



## VOCABULARY SUPER STRETCH

Skill levels 9 - 11

Complete program: 12 units  
Vocabulary Super Stretch - Set 1 (Units 1, 2, 3, 4, 5, 6)  
Vocabulary Super Stretch - Set 2 (Units 7, 8, 9, 10, 11, 12)

For details about each unit, see the Contents section on page 3 - 8.  
For teaching suggestions, see page 8.

Evaluation versions: Units 2 and 8  
Tracks work for two students.

Windows 98/Me/NT/2000/2003/XP  
8 MB RAM, 40 MB hard disk space  
This program requires a minimum screen resolution of 800 by 600 pixels.

The program helps students to learn new words, recognize them in different contexts, and understand where many English words come from. A glossary introduces the word list in each unit. Each set contains 108 vocabulary words and 920 questions.

The program is compatible with Merit Text Talker, which allows students to have the text read aloud to them.

The program is designed for students at different levels of language proficiency in high school. The first parts of the program, the Workout and Wrap-up, help to build vocabulary through vocabulary in context sentences as well as FYIs, (for your information) word origin stories. The enrichment activities, which are optional, provide students with a chance to stretch their knowledge in a more advanced context. The first parts of the program help to improve their test skills. The enrichment activities are specifically designed to help students increase their vocabulary in interesting new contexts.

The format allows the word list, the question, and the multiple choice answers to remain on screen at the same time so that students can refer to the list when choosing an answer. The program can also be used by ESL and adult students interested in improving their reading skills. It contains a diagnostic test and glossary, followed by a series of exercises and activities designed to promote mastery of words and word families.

This self-paced improvement and management program helps students sharpen their vocabulary skills and lets teachers monitor their students' independent learning. After an assessment, students work on specific words on each list and learn in a mixed practice format that includes: 1) a Multiple Choice exercise; 2) an Antonym Hunt; 3) two idea association activities, Beyond Definition and Idea Match; 4) a Words-in-context Paragraph; and 5) a Crossword Puzzle. The glossary is available throughout, and students receive help and contextual feedback. A review consisting of three activities follows every three units.

Each lesson is self-directing and self-correcting. Students receive graphic rewards. Following each round on the summary screen is a Print option, which generates a progress-to-date report. Student scores are kept in a management system that allows teachers to view and print reports.

The evaluation version of the program permits entry of only two student names. When a third name is entered, the first one will be deleted. The stand-alone version for one station contains record keeping for 42 students. Other School versions permit entry of as many names as disk space allows. When disk space is filled, the name that was entered first will be deleted.

For logging on instructions, see the Logging on and Class Management section of this guide. Versions are available for stand-alone, network, or home use.

### PROGRAM DESCRIPTION

Each unit of the program contains three Main Menu parts: Tryout, Workout, and Finals. Summary screens follow each round of each part of the Main Menu. The Print option shows the student's progress to date, not just the results of an individual round.

**TRYOUT:** Because the Tryout helps the student assess his knowledge of words on the list, he does not get any sounds or graphic rewards until he has completed the Tryout. The bar at the bottom of the screen shows how much of the Tryout he has completed. When the student has completed the Tryout a summary screen will show how he did. Stars show the number of words passed. A check shows that he has done an excellent job. His scores let him know how he is doing. 'Print' will show how he did in a progress-to-date report.

**WORKOUT (part 1 - Multiple Choice):** This section of the program presents a multiple choice question for each word on the list. A glossary and help messages, as well as sound and graphic rewards, are available. FYI buttons allow the student to learn interesting additional facts about selected words on the list. To pass the Workout, the student must make correct choices for each word. The student must do a minimum of two rounds to pass the Workout. When he completes the Workout he automatically moves on to the Wrap-up. The bar at the bottom of the screen shows how far along the student is in the Workout.

**Wrap-up (part 2 of the Workout):** The Wrap-up consists of two activities, Antonym Hunt and Beyond Definition, a series of multiple choice thought questions. Each gives the student a different way to see what he has learned.

**Summary-Workout:** At the end of each round a summary screen shows which words the student passed in that round. Only Workout results appear on the screen. 'Print' will show the Workout scores along with the Wrap-up results. The bar at the bottom of the screen indicates the student has passed the Workout. He may then go on to the Enrichment activities.

