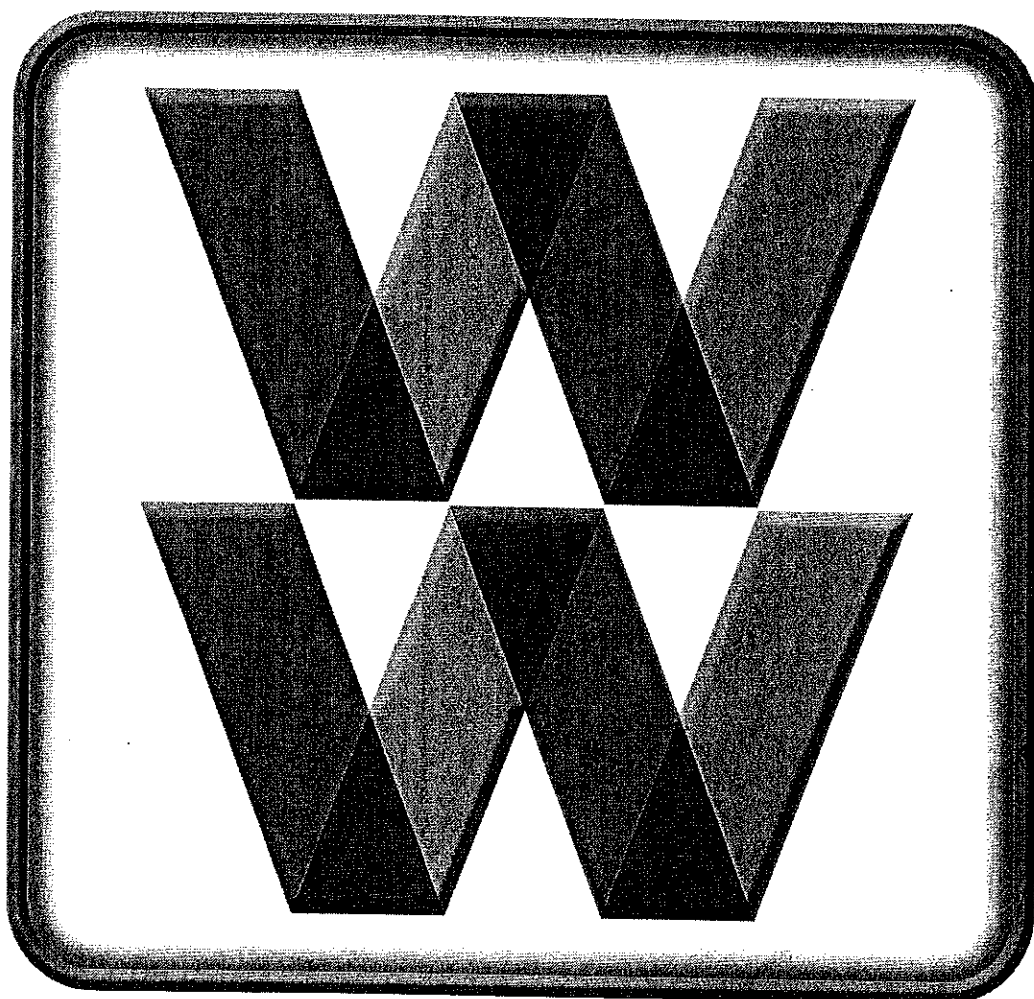


# WORDLY WISE

# 3000<sup>®</sup>

Book **5**

## Teacher's Resource Book



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## Program Preface and Components

Words are the tools we use to think, to express ideas and feelings, and to learn about the world. Because words are the very foundation of learning, improving students' vocabulary knowledge has become an educational priority. Student word knowledge is strongly linked with academic accomplishment, because a rich vocabulary is essential to successful reading comprehension. Furthermore, the verbal sections of the high-stakes standardized tests used in most states are basically tests of vocabulary and reading comprehension.

*Wordly Wise 3000*, Second Edition, has been designed to help students in kindergarten through grade 12 meet state standards for vocabulary and reading comprehension. By using the lessons in the Student Book, as well as the tools, strategies, and techniques provided in the Teacher's Resource Book, you can make vocabulary development an effective part of your students' instruction.

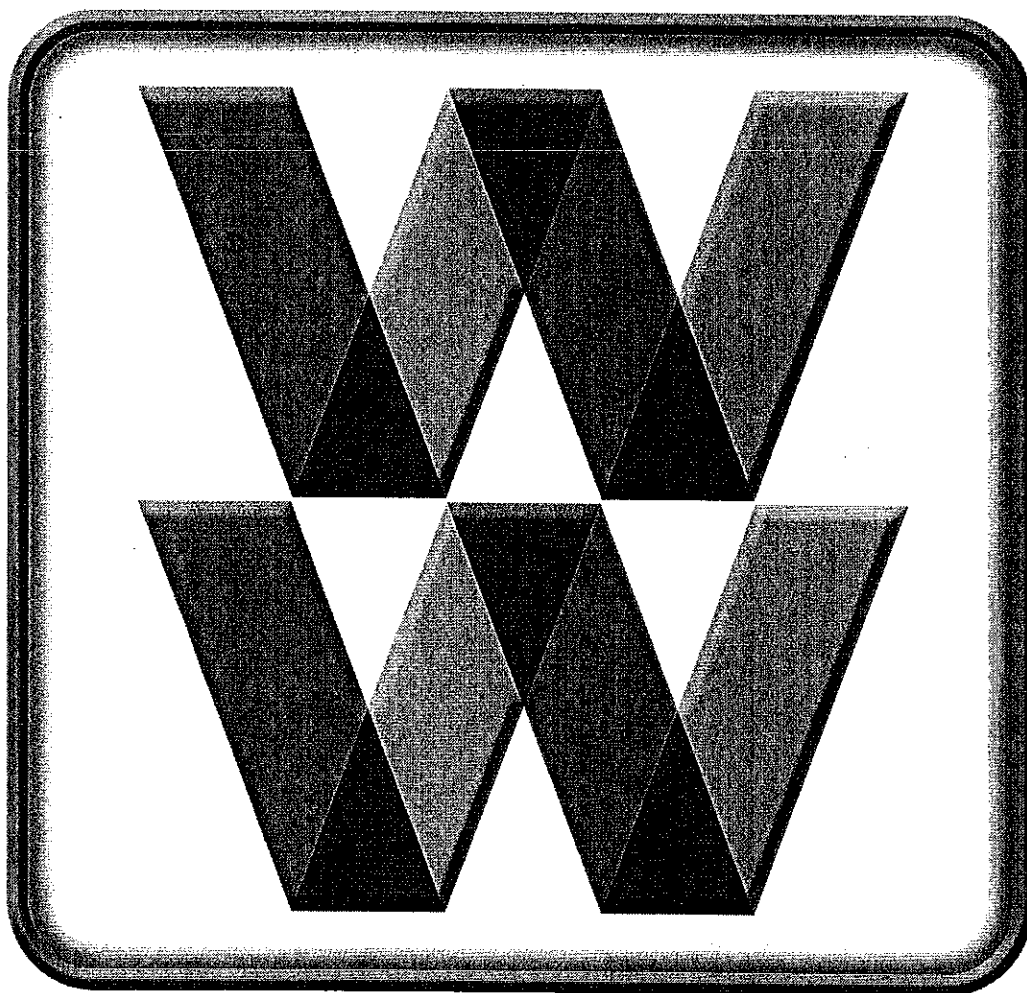
### Program Components

- Student Books (K–12)
- Picture Cards (K–1)
- Concept Cards (K–1)
- Answer Keys (2–12)
- Teacher's Resource Books (K–1)
- Teacher's Resource Books (2–12)
  - Teacher's Guide
  - Student Book Answer Key
  - Lesson Review Exercises
  - Lesson Review Answer Key
  - Tests
  - Tests Answer Key
  - Word List
- Test Generator (2–12)

The purpose of this Teacher's Resource Book is to provide you with the knowledge and tools you need to increase and improve your students' vocabulary. It begins with the Teacher's Guide, which presents research-based information and proven techniques for vocabulary development as well as specific information and guidelines for using the lessons in Book 5. Following the Guide is an Answer Key to the exercises in the Student Book.

This Teacher's Resource Book also provides review and assessment tools. An additional exercise to use with the Passage is new to the Second Edition and gives you more flexibility in your teaching. You can use it for review or in place of the more challenging final exercise in the lesson. There are also reproducible Tests for each lesson, and Answer Keys for all.

# Teacher's Guide



## Part 1

# What Is Good Vocabulary Development?

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## Why Vocabulary? Why Teach It?

The *Wordly Wise 3000* series focuses on improving students' vocabulary by furthering their understanding of new words and concepts. Studies have shown that reading comprehension and vocabulary knowledge are strongly correlated,<sup>1</sup> and researchers have found that word knowledge in primary school can predict how well students will be able to comprehend texts they read in high school.<sup>2</sup> Limited vocabularies prevent students from comprehending a text.

Poor readers often read less, because reading is difficult and frustrating for them. This means they don't read enough to improve their vocabularies, which could help them comprehend more. This perpetuating cycle can mean that as students continue through middle school and high school, the gap between good and poor readers grows wider.

Direct instruction in vocabulary can help break this cycle. Good readers often acquire much of their vocabulary through wide independent reading, also known as incidental learning. However, explicit instruction can help students learn enough words to become better readers (and thus acquire even more words). Direct vocabulary instruction is useful for students at all ability levels, but it is particularly useful for beginning students who have a limited reading vocabulary and little exposure to incidental vocabulary learning outside of school.

The average student learns about 3,000 words a year, or six to eight words per day—a remarkable achievement! If students are taught new words at a rate of eight to ten words per week for 37 to 50 weeks, about 300 to 500 words per year can be taught through direct instruction.<sup>3</sup> This leaves a large portion of words to be learned through independent reading, which is essential to acquiring word knowledge.

Although the percentage of words learned through direct instruction may seem small, it is significant. Steven A. Stahl has pointed out that for students at the lower end of the vocabulary range, who learn perhaps 1,000 words a year, a gain of 300 words equals a 30 percent increase, and that for average

students a gain of even 10 percent is educationally significant—especially if it is repeated year after year.<sup>4</sup> Experts agree that a combination of direct instruction, discussions, and encouragement of wide reading is the best way to help students develop vocabulary.

In this new edition of *Wordly Wise 3000* (K–12), we recommend direct instruction at the primary levels (K–1), more student-centered guidance and coaching at the middle levels (2–6), and more independence at the upper levels (7–12) of the program. Of course, more direct instruction and scaffolding may be warranted at the middle and upper levels with struggling readers and English language learners.

## What Should Direct Instruction Include?

So, how do we teach students to acquire words? According to various authorities, effective vocabulary instruction should include definitional and contextual information about a word; multiple exposures to a word in different contexts; and encouragement of students' active participation in their word learning.<sup>5</sup>

### Definition and Context

Traditionally, vocabulary instruction has focused on having students look up word meanings and memorize them. This teaching approach, however, provides only superficial and short-term learning of words. Students who simply memorize word meanings frequently have trouble applying the information in definitions and often make mistakes about the meanings.<sup>6</sup>

To know a word, students need to see it in context and learn how its meaning relates to the words around it. An approach that includes definitions as well as context can generate a full and flexible knowledge of word meanings. When students are given several sentences that use a word in different ways, they begin to see how a word's meaning can change and shift depending on its context. For example, consider the changes in the word *got*, as it appears in the following sentences:

Emilio got a cold.

Emilio got rich.

Emilio got a note from Dashiell.

Dashiell got in trouble.

Although in most of these examples, *got* conveys the idea of receiving, the meaning is slightly different in each one. Based on the concept that students

need to see words in different contexts in order to learn them, each lesson in *Wordly Wise 3000* (2–12) provides definitions of the vocabulary words and multiple examples of their use in context.

## Repeat, Repeat, and Repeat

Students benefit from seeing the same word several times. Word meanings are accumulated gradually. A word that is encountered once has about a 10 percent chance of being learned from context.<sup>7</sup> When students see a word repeatedly, they gather more and more information about it until they acquire an idea of what it means. Dale and O'Rourke have summarized the four stages of word knowledge as follows:

1. I never saw it before.
2. I've heard of it, but I don't know what it means.
3. I recognize it in context—it has something to do with . . .
4. I know it.<sup>8</sup>

The more exposure students have to a word, the more likely it is that they will be able to define, comprehend, and remember it. Good vocabulary instruction builds repetition into the learning process, so that students can learn more words more quickly. Each lesson in *Wordly Wise 3000 Books* (K–12) asks students to use and apply several examples of the lesson's words in different contexts as they complete the exercises.

## You Can Do It! Emphasizing Active Processing by Students

Students remember words better when they connect new meanings to knowledge they already have. This type of active processing occurs when students work with words in some of the following ways:

- produce antonyms and synonyms
- rewrite definitions
- identify examples and non-examples of the word
- use more than one new word in a sentence
- create sentences that contain the new word<sup>9</sup>

Each of the above activities reinforces definitional or contextual information about the word and gives students a chance to own the word for themselves. Group discussion of word meanings also helps students learn new vocabulary by having to actively participate in their own learning. More will be said about the importance of discussion in vocabulary instruction in Part 2 of this Guide (see page 23).



# How *Wordly Wise 3000* Book 5 Can Help in Vocabulary Development

Each Student Book contains 15 (Books 2–3) to 20 (Books 4–12) lessons. Each lesson teaches 10 (Books 2–3) to 15 (Books 4–12) words and may also teach some variants of a word (such as *magnanimous/magnanimity*). Here is a sample copy of a Book 5 lesson with comments explaining its features.

