps.
    C: wanted a nap.
    D: sang “The Star-Spangled Banner.”

13. Our grouchy neighbor said he’d have us arrested if our ball rolled into his garden, but we knew that was bluster, or:
    A: an empty threat.
    B: a figure of speech.
    C: a humorous statement.
    D: a bid for attention.

14. The musician’s father was an emigrant from Greece. His father:
    A: was not allowed to return to Greece.
    B: left Greece to live in another country.
    C: inherited a grant of land in Greece.
    D: spoke only Greek and no English.

15. My grandmother did not tolerate movies with bad language. Thus, she:
    A: only went to movies with bad language.
    B: did not understand movies with bad language.
    C: avoided movies with bad language.
    D: did not mind movies with bad language.

16. Falling out of airplane and landing in a volcano, the tourist experienced a slight mishap. A mishap is:
    A: an unfortunate accident.
    B: a fortunate accident.
    C: a strange happening.
    D: a bit of happy nonsense.

17. My crystal chess pieces are translucent. Thus, they:
    A: bring me good luck.
    B: are very expensive.
    C: are imported from Lucerne.
    D: are clear and transparent.
18. The Scout leader was tense until a tentative decision was reached about buying tents. Something tentative is:
A: not final.
B: final.
C: one more than "nine-ative."
D: subject to a vote.

19. That bossy girl at school wanted me to sign the petition:
A. that I painted in art.
B. that divides our lockers.
C. to protest greasy cafeteria food.
D. on her broken arm.

20. If a doctor is a quack, he:
A. wears a white lab coat.
B. is incompetent.
C. treats ducks and geese.
D. is very skillful.

21. If you’re looking for something that will quench, you’ll go to a:
A. hardware store.
B. dictionary.
C. water fountain.
D. gym.

22. Henry was reading an awesome Spider-Man comic in school, until his teacher:
A. croaked it.
B. confiscated it.
C. cobbled it.
D. cantered it.

23. Which is the most pathetic?
A. A vampire who’s afraid of blood.
B. An acrobat with no fear.
C. A dog being patted.
D. A surfer who adores water.

24. “Apparently, Jen is sick today,” said the teacher. The teacher:
A. believes that Jen is really sick.
B. thinks that Jen is lying.
C. means that Jen has been sick for days.
D. is alarmed that Jen is sick.

25. The star emerged from the limo an hour after the show was supposed to begin. To emerge is to:
A: create a sense of emergency.
B: create confusion.
C: come forth.
D: run together.

Answer Key, Preliminary Written Test
1. B
2. C
3. B
4. A
5. D
6. D
7. C
8. A
9. A
10. C
11. D
12. C
13. A
14. B
15. C
16. A
17. D
18. A
19. C
20. B
21. C
22. B
23. A
24. A
25. C

Appendix C: Supplementary Vocabulary List
absent-minded accuracy acquainted affection affluence alienated alley alter analyze anticipated anticipates antidote appendix apt aspiration assumption commences commotion compose conceited conspicuous conspiring consumption craned credibility credible critic

crouch culprit cumbersome cyclone debate deceives declined deem deficient dependent descent diplomatic dislodging dissension domain drawback droll eavesdrop etiquette famines feeble ferocious fiddler giddy gnash goblet goblet hesitant hideous howls hunker identified inhabit innumerable irrational
<table>
<thead>
<tr>
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