**Enrichment:** Three unscored activities make up the enrichment section: Idea Match, Words in a Paragraph, and Puzzle. When the student has received a star, he has completed the Enrichment activities. Print will show how he did in the complete program.

**FINALS:** The student is tested on the same words but with some different multiple choice questions. He will be given a text for each word. The student must make a correct choices to pass the word. The bar at the bottom of the screen shows how much of the Finals he has completed.

**Summary-Finals:** When the student has finished all the words, a summary screen will show how he did.

**Targeted Workout (follows the Finals):** If the student has NOT passed one or more words in the Finals, he is prompted to do this optional exercise and then repeat the Finals.

**REVIEW:** At the end of each group of three units, students are challenged by two multi-paragraph reviews and a crossword puzzle.

### LOGGING ON AND CLASS MANAGEMENT

There are two options for adding student names to the record database.

- Teacher controlled – appropriate for most schools. Names added with the Teacher Program Manager (TPM) Set Up Student Names functions. See the Teacher Program Manager section of the guide.
- Student controlled – for home users and for mature students. Names added at the Logon Screen.

The program opens to a Logon screen with all previously entered class codes and student names. Students must select their class code in order to see the list of students in their class. They then click on their name to begin the program. If the program is in student controlled mode and students are logging on for the first time, they select their class code, click the New Student icon, and fill in their name on the form that appears on the screen.

The evaluation version of the program permits entry of only two student names. When a third name is entered, the first one will be deleted. The stand-alone version for one station contains record keeping for 42 students. Other school versions permit entry of as many names as disk space allows. When disk space is filled, the name that was entered first will be deleted.

### **SCORING**

Students may print out their scores at the end of round progress-to-date screen. Teachers may view detailed scoring in the Teacher Program Manager.

### **TEACHER PROGRAM MANAGER**

All Merit Software applications utilize a centralized student record keeping/management system utility program called Teacher Program Manager (TPM). For more information about class management, scoring, and other program features see the Teacher Program Manager manual. It can be printed out from a Merit Software CD or from this link on the Internet:  
[http://meritsoftware.com/Teacher\\_Program\\_Manager.pdf](http://meritsoftware.com/Teacher_Program_Manager.pdf)

Here are the program features the teacher may customize for students using the Program options menu in the TPM.

1. Hide/Show Sound
2. Hide/Show Graphics
3. Control which program parts are active

## **CONTENTS OF VOCABULARY SUPER STRETCH**

### **Vocabulary Super Stretch, Set 1 (Contains Units 1, 2, 3, 4, 5 and 6)**

#### **UNIT 1**

apparent - obvious, clear  
 complement - to complete or enhance; counterpart  
 compliment - act of praise, approval  
 contemporary - modern  
 determine - figure out  
 extraordinary - remarkable  
 inept - clumsy, lacking skill or ability  
 initial - about the beginning, first  
 inspire - stir to action  
 interval - space or time period between events  
 native - natural, to come from; a person born in a certain place  
 participate - take part  
 perpetual - constant  
 radiant - giving out rays of light, beaming, bright with joy  
 sacred - religious, holy  
 wane - grow weaker  
 wax - grow fuller, grow more, increase  
 worthless - valueless

**UNIT 2**

afflict - to cause great pain, suffering or distress  
 castigate - scold severely  
 crucial - vitally important, significant  
 effective - able to produce a desired result  
 escapade - adventure, wild prank  
 espionage - spying, surveillance  
 exaggerate - make or seem greater, overstate  
 expose - leave unprotected, make known, uncover  
 fundamental - underlying, basic, essential  
 inflict - impose something unwelcome  
 lull - period of calm or stillness; to soothe or quiet  
 maze - complicated or confusing network of passages  
 memorable - remembered for a long time, notable  
 plausible - apparently true, seeming to be reasonable  
 relentless - harsh, continuous, single-minded  
 subjugate - bring under control  
 succession - coming one after another, in continuous sequence  
 unscathed - wholly unharmed, unhurt

**UNIT 3**

barrier - obstacle, hindrance  
 conclude - to end  
 conclude - to decide, determine  
 deduce - derive, infer  
 devote - to concentrate on, believe in  
 dubious - doubtful  
 endeavor - try, attempt, make an effort  
 execute - put into effect  
 exonerate - free from blame  
 gradual - slow, little by little  
 hamper - hinder, interfere with  
 incredible - unbelievable  
 indefatigable - untiring, persistent  
 initiative - enterprise  
 nominate - name as a candidate  
 onerous - burdensome, difficult  
 pandemonium - great disorder, chaos  
 prosperity - affluence, wealth