**Lesson 11**

**Word List** Study the definitions of the words below; then do the exercises for the lesson.

**accelerate** *v.* 1. To go or to cause to go faster.  
The morning train quickly **accelerates** once it leaves the station.  
2. To bring about at an earlier time.  
Increased sunlight **accelerates** the growth of plants.

**altitude** *n.* Height above sea level or the earth's surface.  
Mexico City lies at an altitude of almost 8,000 feet.

**anxious** *adj.* 1. Worried; concerned.  
I am **anxious** about how I did on the Spanish test.  
2. Eager; wishing strongly.  
After writing to each other for over a year, the two penpals are **anxious** to meet.

**anxiety** *n.* (an'zai'ə'ti) Great uneasiness or concern.  
Our **anxiety** increased as road conditions got steadily worse.

**brace** *v.* 1. To make stronger by giving support to.  
Mom **braced** the table leg with a metal strip to keep it from wobbling.  
2. To make ready for a shock; to prepare.  
After the pilot's warning, we **braced** ourselves for a bumpy landing.  
*n.* Something used to support a weak part.  
I wore a **brace** on my leg for four weeks after I injured it doing a high jump.

**bracing** *adj.* Giving energy to; refreshing.  
After spending most of the summer in the city, we found the mountain air wonderfully **bracing**.

**confident** *adj.* Certain; sure.  
We are **confident** we will win Saturday's hockey game.

**confidence** *n.* 1. A lack of doubt; a feeling of being certain.  
My parents showed their **confidence** in me by letting me repair the car by myself.  
2. Trust in another to keep a secret.  
Because Felix told me this in **confidence**, I cannot answer your question.

**contact** *n.* 1. The touching or joining of two things.  
Contact with a live wire will give you an electric shock.  
2. The condition of being in communication with others.  
Before the telephone was invented, people usually stayed in **contact** by writing letters.  
*v.* To communicate with.  
The Apollo astronauts could not **contact** Earth while their spaceship was traveling behind the moon.

**exult** *v.* To be joyful to show great happiness.  
Senator Gray's supporters **exulted** when she easily won reelection.

**exultant** *adj.* Very happy.  
Theresa was **exultant** when she crossed the 10K finish line first.

**hangar** *n.* A building where aircraft are kept and repaired.  
The pilot steered the plane out of the **hangar** and onto the runway.

Since words are generally acquired in word families (or as roots), related word forms are provided in boldfaced type where appropriate.

Each lesson opens with a word list that gives each word's definition(s), pronunciation, and sentences showing the words in context. Sentences provide directional context clues to the word's meaning (not just random information).

The introduction of the vocabulary words is followed by five exercises per lesson to reinforce the meanings of those words. These give students practice in applying the definitional or contextual information they have just seen in the word list, helping them strengthen their understanding of each word's meaning.

- maximum** n. The greatest or highest number or amount.  
The largest bus we have for school trips holds a maximum of fifty people.  
adj. Being the greatest or highest number or amount.  
The maximum speed of this car is 150 miles per hour.
- methodical** adj. Done in a regular, orderly way.  
Our methodical search of the house failed to turn up any evidence of a robbery.
- nonchalant** adj. Having the appearance of not caring; seeming to show a lack of concern.  
Your nonchalant attitude to schoolwork worries your parents.
- proceed** v. To go on, especially after stopping for a while; to continue.  
The subway train proceeded on its way after I got off at 14th Street.
- saunter** v. To walk without hurrying; to stroll in a relaxed, unhurried manner.  
Pedestrians saunter along the river bank, enjoying the afternoon sunshine.  
n. A relaxed, unhurried walk.  
Our saunter around the park was abruptly terminated by a violent thunderstorm.
- solo** n. A musical piece for one voice or a single instrument.  
A jubilant violin solo begins the symphony's second movement.  
adj. Made or done by one person.  
Francis Chichester's solo voyage around the world made him famous.  
v. To fly alone, especially for the first time.  
Most student pilots solo after ten hours of lessons.
- stall** n. 1. A place for an animal in a barn.  
Each cow in the barn had its own stall.  
2. A small stand or booth where things are sold.  
I purchased this pottery at one of the stalls at the county fair.  
v. 1. To suddenly lose power.  
You will stall the engine if you let out the clutch too quickly.  
2. To delay by being evasive.  
Tenants sometimes try to stall the landlord when they can't pay the rent.

**11A Finding Meanings**

Choose two phrases to form a sentence that correctly uses a word from Word List 11. Write each sentence in the space provided.

1. (a) A plane's hangar is (c) its height above sea level.  
(b) the amount of cargo it can carry. (d) A plane's altitude is
2. (a) To accelerate an engine is to (c) run it at its slowest speed.  
(b) cause it to lose power suddenly. (d) To stall an engine is to

3. (a) a performance by one person. (c) A solo is  
(b) A saunter is (d) a support
4. (a) a place where goods are sold. (c) A brace is  
(b) a place where planes are kept. (d) A hangar is
5. (a) stop suddenly. (c) go faster.  
(b) To accelerate is to (d) To exult is to
6. (a) does things in an orderly way. (c) An anxious person  
(b) is filled with happiness. (d) A methodical person
7. (a) A contact is (c) a support for a broken part.  
(b) A brace is (d) a place where business is done.
8. (a) To be nonchalant about something is (c) to be concerned about it.  
(b) To be anxious about something is (d) to be very happy about it.
9. (a) To be confident is to be (c) reluctant to act or speak.  
(b) sure of oneself. (d) To be exultant is to be
10. (a) walk in a relaxed, unhurried manner. (c) To saunter is to  
(b) show a willingness to help. (d) To proceed is to

In the first exercise, Finding Meanings, students draw on their knowledge of the words' definitions to form sentences. The repeated use of words through this exercise and the ones that follow helps students build a full and flexible understanding of the vocabulary words.

**11B Using the Right Word**

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 11.

1. Five striped bass is the **greatest number** you are allowed to catch this month.
2. After checking our coats, we will **make our way** to our seats in the upper balcony.
3. Canadian baseball fans were **filled with happiness** when the Blue Jays won the World Series.

4. I plan to fly a plane without my instructor tomorrow.
5. The breeze off the ocean is very refreshing and gives one renewed energy.
6. The trainer led the horse back to its enclosed place in the stable after her ride.
7. I lost the possibility to communicate with my friends after they moved out of state.
8. The skiers were showing no concern as they started down the steep slope.
9. Jan was up at dawn, very eager to be on his way.
10. I am telling you what the lawyer told me in the expectation that you will keep it a secret.

In the second exercise, Just the Right Word, phrases expressing the meanings of vocabulary words are highlighted in sentences; students replace them with the correct word from the word list.

### 11C Applying Meanings

Circle the letter of each correct answer to the questions below. A question may have more than one correct answer.

1. Which of the following are measurements of altitude?
 

(a) three tons	(c) six miles
(b) twenty dollars	(d) 10,000 feet
2. Which of the following might you find in a hangar?
 

(a) airplanes	(c) tools
(b) spare parts	(d) horses
3. Which of the following might cause a person to exult?
 

(a) receiving a scholarship	(c) an exceptional harvest
(b) being liberated	(d) being thrown into bondage
4. Which of the following remarks shows confidence?
 

(a) "I give up."	(c) "I'm not sure."
(b) "I can do it."	(d) "Let me show you how."
5. Which of the following can be accelerated?
 

(a) plant growth	(c) a route
(b) an automobile	(d) a crevice

In Applying Meanings, the third exercise, students answer questions that use the vocabulary words in a specific context. To select the correct answer, students need to use their full knowledge of each word's meaning.

The vocabulary words appear in a box on every two-page spread in the lesson so that students do not have to flip back to the Word List to see their word choices.

6. Which of the following might cause anxiety?
 

(a) becoming ill	(c) being denounced
(b) losing a job	(d) finding a wallet
7. Which of the following can stall?
 

(a) a horse	(c) an airplane
(b) an engine	(d) a person
8. Which of the following could be used as a brace?
 

(a) a steel rod	(c) a length of string
(b) a broom handle	(d) a handkerchief

### 11D Word Study

The prefix *com-* means "with." To complain about something is to find fault with it. To make certain words easier to say, this prefix is sometimes written *con-*. Complete the words below by providing the correct form of the prefix.

- |                   |                                   |
|-------------------|-----------------------------------|
| 1. _____nect      | to put together with              |
| 2. _____sume      | to do away with or destroy        |
| 3. _____fident    | pleased or satisfied with oneself |
| 4. _____bine      | to put one thing with another     |
| 5. _____patible   | getting along with another        |
| 6. _____versation | a talk with someone               |
| 7. _____tent      | satisfied with what one has       |
| 8. _____prehend   | to understand or be familiar with |
| 9. _____tact      | get in touch with                 |
| 10. _____panion   | someone who travels with another  |

The fourth exercise provides more sophisticated word study. In the Word Study activity, students may identify synonyms and antonyms, explore how prefixes and suffixes change word meanings, learn about Latin or Greek word roots, or distinguish between homophones.

In the final section, Passage, students read an original passage that incorporates all of the vocabulary words from the lesson. The vocabulary words are integral to the understanding of the text and thus contribute to students' comprehension rather than distracting them from the content by focusing on vocabulary. The ultimate goal of the *Wordly Wise 3000* series is to have students develop vocabulary so that they can read with greater fluency.

**11E Passage**

Read the passage below; then complete the exercise that follows.

**Off You Go into the Wild Blue Yonder**

After ten weeks of flying lessons, which is about the average instruction period, you are ready to take your first solo flight. Today, your instructor will be on the ground instead of sitting beside you. When you arrive at the airfield, you see her standing outside the hangar, and she greets you with a friendly wave. As the two of you chat, you try to sound as nonchalant as possible, even though your heart is pounding. She must see how nervous you are because she remarks that she has complete confidence in you. That makes you feel better, and you begin to relax a little as the two of you saunter over to the plane.

After climbing inside and taking a deep breath, you methodically complete the checklist of the plane's controls. Then, you wait for a signal from the control tower to proceed. As soon as it comes, your feelings of anxiety leave you. You start the engine and release the brake. You open the throttle a little, feeding more gasoline to the engine and causing the propeller to whirl faster. The plane starts to move forward. You taxi onto the runway, facing into the wind, and wait.

A voice from the control tower comes through your headphones, giving you permission to take off. You open the throttle wide, and the plane accelerates down the runway. Your right hand rests on the "stick," a control that lifts the plane's nose when pulled back and drops the nose when pushed forward. The plane is now traveling so fast that you can feel it trying to leave the ground. You pull back gently on the stick. The ground suddenly drops away beneath you. You are flying!

You have been told to go no faster than eighty-five miles an hour, although the plane has a maximum speed of twice that. You reach an altitude of five hundred feet and ease back on the throttle, watching your air speed carefully. If it drops below fifty-five miles an hour, the plane will stall. To increase speed, you push the stick forward, dropping the nose slightly. Already, it is time to make the first turn. You push the stick gently to the left, and the wing on that side drops, causing the plane to make a turn, or "bank" as you have learned to call it. There are so many things to think about that you hardly notice the view. After making three more left banks, you are on your final approach.

The control tower clears you for landing. You reduce the amount that the throttle is open and can feel the plane dropping. Not too fast. Not too steep an angle. Come in too high and you'll overshoot the runway; come in too low, and you'll fall short. You brace yourself as the runway comes rushing toward you.

When the plane is just inches off the ground, you close the throttle and pull back on the stick to raise the nose. Without power from the engine, the wings no longer support the plane, and it drops. You don't want to be too high when this happens or the plane will bounce as it makes contact with the ground. But you make a perfect landing. An exultant feeling sweeps over you as you roll down the runway and come to a stop. Flying is fun!

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from this lesson's word list, use one in your answer. Use each word only once. Questions and answers will then contain all fifteen words (or forms of the words).

1. What large airport building would be easily seen from the air?
2. What is the maximum speed allowed on the flight?
3. What is the meaning of stall as it is used in the passage?
4. What might happen if the check of the controls before a flight is less than methodical?
5. How does the pilot receive instructions when in the plane?
6. What is the meaning of confidence as it is used in the passage?
7. How does the pilot try to hide a feeling of nervousness before the flight?
8. How is it made clear that the pilot didn't hurry over to the plane?
9. What does the pilot need before proceeding to take off?
10. How much instruction is usually necessary before one is allowed to fly alone?

After reading the passage, students answer questions about it. If a vocabulary word is not used in the question, students must use it in their response. In this way, each word is reviewed once again. Although the questions are about the content of the passage, students need to understand the meanings of the vocabulary words in order to be able to answer them.

11. What happens to the plane's air speed when the nose drops slightly?
12. What happens to the plane when the pilot closes the throttle?
13. What is the meaning of brace as it is used in the passage?
14. How might the pilot exult after landing safely?
15. How might you feel if you were a pilot making your first flight alone?

**FUN & FASCINATING FACTS**

*[Faded text in a dark box, likely containing the 'Fun & Fascinating Facts' content.]*

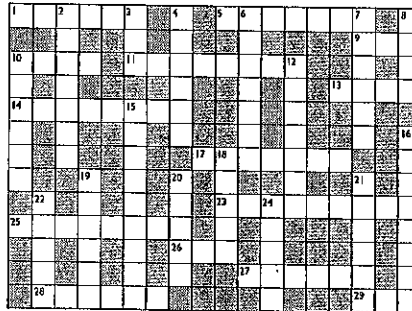
The *Wordly Wise 3000* lessons work sequentially, with each exercise requiring more precise knowledge of the vocabulary words than the previous exercise. This systematic approach to vocabulary instruction enables students to actively participate in the process of their own word learning by thinking about the various meanings of each word and applying what they know.

A boxed feature called Fun & Fascinating Facts appears at the end of each lesson. This feature provides explanations or short stories about word origins and word families. Telling stories about words conveys a sense of fun about language and encourages students to become interested in learning words in general.

Every fourth lesson is followed by a crossword puzzle or hidden message puzzle that incorporates the words from the previous four lessons, giving students a playful way to revisit the words they now know as their own.

**Review for Lesson 16**

**Crossword Puzzle** Solve the crossword puzzle below by studying the clues and filling in the answer boxes. Clues followed by a number are definitions of vocabulary words in Lessons 13 through 16. The number gives the lesson from which the answer to the clue is taken.



**Clues Across**

1. To fall over (15)
5. Able to be seen; within view (13)
9. Upset or angry
10. A violent public disorder (16)
11. Something that causes great damage (15)
13. To run from danger (15)
14. To make known publicly (16)
17. To say what will happen before it takes place (15)
23. To seize something while it is on its way (16)
25. One who protects (16)
26. To have
27. Opposite of "in front of"
28. Worn to protect the head
29. Adam and \_\_\_\_\_

**Clues Down**

2. To make angry (16)
3. Opposite of "begin"
4. To take for granted (16)
6. Showing great depth of feeling (15)
7. To hire and put to work for pay (14)
8. To do nothing (14)
10. A small wave (13)
12. To need (14)
15. A partner in business (14)
16. To stick out (13)
18. The rule of a queen or king (16)
19. A tasty tidbit (13)
20. A person who is not yet an adult (15)
21. A ten-year period (14)
22. To move suddenly and unexpectedly (15)
24. To become less wide at one end (13)

## How, When, and Where to Use *Wordly Wise 3000*

*Wordly Wise 3000* (Books 2–12) are designed for maximum flexibility. The lessons included in the books can be used in different settings (in class, at home, in one-on-one tutoring sessions), at different frequencies (once a week, three times a week, every day), and in varied sequences (lessons can be followed in numerical order or used individually). Teachers who use these books with their students have told us they use them in several different ways:

- as in-class activities
- as homework
- as independent study
- as preparation for standardized tests or spelling bees

We recognize that many teachers have students with different reading levels in their classrooms. The *Wordly Wise 3000* series can help a teacher accommodate these differences. By choosing the appropriate level of the *Wordly Wise 3000* books for particular students, teachers can ensure that their advanced students stay challenged and their struggling students have material that suits their learning level.

Our research shows that about half of the teachers working with *Wordly Wise 3000* teach vocabulary two or three times per week. About a third teach vocabulary almost every day, and ten percent teach vocabulary once a week. (Percentages do not add up to 100 because some teachers did not answer this question in our survey or chose “other.”) The *Wordly Wise 3000* series can accommodate any of these individual schedules. Here are some typical plans.

### Once-a-Week Teaching Plan

If you are able to devote only one class per week to vocabulary, it is best to use that time to help students become familiar enough with the new words that they can complete the exercises outside of class on their own. Such a teaching plan might look like this:

#### Vocabulary Day

As a class, go over the word list thoroughly. Have students read the definitions and sample sentences aloud. Ask students to use the new words in sentences of their own. Use queries, illustrations, pantomimes, and graphic organizers (described in Part 2 of this Guide, pages 19–23) to encourage discussion of what a word means and how it differs from related words. Make a Word Wizard chart (see Part 2, page 15) that contains all the week’s

vocabulary words and display it in the classroom. Ask students to be on the lookout for the words outside the classroom. When they encounter one of them, they can add their names to the chart with their examples of how each word was used. Assign all or a selection of the exercises in the lesson as homework for the following week.

### Three-Days-a-Week Teaching Plan

Teachers who can devote three days a week to vocabulary instruction should be able to complete one lesson each week, with students doing most of the exercises in the student book and some of the activities and enrichments suggested in the Teacher's Guide. Such a teaching plan might look like this:

#### Day 1

Introduce the word list to the class and facilitate discussion about each item. Complete the Finding Meanings exercise as a group. Assign the Just the Right Word and Applying Meanings exercises as homework to be ready by the next vocabulary class day.

#### Day 2

Refresh the students' memories about the words in the lesson by asking volunteers to briefly define each one. Review the homework as a group, having students explain why one answer is correct and the others wrong. Have a student or students read the Passage aloud. Assign the Word Study and Passage questions as homework to be ready by the next *Wordly Wise 3000* class day.

#### Day 3

Review the homework as a group, again having the class discuss what makes the correct answer correct. Reinforce the students' new knowledge by having them pick five words from the list to use in a short story or essay on any topic.

### Five-Days-a-Week Teaching Plan

Teachers who teach vocabulary every day should be able to complete one lesson each week, with students doing all the exercises in the student book and many of the activities and enrichments suggested in the Teacher's Guide. Such a teaching plan might look like this:

#### Day 1

Introduce the word list to the class and facilitate discussion about each item. Use queries, illustrations, pantomimes, and graphic organizers (described in Part 2 of this Guide, pp. 19–23) to encourage discussion of what a word means and what it doesn't mean. Assign the Finding Meanings exercise as homework to be ready by the next class day.

### Day 2

Review the homework as a group, having students explain why one answer is correct and the others wrong. Have the students complete the Just the Right Word exercise in small groups, then discuss the answers as a class.

### Day 3

Complete the Applying Meanings and Word Study exercises by calling on students to answer questions one at a time. Query the class to gauge their understanding, and solicit explanations from other class members to clarify meanings.

### Day 4

Have the students read the Passage and answer the questions that follow on their own. Discuss the answers as a class.

### Day 5

Have the students demonstrate their mastery of the new words by paraphrasing—rewriting definitions for the words, using the words in their own sentences or stories, or both.

## **A Final Word: How Instruction Can Help Students Who Start with Smaller Vocabularies**

Students come to school with vastly different vocabularies. Some will know thousands more word meanings than other students in your class. This occurs in part because of the differences in the number of new words students are exposed to in their homes and communities. Students who come from homes where spoken and written vocabularies are limited will know fewer words than students who come from homes where exposure to a wide range of vocabulary is common. Arriving in class with a small vocabulary does not predict failure—it only highlights the need for direct vocabulary instruction in the schools. As one researcher put it:

If we are serious about “increasing standards” and bringing a greater proportion of schoolchildren to high levels of academic accomplishment, we cannot continue to leave vocabulary development to parents, chance, and highly motivated reading.<sup>10</sup>

Studies have shown that the key to increasing vocabulary is exposure to new words, not an innate ability to learn from context.<sup>11</sup> Experts emphasize that vocabulary development is an attainable goal. If given the opportunity to learn new words as well as effective instruction, most students can acquire vocabulary at rates that will improve their comprehension. This enables them to read increasingly challenging texts with fluency and improves their chances for success in school and afterward.



## Part 2

# General Strategies and Specific Techniques for Teaching Vocabulary

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## Other Aspects of Good Vocabulary Development

Effective vocabulary development is a multifaceted process requiring a combination of direct instruction, discussion, and active encouragement of independent learning strategies. On their own and in the classroom, students draw on a variety of methods to learn the thousands of words they acquire each year. This part of the Guide will discuss the following general strategies and specific techniques to keep in mind as you teach vocabulary:

- encouraging wide reading
- emphasizing learning from context
- using prefixes, suffixes, and roots
- using graphic organizers such as semantic maps, concept of definition maps, semantic feature analysis, and Venn diagrams
- extending instruction through reading aloud and discussion

These approaches will enhance your vocabulary curriculum and can be used to supplement the direct instruction that *Wordly Wise 3000* provides.

## Volumes of Volumes: Encouraging Wide Reading

Getting your students to read more may be the most valuable thing you can do to improve their vocabulary. Although direct instruction plays a crucial part in vocabulary growth, most of the words your students learn will be acquired through incidental learning, as they read on their own. The average student learns about 3,000 words a year. Although direct instruction plays a crucial part in vocabulary growth, evidence shows that wide reading is the main avenue for student word acquisition. Researchers present this scenario to demonstrate the effectiveness of wide reading:<sup>12</sup>

- If, over a school year, a fifth-grader reads for an hour each day, five days a week, in and out of school at a conservative rate of 150 words per minute, the student will encounter 2,250,000 words in the course of reading.
- If 2 to 5 percent of the words the student encounters are unknown words, he or she will encounter from 45,000 to 112,500 new words.
- We know that students learn between 5 and 10 percent of previously unknown words from a single reading. Using the lower number given above for unknown words encountered during the reading program, we see that a student would learn at least 2,250 new words from context each year.

This estimate suggests that incidental learning is critical to vocabulary development. Again, the more students read, the more word meanings they will know and the more likely they will be to read with both pleasure and comprehension.

To be truly beneficial, wide reading should include texts with varied levels of difficulty. Students reading at or below their current levels will not dramatically increase their vocabulary. And as you know, when students read texts that consist primarily of unknown words, they usually become frustrated. To help them get the most out of incidental learning, you should have them read some books for fun and others for a challenge.

Motivating students to read can be a difficult task. Here are a few suggestions for making reading appealing to students at all ability levels:

- Devote some class time to independent silent reading. This time may be particularly helpful for students who have never done extensive reading for pleasure. Reading for a length of time in class will enable students to do this on their own outside of class.
- Make a variety of books available in class and recommend books for students to find in the library and to read outside of class. You might want to provide lists of books students might like to read.
- Promote social interactions related to reading. Setting a time for regular discussion of books students have read will motivate them to read more and help them understand their reading better. (See page 23 in the final section of Part 2 for more about the importance of discussion.)
- Model the importance you place on reading by telling students about books you are reading. When students have silent reading time, read a book of your own to show that reading is a valuable activity that you enjoy, too.

These strategies will have long-term benefits for your students. Wide reading is a key component to vocabulary development, but as with much important

learning, its effects are cumulative rather than immediate. The next sections will discuss what you can do to help students get the most out of reading actively and efficiently.

## Getting a Clue: Emphasizing Learning from Context

Most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears. As noted in Part 1 of this Guide, students learn words through repeated exposures, gaining more comprehension of a word's meanings and functions by seeing it several times in different contexts.

Experts debate the effectiveness of teaching students how to use context clues. While some studies show that teaching students how to identify and use context clues is an effective technique for increasing vocabulary,<sup>13</sup> other research suggests that learning words from context is an innate skill that all readers use. Kuhn and Stahl have found that children of all abilities learn at the same rate from context; that is, advanced readers are no more efficient at learning from context than less advanced readers—the advanced readers simply read more.<sup>14</sup> All experts, however, stress that it is crucial to make students aware of the importance of using context clues as an essential tool in word acquisition.

Here are some techniques for enhancing students' awareness of the importance of context clues:<sup>15</sup>

- Model basic strategies for using context clues, when working with *Wordly Wise 3000* or reading other texts.
- Provide explanations of how, when, and why to use context to figure out word meanings.
- Provide guided practice in using context.
- Remind students to apply the skill when reading.

You can also use activities such as the Word Wizard chart (developed by Beck, et al.) to make students aware of learning words in context.<sup>16</sup> As you discuss unfamiliar words in class, you can add them to the chart. If a student comes across the word again when reading and notes its context, his or her name goes up on the chart. You can provide students with periodic rewards for being Word Wizards (that is, contributing many words to the chart).

Another way to emphasize the importance of learning from context is to have students rate their knowledge of a new word by using a checklist, as shown on page 16:

**Knowledge Rating Checklist**  
How much do I know about these words?

	Can define	Have seen/heard	Don't know
access		✓	
associate	✓		
boisterous			✓
delicate		✓	
employ	✓		
idle	✓		
taunt			✓
tolerant		✓	
wilderness	✓		

These checklists can also be used in group activities in class. You may also want to have students keep these checklists together in a notebook along with a running list of words they come across that intrigue or interest them. Encouraging a general awareness of words as fun and interesting in themselves will help students pursue their own vocabulary development.

Using context is an important skill that students will employ frequently. However, in learning when to use context clues, students also need to know when *not* to use this strategy. Since many texts do not signal the meanings of words explicitly, using context is not always the best way to derive the meanings of new words. The next two sections will discuss how to teach other strategies for increasing word knowledge.

## Part Smart: Using Prefixes, Suffixes, and Roots

Experts have noted that the upper elementary grades are a good time to start teaching students how to use word parts to figure out the meanings of words.<sup>17</sup> Information from prefixes, suffixes, and roots can help students learn and remember words; using word parts can be a particularly useful strategy in reading content-area texts. For example, science texts will often include words that use the same word parts repeatedly, such as *bio-* in *biosphere*, *biology*, *biodegradable*, *bioluminescence*, and *biochemical*. Knowing that “bio” means “life” can help students recognize these words in context and add to their comprehension of these words. This particular root will also help students learn words across content areas. For example, in language arts students will encounter words such as *biography*.

You can begin to teach word-part strategy by telling students that words can be composed of affixes—prefixes and suffixes—and roots. Learning to break words into affixes and roots will make some long words more manageable for students who may be intimidated by the length of words such as *interdependent*. Modeling how to break words into parts may be necessary. To do this, you can teach students to cover prefixes such as *inter-* in the word *interdependent*, and see if they recognize the rest of the word. Then you can have them cover the suffix *-ent*, leaving *depend*.<sup>18</sup> Further modeling and practice with adding and removing prefixes and suffixes such as *un-* and *-able* will give students facility with breaking words down into parts.