**Review Units 1 - 3****UNIT 4**

adept - skillful  
 bizarre - odd  
 chronicle - record  
 commerce - exchange of goods or services  
 correspond - communicate with  
 correspond - be equivalent to, agree  
 exhilarate - invigorate, make cheerful  
 exterminate - destroy  
 genius - extraordinary intelligence  
 insight - understanding  
 interpret - explain, translate  
 intrepid - fearless  
 neutral - impartial, being neither one extreme nor the other

plaudit - expression of approval  
posthumous - occurring after death  
symbol - something that is representative of something else  
synthetic - man-made  
transpose - change the order of, reposition, shift

**UNIT 5**

appropriate - to set aside for a specific purpose, allot, assign  
appropriate - especially suitable  
chaos - utter confusion  
demeanor - manner, disposition  
diction - way of pronouncing words  
epitome - ideal example, embodiment  
eradicate - eliminate  
irony - opposite of what is expected, one thing said and its opposite implied  
martyr - person who dies or suffers much to further a belief or cause  
meditate - think quietly, contemplate  
mimic - imitate  
occurrence - something that happens, event, incident  
paramount - most important  
pious - very religious  
prudent - wise  
reputable - respectable  
society - a group of people sharing a common culture or interest  
statistic - information in the form of numbers

**UNIT 6**

amble - stroll  
benevolent - kindly, charitable  
contagious - rapidly spread, infectious  
evinced - call forth, show clearly  
exemplify - be an example of, represent  
furor - uproar, rage  
hackneyed - overused, trite  
impostor - fake, pretender, deceiver  
ingenious - cleverly inventive and original, resourceful  
ingenuous - innocent, unsuspecting, naive  
noxious - harmful  
policy - procedure, accepted course of action  
scribe - copyist, writer  
sensationalism - subject matter or language designed to startle or excite  
tenacious - holding fast, adamant, persistent  
trend - a general tendency  
verify - confirm, make certain of  
wry - sarcastic, warped, mocking

**Review Units 4 - 6**

**Vocabulary Super Stretch, Set 2 (Contains Units 7, 8, 9, 10, 11 and 12)****UNIT 7**

annex - attach to something, an addition  
blatant - offensively obvious  
consume - to use up  
efficient - able, bring about a desired result with little waste  
garner - gather in, acquire  
histrionics - theatrical behavior  
homage - respect and honor  
impurity - something that contaminates; a contaminant  
intrigue - arouse interest; plot, scheme, conspiracy  
legendary - famous, well-known  
loquacious - talkative  
lyric - songlike, poetic  
moral - lesson to be learned  
morals - standards of behavior  
recapitulate - restate briefly  
slapstick - crude comedy, using horseplay  
transient - short-lived, temporary, brief  
twit - tease, ridicule

**UNIT 8**

abdicate - relinquish, give up, surrender  
articulate - give words to, enunciate, utter  
compound - composed of two or more parts, combination; to increase or add to  
compound - enclosed area  
curtail - restrict, curb, cut short  
defame - damage through misrepresentation, malign  
disinterested - impartial  
ideology - set of beliefs  
indignity - insult, humiliating treatment  
pernicious - harmful  
pragmatic - practical, sensible, reasonable  
predominate - prevail  
prodigious - enormous  
propaganda - ideas that help or hurt a cause, promotional material  
resource - asset, supply that can be used when needed  
reticent - disinclined to speak, shy  
stamina - endurance  
strategy - plan

**UNIT 9**

affluent - wealthy, prosperous, rich  
commodity - something of use, advantage, or value  
decorum - proper behavior, order  
definitive - final, quintessential  
discreet - cautiously tactful, modest  
effluent - outflow  
entreat - beg, plead  
genteel - polite, stylish, aristocratic  
gourmet - expert on fine food, connoisseur  
heterogeneous - dissimilar, mixed  
memoir - autobiography, an account of personal experiences, biographical sketch  
opulent - super abundant, deluxe, lavish  
pacify - soothe, appease

pedagogue - teacher  
recession - movement backward, business decline  
reclusive - withdrawn, solitary  
sojourn - temporary stay, journey, travel  
supercilious - haughty