In teaching word parts, you should stress how the parts function to affect word meaning. You may want to point out that prefixes such as *un-*, *super-*, *anti-*, *mis-*, and *sub-* change the meanings of the roots they precede in predictable ways. Since prefixes are consistently defined, you may want to supply definitions of the prefixes given in the table below.

**The Most Frequent Affixes in Printed School English**

Rank	Prefix	% of All Prefixed Words	Suffix	% of All Suffixed Words
1.	<i>un-</i>	26	<i>-s, -es</i>	31
2.	<i>re-</i>	14	<i>-ed</i>	20
3.	<i>in-, im-, il-, ir- (not)</i>	11	<i>-ing</i>	14
4.	<i>dis-</i>	7	<i>-ly</i>	7
5.	<i>en-, em-</i>	4	<i>-er, -or (agent)</i>	4
6.	<i>non-</i>	4	<i>-ion, -tion, -ation, -ition</i>	4
7.	<i>in-, im- (in)</i>	3	<i>-able, -ible</i>	2
8.	<i>over-</i>	3	<i>-al, -ial</i>	1
9.	<i>mis-</i>	3	<i>-y</i>	1
10.	<i>sub-</i>	3	<i>-ness</i>	1
11.	<i>pre-</i>	3	<i>-ity, -ty</i>	1
12.	<i>inter-</i>	3	<i>-ment</i>	1
13.	<i>fore-</i>	3	<i>-ic</i>	1
14.	<i>de-</i>	2	<i>-ous, -eous, -ious</i>	1
15.	<i>trans-</i>	2	<i>-en</i>	1
16.	<i>super-</i>	1	<i>-er (comparative)</i>	1
17.	<i>semi-</i>	1	<i>-ive, -ative, -tive</i>	1
18.	<i>anti-</i>	1	<i>-ful</i>	1
19.	<i>mid-</i>	1	<i>-less</i>	1
20.	<i>under- (too little)</i>	1	<i>-est</i>	1
	<i>All Others</i>	3	<i>All Others</i>	1

Suffixes have less stable meanings, so merely learning their abstract definitions can be confusing. But learning to recognize common suffixes such as *-tion*, *-less*, *-ed*, and *-ing* will help students know a word's function. For example, remembering that *-tion* indicates the word is a noun and that *-ed* usually forms the past tense of verbs can make it easier for readers to figure out words using these suffixes. Providing plenty of examples of suffixed words is probably more useful than memorizing the definitions of suffixes.<sup>19</sup>

Once students have grasped the concepts of prefixes, suffixes, and roots, you can easily teach them specific word parts. Only 20 prefixes make up 97 percent of the prefixed words in printed school English. Sixty-five percent of suffixed words end in *-s*, *-es*, *-ed*, or *-ing*.<sup>20</sup> The table on page 17 shows a list of the most commonly used prefixes and suffixes in printed school English. Teaching your students to use just a few of these affixes can dramatically improve their vocabulary development. One study found that third graders who were taught the first nine prefixes in the chart and how to break down words into roots and suffixes outperformed a control group tested in measures of word meaning.<sup>21</sup>

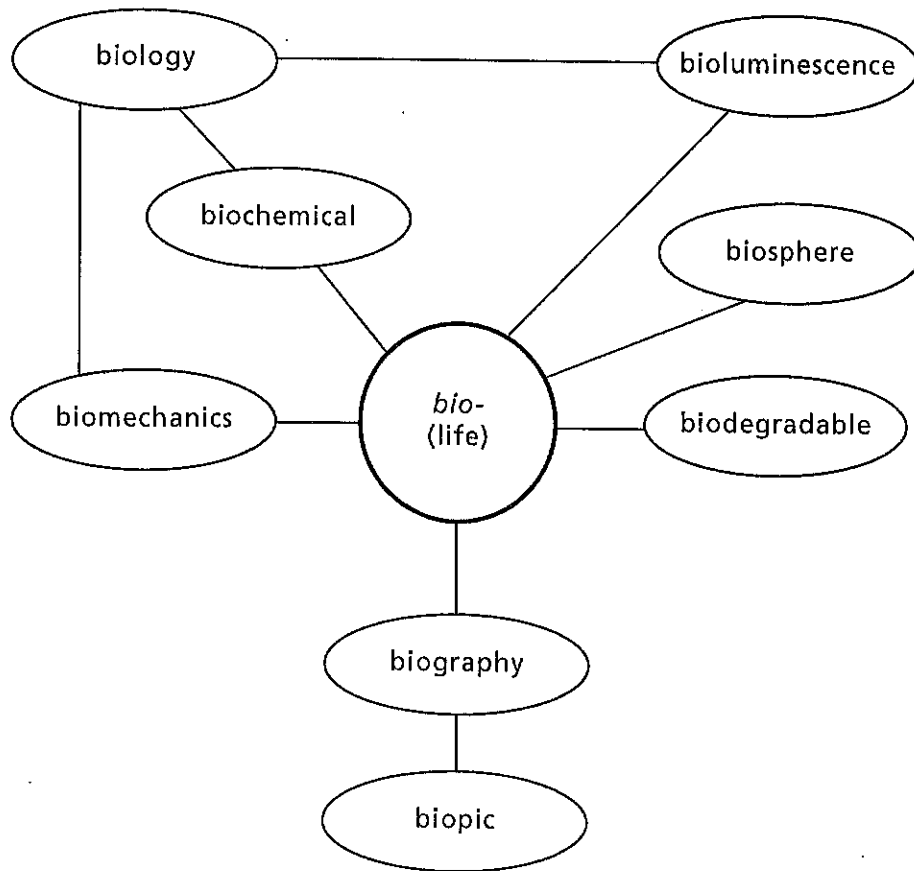
Many lists containing hundreds of Greek and Latin roots are available, but teaching the meanings of roots may not be as useful to your students as teaching the affixes. Some researchers have pointed out that the current meanings of many words do not resemble their historical roots. Trying to apply the ancient meanings of roots to figure out the meanings of words used today is difficult but often worth doing.

Telling students about the roots of words they are learning can help make those words more memorable by adding a story to what they know. For example, the following account of the origin of *puny* from the Fun & Fascinating Facts feature in Lesson 3 reinforces the word's meaning:

The Latin phrase *puis ne* means "born afterward" and was applied to Roman children of noble birth who followed the firstborn. Since Roman titles and property passed to the oldest, the other children, those who were *puis ne*, were considered to be less powerful. The phrase passed into English as our adjective *puny*.

In content areas such as science, it may be useful to have students memorize roots that recur. Using word webs like the one on page 19 can reinforce the relations among words incorporating these roots.

### Word Part Web



The strategy of using word parts is probably most effective when combined with other ways of acquiring words, such as context clues. Knowing how to break down words into parts will make them easier to tackle; learning prefixes, suffixes, and some roots will give students more tools for vocabulary growth.

## I See What You Mean: Using Graphic Organizers

Encouraging wide reading, using context, and employing word parts are excellent long-term strategies for vocabulary development. This section provides some additional activities that can deepen your students' word knowledge and expand your direct instruction of vocabulary.

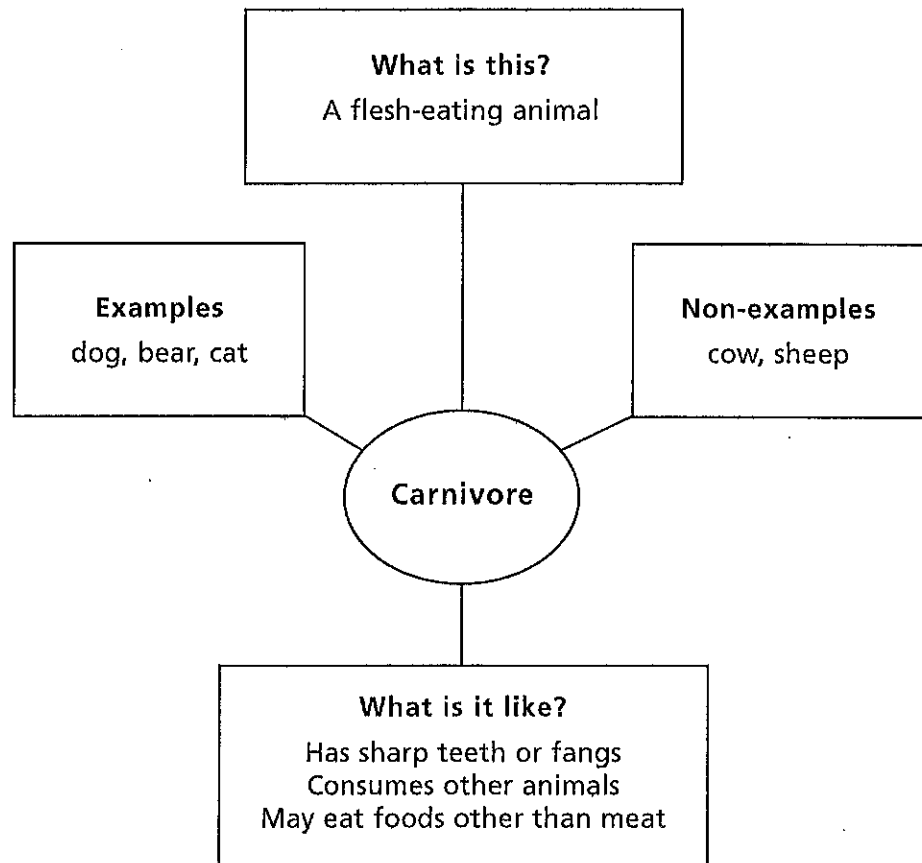
### Concept of Definition Maps

Concept of definition maps such as the one on page 20 are graphic organizers that show the elements of a typical dictionary definition, including:

- The category to which the word belongs, labeled, “What is this?”
- Characteristics of the word, labeled, “What is it like?”
- Examples and non-examples of the word.<sup>22</sup>

Students fill in the maps by referring to context, using their prior knowledge, and consulting dictionaries. The following map elucidates the meaning of *carnivore*, which appears in Lesson 3:

### Concept of Definition Map



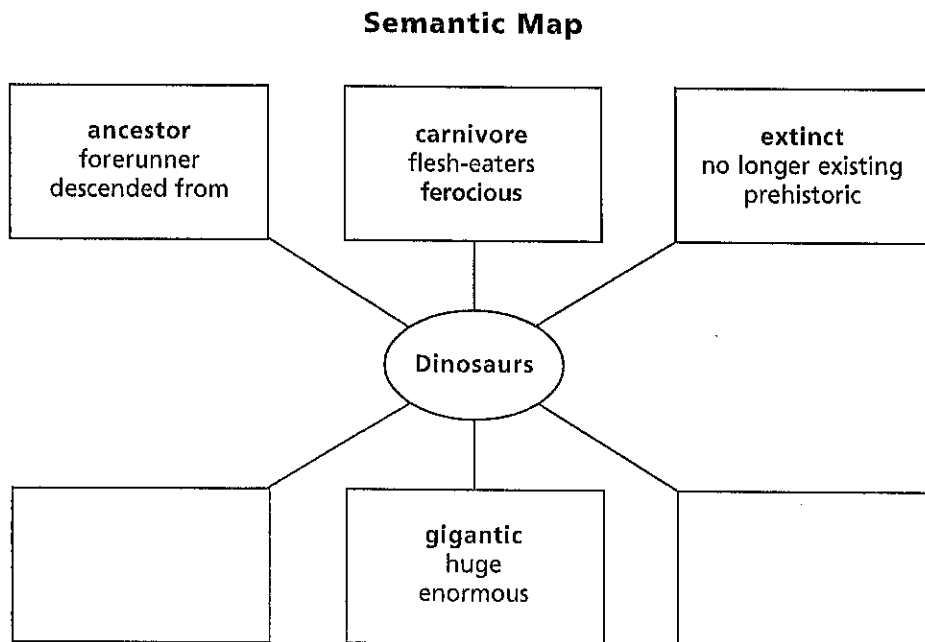
After having the class complete the map, you may want to model how to write a definition using the information in the map. For example, you could say: “A carnivore is a mammal that eats flesh. A carnivore has fangs and consumes other animals. It may sometimes eat food that is not meat. Dogs, cats, and bears are some types of carnivores.” You can also have students write their own definitions and then confirm them by looking the word up in the dictionary. They may revise their definitions after looking them up.



## Semantic Maps

Semantic maps can be used to develop students' understanding of a particular concept or group of thematically related words.<sup>23</sup> For example, in teaching an essay about dinosaurs, you might target the following vocabulary words: *ancestor*, *carnivore*, *gigantic*, *extinct*, and *ferocious*. Then, you may begin instruction by having students brainstorm words that are related to the concept of dinosaurs. As they brainstorm, you list their words on the board, making sure to include the words you have targeted for them to learn.

Discussion is key to semantic mapping. During the brainstorming session, have students discuss and define all of the words on the list. Help students refine their understanding of the words by asking them to group related words together to create a semantic map such as this one:



The target words are highlighted, and sections are left blank so that the class can fill in another category after reading the selection. Semantic mapping is a good technique to use in content-area teaching, in which vocabulary words will be thematically related. The technique works best as a group activity, since discussion will help students with smaller vocabularies learn all the words that are talked about. Advanced learners will benefit from the extra exposure to words they have learned.

## Semantic Feature Analysis

Another good technique to use in teaching words that share content is semantic feature analysis, which makes use of a grid, such as the one below.<sup>24</sup> The left-hand column contains the names of members of the category. For a unit on living creatures, you might write words such as: *dog, cat, hamster, buffalo, tiger, sparrow, and horse*. The top row of the grid lists features of the category's members such as: *has fur, has feathers, can fly, can be a pet, and runs on four legs*. Students should be encouraged to add terms to either the column or the row during discussion.

### Semantic Feature Analysis

	has fur	has feathers	can fly	can be a pet	runs on four legs
dog	+	-	-	+	+
cat	+	-	-	+	+
hamster	+	-	-	+	+
buffalo	?	-	-	-	+
tiger	+	-	-	-	+
sparrow	-	+	+	-	-
horse	?	-	-	?	+

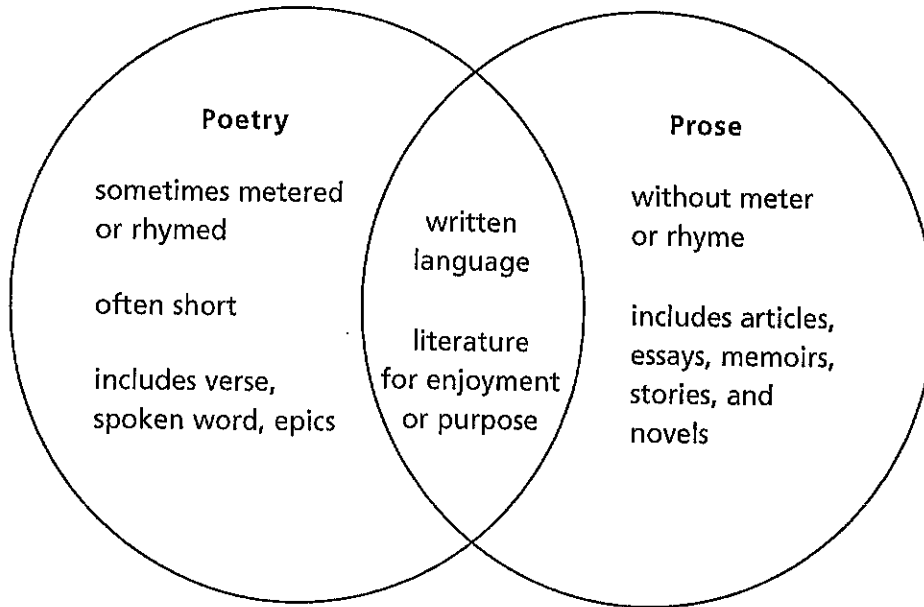
After seeing the grid, groups of students or the whole class discusses whether the items in the column are an example of the features across the top, marking + for positive examples, - for negative examples, and ? for words that *might* be examples.

As with semantic maps, discussion is key to clarifying the meanings of words in this activity. It is also an excellent technique to use in content areas such as social studies and science.

## Comparing and Contrasting: Venn Diagrams

Venn diagrams are another good graphic organizer to use, especially when teaching students to compare and contrast related concepts such as *trip* and *sojourn*, *virus* and *bacteria*, *nation* and *country*, and *poetry* and *prose*. The following diagram helps to clarify the similarities and differences between two related ideas:

## Venn Diagram



Using graphic organizers will provide your students with more exposures to words they are acquiring and will help them solidify the knowledge they've gained. The final section will discuss how oral language can be used to enhance your vocabulary instruction even further.

## Let's Talk: Extending Instruction through Reading Aloud and Discussion

Reading literature to students exposes them to rich language, sometimes referred to as “book language,” that they usually do not hear in everyday speech. Reading nonfiction materials aloud to students exposes them to domain words—those words associated with a particular content area—that they need to be successful in school. The *Wordly Wise 3000* series provides a rich array of both types of words at all levels.

Reading aloud is a common practice in the lower grades; in fact, reading aloud, in conjunction with using picture cues, forms the basis for *Wordly Wise 3000 Books K-1*. Although research states that reading volume, rather than oral language, is the prime contributor to differences in students' vocabularies past the fourth grade,<sup>25</sup> additional research indicates that sixth graders learned about as many words from a single listening as they would from a single reading.<sup>26</sup> Therefore, reading aloud can be a beneficial strategy to use even with older students, especially struggling readers, English language learners, and those who have smaller vocabularies.

Discussion can greatly enhance any vocabulary instruction. Students with small vocabularies benefit from the knowledge contributed by their classmates, and misunderstandings of words can be cleared up publicly. In addition, as students wait to be called on, they often practice responses silently. As a result, discussion reinforces vocabulary development.<sup>27</sup> Discussions can be made more fun by having students act out or pantomime words or engage in debates about word meanings.

Since vocabulary growth is such a long process, drawing on a variety of approaches will help prevent boredom. Some words will require much more detailed instruction than others; certain activities such as semantic maps work best with words that are related in meaning. As you experiment with the strategies and techniques just described, you will be able to determine which ones will best help your students. The last part of this Guide will demonstrate how you can use some of these approaches as you teach *Wordly Wise 3000* lessons.

## Part 3

### Sample Lesson

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This part of the Guide provides instruction and modeling of how to teach a sample lesson in Book 5. These instructions will help you introduce the basic concepts and approaches used in the lessons and will also help you extend the lessons, using the strategies and techniques discussed in Part 2. These approaches will work no matter what level you are teaching. If you have not taught a *Wordly Wise 3000* lesson before, the following sample lesson instructions will give you an understanding of the format and purpose of all *Wordly Wise 3000* lessons.

#### Lesson 4

##### Word List

Begin by having students look at the word list for the lesson. Tell them that each lesson in *Wordly Wise 3000*, Book 5 opens with a list of 15 words that they will discuss and learn, and that the word list will be followed by several exercises.

Tell students that each word list provides definitions of the words as well as examples of how the words are used in sentences. You may want to discuss the word list as a class. Point out that each word's pronunciation is given beneath it and that each definition includes the word's part of speech. Tell them that often a word will take more than one form, as in the fifth word, *despair*, which is defined as both a verb and a noun. Also tell them that the words will often have more than one meaning, such as the third word, *course*.

##### course

*n.* 1. The path over which something moves.

The spaceship is now on a **course** for Mars.

2. A way of acting or behaving.

Because it is raining so hard, our best **course** is to wait in the car until the storm ends.

3. A subject or set of subjects to be studied.

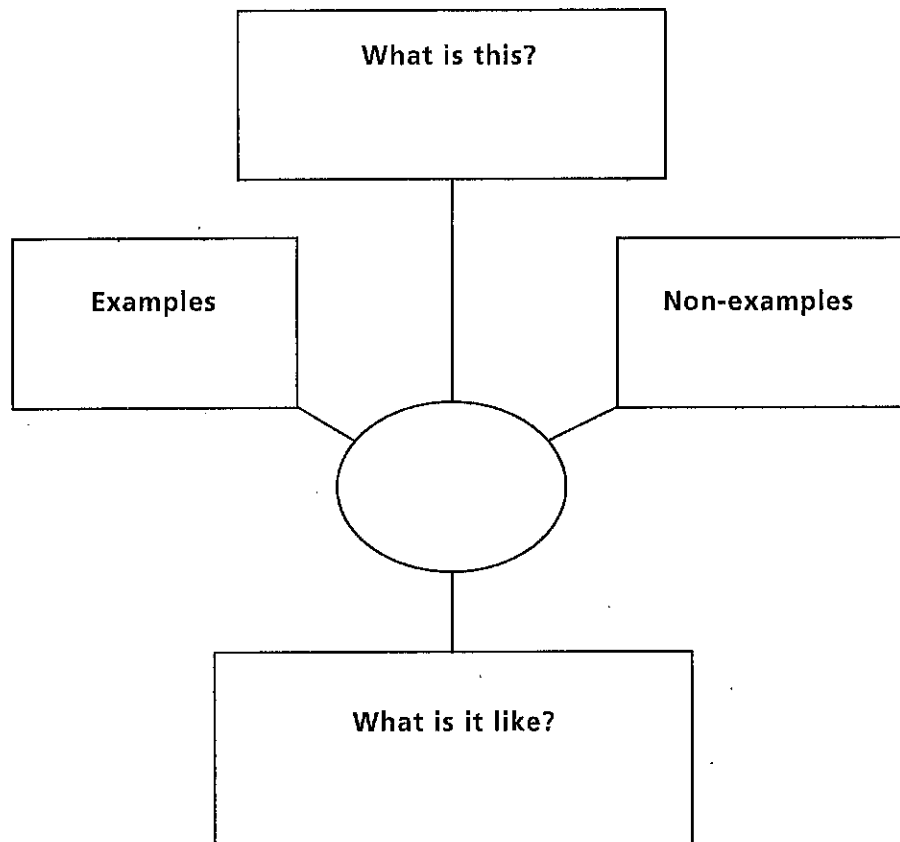
The high school science **course** includes several field trips.

Read aloud each definition and sentence for *course* and have students ask questions about the meanings. You may want to point out that the example sentences usually contain context clues to the meanings of the words. For example, for the third meaning of *course*, the phrase “high school science” provides a clue to what *course* means. Remind students that context clues can help them understand a word’s meaning. You may want to go through all the words in the word list in a similar manner, reading the definitions and sentences aloud and having students discuss the words. In subsequent lessons, you can have students study the words on their own.

To reinforce the meanings of some words such as *sever*, *despair*, or *jubilation*, you may want to illustrate them on the board or pantomime the actions. Note that sometimes several versions of a word will be given in boldface type, as with *accurate* and *accuracy*.

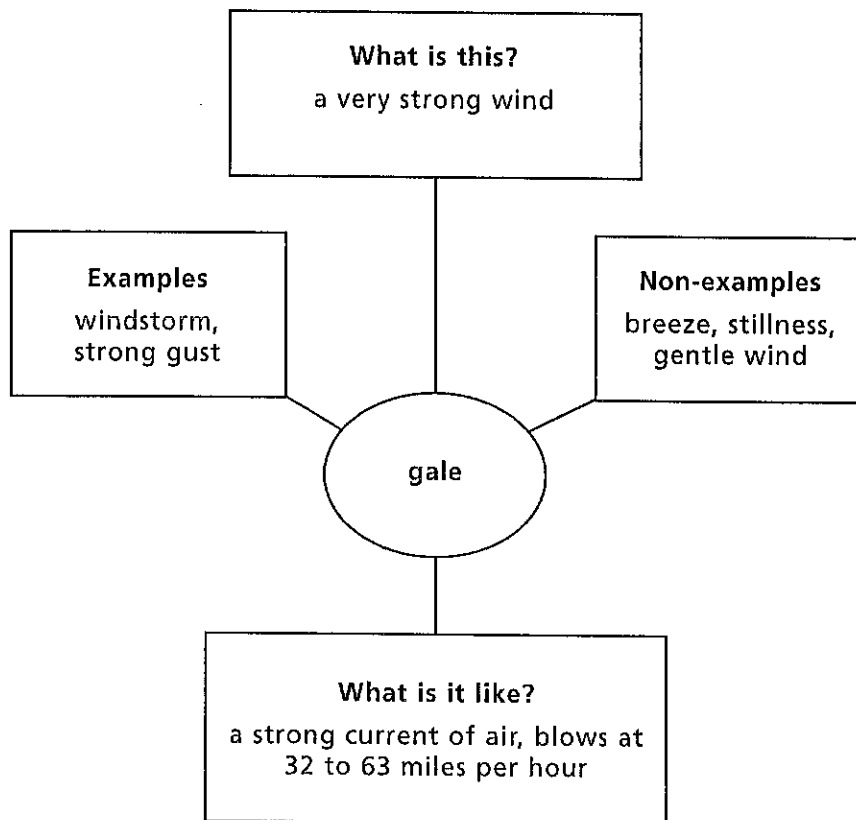
You can extend the introduction of some words by using a concept of definition map. To use this technique with *gale*, draw a blank map on the board as shown below:

### Concept of Definition Map



Have students read the definition of *gale*, and then as a class, have them answer the questions in each box. You may want to instruct students to consult the dictionary to supplement their knowledge of the word. Write their answers in the boxes, as shown below:

### Concept of Definition Map



Then, model how to write a complete definition of the word, using the map. For example, you could say: "A gale is a very strong wind. Its gusts blow at 32 to 63 miles per hour." This map reinforces word meanings and can be used to provide students with extra practice with a word at any point in a lesson.

## 4A Finding Meanings

In the first exercise, students draw on their knowledge of the words' definitions to form sentences. Tell students that they should pick two of the four phrases to form a sentence that makes sense. Remind them that they can use the definitions of the words on the previous pages to answer these items.

For item 1, you can model the exercise by telling students to begin by looking at the four options: a, b, c, and d. Ask them, "Which two options

can begin a sentence?” Say that since b and c begin with capital letters and can start the sentence, they should try combining these two options with the remaining ones to see if they make sense. You can write the following sentences on the board:

- To deteriorate is to get worse.
- To deteriorate is to feel slightly uneasy.
- To revive is to get worse.
- To revive is to feel slightly uneasy.

Have students discuss the sentences and choose the correct answer (“To deteriorate is to get worse.”). As a class, have students complete the rest of the items in 4A, and answer any questions students have about the exercise.

## 4B Just the Right Word

In the second exercise, Just the Right Word, students replace definitions of the words as they appear in sentences with the correct vocabulary words. Tell students that the word list is repeated in the box on this page. They should review it to familiarize themselves with the possible choices.