## Review Units 7 - 9

### UNIT 10

bigotry - narrow-mindedness, prejudice  
boycott - refuse to deal with, avoid  
concept - general idea  
constrain - restrict, compel, force  
deficit - amount of money short, shortfall  
designate - describe, label, name, specify  
dilemma - situation involving a difficult choice  
entail - make necessary, require  
extrovert - sociable person  
genus - class with similar characteristics  
hierarchy - order, rank  
inadvertent - unintended, accidental  
microcosm - small, representative part of the whole  
moderate - neither too much nor too little, not extreme, average  
moderate - make less severe, violent or intense  
petition - solemn, earnest request  
retrospective - a look back on the past  
vindictive - revengeful, spiteful; desire to hurt

### UNIT 11

accolade - award, praise  
ambulatory - able to walk  
aspersion - slur, unfavorable or damaging remark  
circumspect - cautious, careful  
clandestine - secret, hidden  
disdain - scorn  
empathy - feeling or sharing another's emotions or experiences  
expound - explain, make a detailed statement  
heritage - something received through birth; tradition  
implicit - imply, understand though not directly express, tacit  
insurgence - rebellion, uprising  
optimum - most favorable  
propound - propose, offer for consideration or acceptance  
stellar - celebrated, outstanding  
stellar - of the stars, celestial  
synopsis - summary, a brief general overview  
tribulation - suffering, hardship  
zenith - highest point, peak, culmination

**UNIT 12**

attrition - gradual wearing down, lowering, reduction  
cardiac - related to the heart  
commiserate - sympathize  
concomitant - accompanying, occurring with something else  
consummate - superb, masterful, virtuoso  
conspire - conclude, complete in every respect  
coterie - group of followers  
deplete - exhaust, empty  
endemic - native, prevalent in a particular locality or people  
enrapture - delight  
entity - thing that exists, a being  
mediate - try to bring about an agreement  
mesmerize - hypnotize  
metamorphosis - change, transformation  
nonpareil - one whose greatness is unequalled; unparalleled, unequalled  
sumptuous - grand, luxurious, opulent  
vacuous - empty, stupid  
venerate - deeply trust, revere

**Review Units 10 - 12****SUGGESTIONS FOR USING THIS PROGRAM**

For best results we recommend that students use the program 20 to 30 minutes a session, two to three times a week, for six to eight weeks in conjunction with other methods of instruction. Program usage should be paced to allow students sufficient time between sessions to absorb the material.

Start out with Merit's *Tryouts* to see where students need reading help most.

Discuss problem areas with students.

Ask students what they read most outside of school. How much do they read outside of school? Do they use books or go online? What do they like to read?

Supplement Merit with material from social studies, science and language arts class, so students may practice skills in various subject areas.

Return to the software and let students try Merit *Workout* sections.

Follow up each software session by asking students what new vocabulary words they have learned. What new questions do they have?

Look at a sample text. Ask students to find the key words that tell the main idea. Can they list 1-2 details? Find a fact and/or an opinion? Explain text sequence?

Have students print scores received for completing software *Workout* sections. Later, discuss scores with students. Are they pleased with their progress? What seems easier to them? What needs more practice?

Relate skills practiced with the software to material in social studies, science and language arts classes, so students can apply new skills to each subject area.

Ask students to try making up new titles for material being read in their social studies, science and language arts classes.

Ask students to make up sentences using vocabulary encountered in social studies, science and language arts classes. Let them work in pairs to share sentences.

Have students imagine they are making up reading/vocabulary questions for the Merit program being used. Give students a short text. Have them work in pairs to create and write their own skill-related question and answers.

Return to the software and let students try Merit's *Finals*, to help prepare for and de-mystify standardized tests.

Follow up software units with written post-tests.

Compare students' software results with gains in standardized test scores.

#### **TIPS FOR INTRODUCING MERIT TEXT TALKER**

The Merit Text Talker is an optional feature that may be helpful for your students. Introduce the Merit Text Talker feature to students by demonstrating how it functions.

Show how they can right-click in a text box to have the "Say text" pop-up message appear. Then show that moving the mouse over the pop-up highlights the pop-up. Press the highlighted pop-up to have the text read aloud. Right-click again to stop the text.

Show students that using the Application Key (next to the right-side CTRL Key) is equivalent to right-clicking.

Have students practice using the Merit Text Talker.

Encourage students to change the Merit voice periodically from "Kate" to "Paul," so they can practice listening to two different voices.