Read the instructions aloud and write the first sentence on the board. Read this sentence aloud and ask students what word from the list replaces or is a synonym for “loud outbursts.” Cross out this phrase and write *gales* above it. You may want to repeat these steps with several items and then have students complete the rest of the exercise on their own.

You can extend this activity by having students come up with antonyms for some of the words, after they have completed the exercise. Not all words have antonyms, of course, but thinking about antonyms requires students to consider crucial aspects of a word. In this exercise, you might have students identify the antonyms for *accurate*, *depart*, and *despair*. Possible antonyms include: *incorrect*, *arrive*, *joy*.

## 4C Applying Meanings

In Applying Meanings, students choose correct answers to questions involving the vocabulary words. This exercise requires students to use their knowledge of each word’s meaning and apply it in new contexts.

Read the instructions aloud and remind students that they can circle more than one answer. Then have a volunteer read the first question and the possible answers. Have the class discuss whether or not and why each answer might be correct. Although a and b, modes of transportation, are most commonly associated with departures, you can discuss how a guest can also depart. Then talk about how a noise may stop but does not depart.



Discussion will help students clarify the subtle meanings of the vocabulary words and will make this exercise more lively. To get the most out of discussion, it's a good idea to call on many different students, so that the majority of the class will be silently preparing answers. You may wish to extend discussion throughout the exercise or have students complete the exercise on their own.

## 4D Word Study

The fourth exercise provides students with more sophisticated word study. The Word Study activity alternates among several types of exercises: synonyms and antonyms, prefixes and suffixes, Latin and Greek word roots, and homophones.

Exercise 4D in Book 5 covers both synonyms and antonyms. Read the instructions aloud. Have a student define *synonym* and *antonym*. Then read aloud the first set of words. Ask the class which items are either synonymous or opposite in meaning. Use discussion to clarify the meanings of the words and the correct answer. Remind students to circle the words *deteriorate* and *improve*, and to write *A* in the correct space. Repeat this step with several items and then have students complete the exercise on their own. You can follow a similar pattern with the other Word Study exercises in this book.

## 4E Passage

In the final section, Passage, students read an original passage that incorporates the vocabulary words. By this point, students have become well acquainted with the meanings of the words, so that the reading in context is in effect “debugged” for them. Most of the passages are nonfiction and cover the content areas of science, math, and social studies.

The vocabulary words are integral to the understanding of the text, and thus contribute to students' understanding of the passage. The ultimate goal of *Wordly Wise 3000* is to have students develop vocabulary so that they can read with greater fluency.

After reading the passage, students answer questions about it. Students must use complete sentences to answer the questions, and more subtle knowledge of how a word adapts to its context is required to answer some of these questions.

Depending on your students' needs, you may want to read the passage aloud. Then read the instructions that follow the passage and clarify any questions students have about the exercise. Have the class work together to answer the first three items. Remind students that sometimes, as in question 1, they must use a vocabulary word in their answer, since none is used in the question. Have students complete the remaining exercises on their own or in small groups.

In *Wordly Wise 3000*, Second Edition, an alternative exercise has been provided. It can be found in this Teacher's Resource Book, beginning on page 43. While it is titled "Lesson Review Exercise," this cloze exercise can be used as a less challenging follow-up to the Passage, as a lesson extension (see below), or for review or assessment. Read the directions with students, and walk them through the first item, discussing their answers.

## Extending the Lesson

To extend this final exercise and the lesson as a whole, you may wish to use the Lesson Review Exercise discussed above. You may also encourage students to write short passages using words from the list.

After students have completed all the exercises, point out the Fun & Fascinating Facts feature, which provides explanations or short stories about word origins and word families. Explain that English words are often derived from Latin, Greek, and other roots, which can sometimes help students figure out word meanings. Volunteers may read the feature aloud.

Tell students that every fourth lesson is followed by a crossword or hidden message puzzle that uses the words from the previous four lessons.

You will know best how much modeling and guidance your students will need to complete each lesson. You can also use the preceding instructions to teach students how to do most of the lessons in Book 5.

## Testing and Assessment

When your students have completed a lesson in *Wordly Wise 3000* (2–12), assess their understanding by administering the corresponding Lesson Test. These reproducible tests, found in this Teacher's Resource Book beginning on page 69, test every word in all the forms and meanings presented in *Wordly Wise 3000*. In addition, a cumulative Midterm (following Lesson 10) and a Final Test (following Lesson 20) each provide a new passage using a selection of the words from the previous lessons. The new passages help ensure that students can apply the word meanings they have learned in a different context. An Answer Key for the Lesson, Midterm, and Final Tests can be found on page 206.

As an alternative, you may wish to use the *Wordly Wise 3000* Test Generator, available separately. The Test Generator allows you to customize your assessment by choosing only those words you wish to test, as well as providing you the opportunity to test words from a group of lessons of your own choosing. The Test Generator also allows you to construct alternative forms of a test to preserve test security and/or for test-retest purposes. You may also prepare pre- and post-tests as a basis for differentiating instruction and as a means of documenting learning gains for individual students or for the whole class.

## Endnotes

- <sup>1</sup> Stahl, 3; Southwest Educational Development Laboratory, 14.
- <sup>2</sup> Biemiller, 24.
- <sup>3</sup> Stahl, 9; Texas Reading Initiative, 5–6.
- <sup>4</sup> Stahl, 30.
- <sup>5</sup> Stahl, 30; Texas Reading Initiative, 20.
- <sup>6</sup> Texas Reading Initiative, 8.
- <sup>7</sup> Hunt and Beglar, 1.
- <sup>8</sup> Stahl, 15.
- <sup>9</sup> Stahl, 31–32; Texas Reading Initiative, 21–23.
- <sup>10</sup> Biemiller, 28.
- <sup>11</sup> Stahl, 12.
- <sup>12</sup> Texas Reading Initiative, 14.
- <sup>13</sup> Texas Reading Initiative, 19.
- <sup>14</sup> Stahl, 11 and 28–29.
- <sup>15</sup> Texas Reading Initiative, 20.
- <sup>16</sup> Stahl, 29.
- <sup>17</sup> Biemiller, 28.
- <sup>18</sup> Texas Reading Initiative, 40.
- <sup>19</sup> Stahl and Nagy, 164.
- <sup>20</sup> Texas Reading Initiative, 36–38.
- <sup>21</sup> Stahl, 45.
- <sup>22</sup> Texas Reading Initiative, 28; Stahl, 43.
- <sup>23</sup> This section is adapted from Stahl, 37–39, and Texas Reading Initiative, 30 and 31.
- <sup>24</sup> Stahl, 39–40; Texas Reading Initiative, 32–33.
- <sup>25</sup> Southwest Educational Development Laboratory, 14.
- <sup>26</sup> Stahl, 13.
- <sup>27</sup> Stahl, 34.

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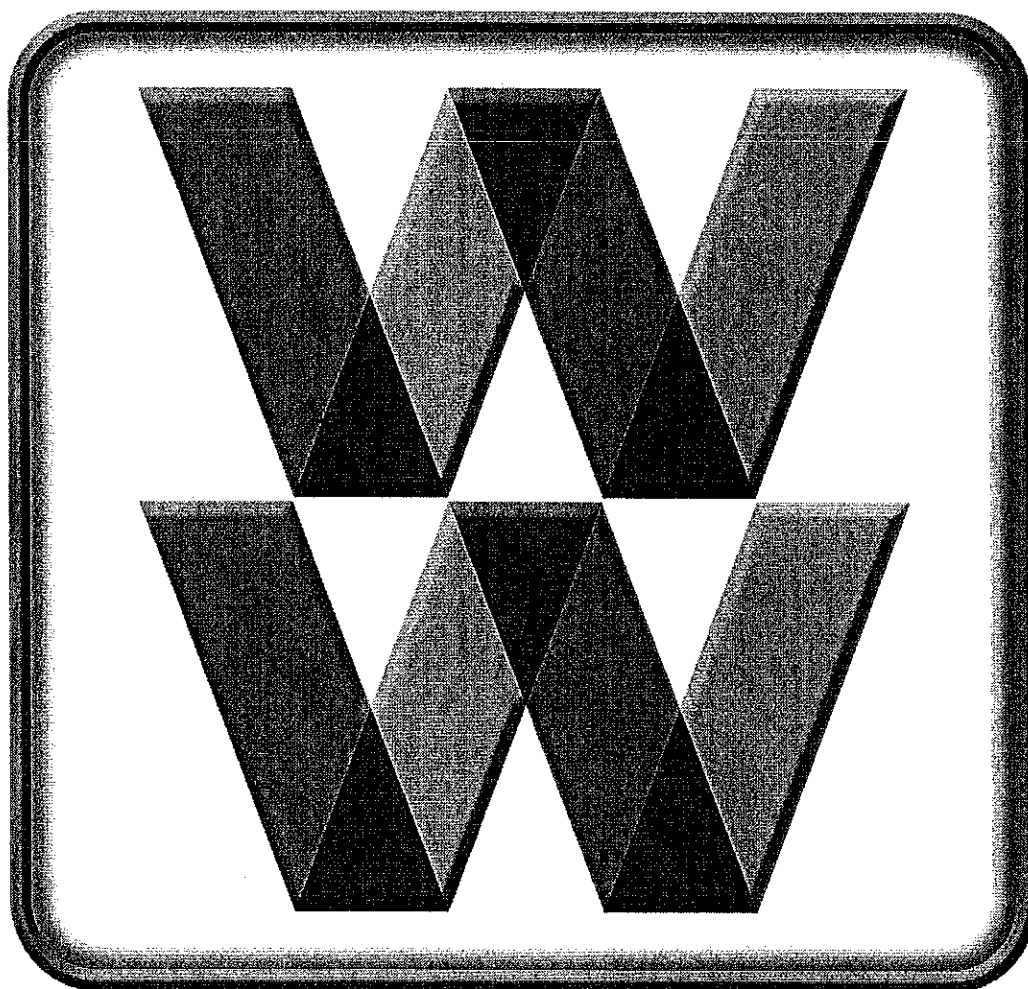
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# Student Book Answer Key



# Lesson 1

## 1A Finding Meanings p. 2

1. c—a 5. d—c 8. b—d
2. b—a 6. a—d 9. a—d
3. b—c 7. d—a 10. c—a
4. d—c

## 1B Just the Right Word p. 3

1. obedient
2. retire
3. budge
4. compatible
5. alert
6. obstacles
7. distraction
8. assigned
9. pedestrians
10. patient

## 1C Applying Meanings p. 4

1. a, b, c 5. a, b, c, d
2. a 6. a, b, d
3. a, b, d 7. a, b, c
4. a, b, d 8. a, c

## 1D Word Study p. 5

1. budge—shift
2. retire—quit
3. barrier—obstacle
4. warning—alert
5. jostle—shove
6. alert—drowsy
7. slight—burly
8. unfamiliar—accustomed
9. obedient—defiant
10. retire—arise

## 1E Passage p. 6 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. The idea was that dogs could be trained to be the eyes for blind people.
2. It begins when the dog is **assigned** to its new owner.
3. Such a person might be comfortable with a large, powerful dog.
4. They probably would not be very **compatible**.
5. People who are walking are usually on sidewalks.
6. Guide dogs are taught to disobey commands that would put their owners in danger.
7. This is done to **accustom** it to anything that might happen.
8. **Alert** means "watching out for signs of danger."
9. The dog will not **budge** until it is safe to do so.
10. They are trained to ignore **distractions**.
11. **Patient** means "willing to wait without complaining."
12. Garbage cans, mailboxes, and lampposts are some things that might be in the way.
13. They must make sure their owners don't get **jostled**.
14. **Retires** means "to end one's working life."
15. They are very close **companions**.

# Lesson 2

## 2A Finding Meanings p. 10

1. a—b 5. b—d 8. c—a
2. d—b 6. c—b 9. d—a
3. c—d 7. c—b 10. b—d
4. a—c

## 2B Just the Right Word p. 11

1. beverages
2. extracts
3. exported
4. introduced
5. combination
6. cultivated
7. tropical
8. purchased
9. craved
10. cluster

## 2C Applying Meanings p. 11

1. a, c 5. a, c
2. c 6. a, b, d
3. a, c, d 7. b, c, d
4. b, d 8. b, d

## 2D Word Study p. 12

1. immature
2. unaccustomed
3. incomplete
4. incompatible
5. irresistible
6. disobedient
7. impatient
8. undismayed
9. insufficient
10. dislike
11. dishonest
12. uneasy

## 2E Passage p. 14 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. Eating some chocolate would satisfy a strong desire for it.
2. Cocoa is used to make chocolate candy and **beverages**.
3. **Cultivated** means "grown."
4. They cannot grow where it is cold and dry.
5. They are sent to countries all over the world.
6. They used them to **purchase** the things they needed.
7. Candy is made by **combining** cocoa powder with cocoa butter, sugar, and dried milk.
8. You would find a **cluster** of 20 to 40 cocoa beans.
9. The beans have a slight chocolate **aroma**.
10. **Consumed** means "drank."
11. After the beans are roasted, the shells become **brittle** and are easy to remove.
12. The cocoa butter is **extracted** from it.
13. Spanish explorers **introduced** chocolate to Europe in the 1500s.
14. **Bland** means "lacking a strong flavor."
15. They were **equivalent** in value for the Aztecs.

# Lesson 3

## 3A Finding Meanings p. 17

1. b—a 5. c—d 8. d—a
2. c—a 6. d—b 9. c—d
3. b—c 7. d—a 10. c—b
4. b—c

## 3B Just the Right Word p. 18

1. obscured
2. puny
3. evident
4. ferocity
5. preyed
6. premature
7. survivors
8. option
9. duration
10. carnivores

## 3C Applying Meanings p. 19

1. c, d 5. a
2. a, b, c 6. a, c, d
3. a, b, c, d 7. a, c
4. c 8. a, c, d

## 3D Word Study p. 20

1. maturus: fully grown
2. vivere: to live
3. carnis: meat
4. ferox: fierce
5. pedester: on foot
6. cultus: till
7. trahere: draw
8. prehendere: grasp
9. durare: to last
10. videre: to see

## 3E Passage p. 22 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. They found its remains **preserved** in rock in Utah.
2. It lasted over a hundred and fifty million years.
3. They became **extinct** about 65 million years ago.
4. They understand how it looked and how it attacked other creatures.
5. **Prey** means "an animal that is hunted for food."
6. *Tyrannosaurus rex* was **gigantic**.
7. **Survive** means "to stay alive."
8. There weren't really any possibilities for escape, once *Utahraptor* attacked.
9. No. They were **puny** in comparison.
10. Scientists are still studying this subject.
11. It seems **evident** that it happened suddenly.
12. The dust from the meteorite would **obscure** the sun's rays.
13. The bones of a flying dinosaur have been discovered, leading some scientists to believe that it may be related to today's birds.
14. They were both **carnivores**.
15. It was a **ferocious** creature.

## Lesson 4

### 4A Finding Meanings p. 25

1. b—a 5. d—b 8. d—c
2. a—d 6. b—a 9. b—c
3. c—a 7. c—b 10. a—d
4. b—d

### 4B Just the Right Word p. 26

1. gales
2. navigating
3. destination
4. depart
5. voyage
6. horizon
7. approximate
8. course
9. severed
10. jubilant

### 4C Applying Meanings p. 27

1. a, b, c 5. a, b
2. a, c, d 6. a, c, d
3. a, d 7. a, b, c, d
4. a, b, c 8. a, b, d

### 4D Word Study p. 28

1. deteriorate, improve A
2. jubilation, joy S
3. obvious, evident S
4. depart, arrive A
5. puny, burly A
6. correct, accurate S
7. comprehend, understand S
8. preserve, save S
9. separate, combine A
10. jubilation, despair A

### 4E Passage p. 29 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. They were allowed to **depart** and practice their religion elsewhere.
2. **Sever** means "to break off."
3. The **voyage** lasted sixty-five days.
4. Their **destination** was Virginia.
5. **Accurate** means "able to give a correct reading or measurement."
6. There were about one hundred passengers on board.
7. The weather **deteriorated** after a couple of weeks at sea.
8. It would have been dangerous when strong **gales** rocked the Mayflower.
9. The trip seemed to take a long time. The bad weather made the trip very uncomfortable.
10. Cloudy skies would make it difficult for the crew to **navigate**.
11. They sighted it on the **horizon**.
12. **Revive** means "to become strong again."
13. They might have expressed their joy by cheering, laughing, or praying.
14. They might have felt a longing for their old friends, their family homes, and the towns they grew up in.
15. They had no choice but to begin building houses because it was the middle of winter.

## Lesson 5

### 5A Finding Meanings p. 35

1. d—b 5. a—c 8. b—c
2. c—d 6. a—b 9. d—b
3. a—d 7. c—a 10. d—b
4. d—a

### 5B Just the Right Word p. 36

1. foolhardy
2. lure
3. summit
4. blizzard
5. route
6. conquest
7. crevice
8. challenge
9. optimism
10. makeshift

### 5C Applying Meanings p. 37

1. a, d 5. b, d
2. a, b, c, d 6. b, c, d
3. a, c 7. a
4. a, b, d 8. a, c

### 5D Word Study p. 38

1. assignment
2. distraction
3. combination
4. craving
5. survivor
6. optimistic
7. horizontal
8. nostalgic
9. ferocious
10. carnivorous
11. accuracy
12. jubilation
13. navigation
14. obedience
15. patience

### 5E Passage p. 40 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. It would be **foolhardy** to try such a thing.
2. **Challenge** means "something that takes skill or effort."
3. Any loud noise could start an **avalanche**.
4. Because the air is thin, climbers probably would say only what is necessary to save their breath for the climb.
5. The weather can change quickly for the worse, bringing **blizzards** or other dangerous storms.
6. Clear skies with little chance of snow would make a climber feel hopeful.
7. Into these rock openings, climbers drive spikes to hold their ropes for steep climbs.
8. **Route** means "the path that must be followed to get to a place."
9. It is best to try to set up a **makeshift** shelter.
10. They need ropes when they are climbing a **vertical** section of the mountain.
11. They would be **thwarted** in making the climb.
12. He said he wanted to climb it because it was there.
13. He had made several **previous** attempts.
14. They will have calculated the location carefully. They will probably see flags and other things left by climbers who were there before them.
15. They would feel happy that they had **conquered** the highest mountain in the world.

## Lesson 6

### 6A Finding Meanings p. 43

1. d—a 5. d—a 8. b—a
2. d—c 6. c—a 9. b—c
3. d—b 7. a—c 10. a—d
4. b—c

### 6B Just the Right Word p. 44

1. monstrous
2. roused
3. agony
4. abolished
5. harbors
6. characters
7. grim
8. escalated
9. catapulted
10. inflicted

### 6C Applying Meanings p. 45

1. b, c, d 5. c
2. a, c, d 6. a, b, c
3. a, c, d 7. a, c
4. b, c 8. a, b, c

### 6D Word Study p. 46

1. defeat
2. cut
3. unclean
4. remove
5. correct
6. loyal
7. hatred
8. stern
9. short
10. weak

### 6E Passage p. 47 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. Many Americans supported slavery, but a great many others **loathed** it.
2. The quarrel **escalated** into a war.
3. President Lincoln **abolished** slavery in the United States.
4. Her novel *Uncle Tom's Cabin* **catapulted** her to world fame.
5. Answers will vary. The plan to sell Eliza's child and the beating of Uncle Tom, which caused his death, were both terribly cruel acts.
6. The book was **translated** into many different languages.
7. Her interest in ending slavery was a concern for the basic well-being and fair treatment of an entire group of people.
8. She continued to **denounce** slavery in speeches, articles, and books.
9. **Character** means "a person in a story, movie, or play."
10. She probably hoped to **rouse** people into demanding an end to slavery.
11. **Harbor** means "to give shelter to and to take care of by hiding."
12. Eliza's pain came from her fear of what could happen; Tom's pain came from actual physical punishment.
13. He enjoyed **inflicting** pain on helpless people.
14. He **steadfastly** refused to tell where they could be found.
15. **Grim** means "unpleasant or disturbing."

## Lesson 7

### 7A Finding Meanings p. 52

1. d—a 5. d—c 8. a—d
2. b—d 6. b—a 9. b—d
3. b—c 7. b—a 10. b—a
4. c—b

### 7B Just the Right Word p. 53

1. resemble
2. waddled
3. solitary
4. frigid
5. rigid
6. substantial
7. feeble
8. formal
9. remote
10. huddled

### 7C Applying Meanings p. 53

1. a, b, c, d 5. a, b, d
2. b, c, d 6. a, c, d
3. a, c, d 7. c
4. a, c 8. a, b, c

### 7D Word Study p. 54

1. gentle
2. joy
3. burly
4. fall
5. withdraw
6. flexible
7. boring
8. tropical
9. disloyal
10. love

### 7E Passage p. 56 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. People find them **fascinating** to look at.
2. *Deposit* means "to lay down."
3. Penguins do not fly in the air.
4. It looks like a very short man in **formal** dress.
5. Long ago, because they had no enemies to escape from, penguins had no reason to use their wings.
6. Summer temperatures are **frigid**.
7. They became excellent swimmers.
8. They spend a **substantial** part of their time in the water.
9. In the **remote** past, penguins were able to fly.
10. *Rigid* means "stiff and unbending."
11. The ice is two miles thick. The temperatures are always very low. No grass can grow for nests.
12. By forming large groups, they are able to keep each other warm.
13. They **waddle** awkwardly on land but swim gracefully in water.
14. *Huddle* means "to crowd together."
15. A **solitary** penguin would quickly lose its body heat and die.

## Lesson 8

### 8A Finding Meanings p. 59

1. c—b 5. d—c 8. d—a
2. b—d 6. b—c 9. b—d
3. d—b 7. a—d 10. d—c
4. a—b

### 8B Just the Right Word p. 60

1. frivolous
2. prospering
3. banquet
4. assembled
5. cargo
6. harvest
7. decrease
8. edible
9. desperate
10. hostility

### 8C Applying Meanings p. 61

1. c 5. a, b
2. b, c, d 6. a, c
3. a, c 7. a, b, c, d
4. a, b, c 8. a, b, c

### 8D Word Study p. 62

1. desperare: to give up hope
2. solus: alone
3. hostis: enemy
4. aequus: equal
5. proximus: nearest
6. frigus: cold
7. vivere: to live
8. portare: to carry
9. fascinare: to cast a spell on
10. fligere: to strike

### 8E Passage p. 64 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. Americans **celebrate** Thanksgiving every November.
2. They probably would think they were **frivolous**.
3. It carried a **cargo** of things that would be needed by the colonists.
4. They wrote the Mayflower Compact.
5. *Assembled* means "gathered together in a group."
6. They told them which berries and fruits were **edible** and how to grow different kinds of plants.
7. *Hewed* means "cut or shaped with blows of an ax or similar tool."
8. They made a **pledge** to be ruled by it.
9. The colonists probably served cider.
10. The liquid inside would run out.
11. The ripe crops they were able to pick probably included corn, beans, and squash.
12. The Native Americans were not **hostile** and a few could speak English.
13. The number of people had **decreased** to fewer than sixty.
14. They might have felt almost hopeless because nearly half of the people who came with them had died and their food was running out.
15. People would be better fed and clothed and would live in better housing.

## Lesson 9

### 9A Finding Meanings p. 68

1. d—c 5. b—c 8. c—b
2. c—b 6. a—c 9. b—a
3. a—b 7. b—a 10. b—a
4. b—c

### 9B Just the Right Word p. 69

1. heroic
2. dense
3. mimics
4. absurd
5. soared
6. unwieldy
7. suspended
8. significant
9. experiment
10. lumber

### 9C Applying Meanings p. 70

1. a, b, d 5. a, c, d
2. a, c, d 6. a, b, c, d
3. b 7. a, b, c, d
4. a, c, d 8. c, d

### 9D Word Study p. 71

1. x 8. x
2. ✓ 9. x
3. x 10. ✓
4. x 11. ✓
5. x 12. x
6. ✓ 13. x
7. ✓ 14. ✓
15. ✓

### 9E Passage p. 73 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. Hot air is less **dense** than cold air and therefore is lighter.
2. It is important because the first successful airplane flight was made there.
3. They built the first hot-air balloon that stayed in the air.
4. It **ascended** to a height of seventy feet.
5. They were too **unwieldy** to get off the ground.
6. *Soar* means "to fly high in the sky."
7. Members of the French royal family were among the **spectators**.
8. *Suspended* means "hanging while attached to something above."
9. Many of the early flights **terminated** in a crash.
10. The builders were trying to **mimic** the movement of a bird's wings.
11. They **experimented** with kites and gliders first.
12. *Lumber* means "to move in a clumsy or heavy way."
13. The planes became very **flimsy** and were more likely to crash.
14. A designer would probably think the idea **absurd**.
15. Today's airplanes are much safer than the very first ones.



## Lesson 10

### 10A Finding Meanings p. 76

1. b—c 5. d—a 8. d—a
2. c—b 6. a—c 9. d—c
3. b—c 7. a—d 10. d—a
4. a—d

### 10B Just the Right Word p. 77

1. evade
2. available
3. reluctant
4. superior
5. pursuit
6. established
7. donations
8. occasion
9. prohibits
10. liberated

### 10C Applying Meanings p. 78

1. a, b, d 5. a, d
2. a, d 6. a, b, c, d
3. a, b 7. a, c
4. b, c, d 8. a, b, c, d

### 10D Word Study p. 79

1. ascend, rise S
2. end, terminate S
3. oppose, support A
4. lessen, decrease S
5. donate, receive A
6. flimsy, sturdy A
7. capture, liberate A
8. yearning, desire S
9. abolish, establish A
10. willing, reluctant A

### 10E Passage p. 81 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. It made it a crime to help runaway slaves.
2. **Superiors** means "people of higher rank."
3. She despised it and **yearned** to be free.
4. They were afraid of being caught and punished.
5. They **donated** money to help pay for her trips to the South.
6. **Evade** means "to keep away from; to avoid being caught."
7. She led her people out of **bondage** as Moses had done for the Jewish people in Egypt.
8. She might have reminded them that when they reached Canada they would be free.
9. By providing safe places to **stay**, the stations on the Underground Railroad reduced the risk of capture.
10. They probably were **opposed** to slavery and wanted to help people escape from it.
11. It made these trips more dangerous because many people **pursued** her.
12. **Established** means "set up."
13. Education was not **available** to most slaves.
14. She worked as a nurse and **occasionally** acted as a spy.
15. She seems to have felt so strongly about the evil of slavery that she was willing to risk her life to free as many people as possible.

## Lesson 11

### 11A Finding Meanings p. 84

1. d—c 5. b—c 8. b—c
2. d—b 6. d—a 9. a—b
3. c—a 7. b—c 10. c—a
4. d—b

### 11B Just the Right Word p. 85

1. maximum
2. proceed
3. exultant
4. solo
5. bracing
6. stall
7. contact
8. nonchalant
9. anxious
10. confidence

### 11C Applying Meanings p. 86

1. c, d 5. a, b
2. a, b, c 6. a, b, c
3. a, b, c 7. b, c, d
4. b, d 8. a, b

### 11D Word Study p. 87

1. con-
2. con-
3. con-
4. com-
5. com-
6. con-
7. con-
8. com-
9. con-
10. com-

### 11E Passage p. 89 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. A **hangar** would be easily seen from the air.
2. The pilot can go no more than eighty-five miles per hour.
3. **Stall** means "to suddenly lose power."
4. Something might be overlooked, causing an accident.
5. The control tower **contacts** the pilot through the headphones.
6. **Confidence** means "a feeling of certainty or a lack of doubt."
7. The pilot tries to sound **nonchalant** while talking to the instructor.
8. The narrative says that the pilot **sauntered** over to the plane.
9. The pilot needs permission from the control tower.
10. About ten weeks of lessons are required before a **solo** flight.
11. The plane starts to **accelerate**.
12. It loses **altitude**.
13. **Brace** means "to make ready or to prepare for a shock."
14. The pilot might cheer or yell.
15. A person may feel **anxious** in the sense of worried or **anxious** in the sense of eager.

## Lesson 12

### 12A Finding Meanings p. 92

1. b—a 5. b—d 8. c—a
2. b—a 6. d—c 9. a—d
3. a—d 7. a—d 10. c—d
4. d—b

### 12B Just the Right Word p. 93

1. restriction
2. penetrated
3. portrait
4. dictated
5. rebels
6. notable
7. convalesce
8. stimulated
9. dedicated
10. exasperating

### 12C Applying Meanings p. 94

1. b, c 5. a, b
2. a, b, d 6. a, c, d
3. a, b, c 7. b, c
4. b 8. a, b, c

### 12D Word Study p. 95

1. navigate, navigation
2. rebellion, rebellious
3. exasperate, exasperating
4. restrict, restriction
5. evade, evasive
6. fascinate, fascinating
7. celebrate, celebrated
8. prosper, prosperous
9. loathe, loathing
10. obedience, obedient

### 12E Passage p. 97 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. The narrative says he was a **dictator**.
2. In 1910 they **overthrew** his government.
3. The narrative says Kahlo's parents gave their children a strict Catholic **upbringing**.
4. The new government tried to **stimulate** interest in the arts by supporting the work of artists.
5. They may have been annoyed because she supported the revolution and because she enjoyed doing things that shocked people.
6. **Overdue** means "coming later than expected or needed."
7. She liked to wear men's clothes.
8. This must have **restricted** her activities.
9. The spike **penetrated** her side.
10. While she recovered, she took up painting.
11. **Dedicated** means "set aside to honor her life and work."
12. The narrative says that she was **seldom** without pain for the rest of her life.
13. They had a **tempestuous** relationship with many separations.
14. She painted a number of **portraits** of her husband, her pets, and herself.
15. They were both **notable** Mexican painters.

## Lesson 13

### 13A Finding Meanings p. 101

1. d—b
2. a—d
3. c—a
4. d—a
5. b—d
6. b—a
7. d—c

### 13B Just the Right Word p. 102

1. tapered (off)
2. rippled
3. gorge
4. accommodate
5. morsel
6. aggressive
7. carcass
8. flailed
9. sluggish
10. protruding

### 13C Applying Meanings p. 103

1. a, c, d
2. a, c
3. a, c
4. a, b
5. b, c, d
6. b, c
7. a, b, c, d
8. a, d

### 13D Word Study p. 104

1. visible, friendly
2. taper
3. protrude
4. none
5. sluggish, methodical
6. nonchalant
7. none
8. donate
9. evasive, burly
10. yearn

### 13E Passage p. 106 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. The crocodile is a very **aggressive** animal.
2. A crocodile has a longer and narrower **snout**.
3. They both **slither** when moving on land.
4. The crocodile has a long, **tapering** tail.
5. Crocodiles hide the bodies of the animals they have killed so that they can return later to finish eating them.
6. They are likely to be **sluggish** when their surroundings are cool.
7. *Bask* means "to relax where it is pleasantly warm."
8. Only its eyes and nostrils can be seen.
9. It **flails** its tail to knock the animal off balance.
10. *Accommodate* means "to have room for."
11. The narrative says it **gorges** on the dead animal it has killed.
12. The crocodile can swim toward its prey without making a **ripple**.
13. They are above the surface so that the crocodile can see and breathe.
14. They eat **morsels** of meat that they pick from the teeth of crocodiles.
15. They hide themselves while they wait for thirsty animals to come to drink.

## Lesson 14

### 14A Finding Meanings p. 109

1. c—a
2. c—a
3. c—d
4. d—c
5. b—a
6. b—a
7. b—c

### 14B Just the Right Word p. 110

1. wilderness
2. idle
3. taunted
4. decade
5. transform
6. delicate
7. provide
8. illuminates
9. tolerant
10. requirement

### 14C Applying Meanings p. 111

1. a, b
2. a, c, d
3. a, b, c
4. a, b, c, d
5. a, b, c, d
6. a, d
7. b, c
8. a, c

### 14D Word Study p. 112

1. tri-
2. quad-
3. mon-
4. mono-
5. bi-
6. tri-
7. mono-
8. bi-
9. tri-
10. quad-
11. bi-
12. quad-

### 14E Passage p. 114 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. It says that most of the state was still **wilderness** at that time.
2. It **provided** him with his first job.
3. Most people think of him as the inventor of the light bulb.
4. *Illuminate* means "to supply with light."
5. The other children used to **taunt** him for not joining in their games.
6. They probably climbed trees, wrestled, and played tag.
7. She took him out of school and taught him at home.
8. *Delicate* means "weak."
9. He had permission to sell newspapers and candy on board.
10. He used his free time to work on inventions.
11. *Idle* means "to spend one's time doing nothing."
12. He **transformed** it into a well-lit city by building the first electric power station there.
13. He must have had a **brilliant** mind to invent so many things.
14. One is **required** to obtain a patent.
15. He lived for over eight **decades**.

## Lesson 15

### 15A Finding Meanings p. 117

1. b—a
2. c—b
3. a—d
4. a—b
5. d—c
6. c—b
7. a—d

### 15B Just the Right Word p. 118

1. fled
2. urban
3. disaster
4. lurch
5. fracture
6. petrified
7. major
8. intensity
9. prone
10. toppled

### 15C Applying Meanings p. 119

1. c, d
2. a, b, d
3. b, c, d
4. a, b, d
5. a, d
6. c
7. b, c, d
8. a, b, c, d

### 15D Word Study p. 120

1. tiny
2. minor
3. dim
4. sturdy
5. busy
6. reveal
7. often
8. shy
9. obedient
10. calm
11. mild
12. thick

### 15E Passage p. 122 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. They **investigate** the causes of earthquakes.
2. They measure the **intensity** of an earthquake.
3. There is still no way to **predict** when an earthquake will occur.
4. San Francisco lies on the San Andreas Fault.
5. *Topple* means "to fall over."
6. The ground often **lurches** during an earthquake, throwing people off balance.
7. *Minor* means "small or unimportant."
8. They might say they were **petrified** by what was happening.
9. An earthquake in such a place would be **disastrous**.
10. It would be a **major** earthquake.
11. Less damage will occur in a **sparsely** settled area.
12. **Fractures** in water pipes can cause flooding.
13. *Prone* means "likely to experience."
14. The loss of life was **immense**.
15. If you are in an old building that might collapse, you should leave it.

## Lesson 16

### 16A Finding Meanings p. 125

1. b—d
2. b—d
3. a—d
4. d—c
5. b—c
6. b—d
7. d—b
8. b—c
9. d—a
10. a—c

### 16B Just the Right Word p. 126

1. next of kin
2. provoke
3. reigned
4. bungled
5. riot
6. guardian
7. proclaimed
8. dominate
9. assume
10. former

### 16C Applying Meanings p. 127

1. a, d
2. d
3. a, c
4. a, c, d
5. a, b, d
6. a, b, c
7. b, c
8. a, b, c, d

### 16D Word Study p. 128

1. propel
2. propose
3. produce
4. progress
5. project
6. proceed
7. proclaim
8. protrude
9. provoke
10. provide

**16E Passage p. 130** (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. It suggests that she finally accepted that Hawaii was part of the United States.
2. *Guardian* means "one who legally has the care of another person."
3. She expected to be **proclaimed** Hawaii's ruler.
4. Although her family was **kin** to the royal family, it was not in line to rule.
5. She was the widow of a **former** king and, therefore, would have had some experience with governing.
6. She represented her brother at Queen Victoria's Golden **Jubilee**.
7. Dole refused to obey President Cleveland.
8. They were to stop any **riots** in support of the queen.
9. Her supporters would be put to death if she did not give up her rule. If she did give it up, rule by the Hawaiian royal family would end completely.
10. *Assumed* means "to take over the position of."
11. The rebellion that would have removed Dole from power was badly **bungled**.
12. They found weapons in her home; they said that messages between her and her followers had been **intercepted**.
13. She steadfastly denied **provoking** the rebellion.
14. *Pardoned* means "freed from legal punishment."
15. She **reigned** for less than three years.

## Lesson 17

### 17A Finding Meanings p. 134

1. c—d
2. c—a
3. b—a
4. a—c
5. d—c
6. d—b
7. a—c
8. b—c
9. c—d
10. a—b

### 17B Just the Right Word p. 135

1. oasis
2. erosion
3. primitive
4. fertile
5. consists
6. expanding
7. teemed
8. afflicted
9. pasture
10. refugees

### 17C Applying Meanings p. 136

1. a, b, c
2. a, c, d
3. a, b, c, d
4. a, b, c, d
5. a, b, c
6. b, c
7. b, c, d
8. a, b, c, d

### 17D Word Study p. 137

1. idle
2. idol
3. taper
4. tapir
5. teem
6. team
7. reigns
8. reins
9. barren
10. baron
11. minor
12. miner
13. flea
14. flee
15. hangar
16. hanger

**17E Passage p. 139** (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. Deserts receive too little rainfall for anything to grow.
2. They become **refugees** in countries to the south.
3. Crops can be grown at **oases** because water is found there.
4. It has **expanded** south into the Sahel.
5. *Fertile* means "able to produce good crops."
6. Tropical rain forests are **teeming** with life.
7. Changed weather conditions are the main cause.
8. *Primitive* means "simple or crude."
9. They starve because there is no **pasture** for them.
10. They **wither** and die.
11. The trees help to hold the soil in place.
12. With a change in weather patterns, they think it could **revert** to grassland.
13. The Sahel has been **afflicted** with the worst dry spells in nearly two centuries.
14. Apart from the central mountains, it **consists** mostly of sand.
15. They can prevent **famine**.

## Lesson 18

### 18A Finding Meanings p. 142

1. b—c
2. a—b
3. a—c
4. b—c
5. a—d
6. c—b
7. d—a
8. b—c
9. b—a
10. c—d

### 18B Just the Right Word p. 143

1. retained
2. meager
3. obsolete
4. resemblance
5. betrayed
6. sensation
7. Negotiating
8. mischief
9. subsequent
10. vowed

### 18C Applying Meanings p. 144

1. a, b, d
2. a, b
3. b, d
4. a, b, c
5. a, b, c, d
6. b, c
7. c
8. b, d

### 18D Word Study p. 145

1. riot
2. rebellion
3. disturbance
4. uprising
5. uproar
6. tender
7. aching
8. sore
9. painful
10. agonizing

**18E Passage p. 147** (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. He had a **meager** income then.
2. He produced **animated** cartoons.
3. *Sensation* means "causing great interest or excitement."
4. He wanted to **negotiate** a better business deal for himself.
5. He had no money to **retain** a lawyer.
6. He **declined** all of them.
7. *Betrayed* means "to have been disloyal to."
8. The distributor had hired Disney's artists to draw Oswald cartoons for himself.
9. *Somber* means "sad or serious."
10. He **vowed** never to sell his movies in the future.
11. She saw the **likeness** between Mickey Mouse and her husband.
12. Most people probably preferred to have sound with their movies.
13. She **convinced** him that Mickey Mouse would be a better name.
14. All of Disney's **subsequent** films had sound.
15. They thought Mickey's adventures were **hilarious**.

## Lesson 19

### 19A Finding Meanings p. 150

1. c—b
2. a—d
3. d—b
4. b—c
5. c—a
6. a—c
7. a—c

### 19B Just the Right Word p. 151

1. suffocation
2. eruption
3. population
4. fume
5. prelude
6. dormant
7. tremors
8. stupendous
9. excavation
10. expelled

### 19C Applying Meanings p. 152

1. c, d
2. a, c, d
3. a
4. b, c, d
5. a, c, d
6. a, b, c, d
7. a, b, c, d
8. a, b, d

### 19D Word Study p. 153

1. extract
2. exult
3. extinct
4. experiment
5. export
6. expand
7. expel
8. excavate
9. exasperate
10. exhale

### 19E Passage p. 155 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. They revealed the buildings, the objects used in daily life, and the bodies of the people who had died.
2. It had been **dormant** for so long that it did not seem dangerous.
3. *Prelude* means "something that comes before."
4. There were many public buildings and temples as well as **elegant** homes.
5. *Tremors* means "shaking movements."
6. The volcano **erupted** in a tremendous explosion.
7. The pressure inside the volcano had been building up for centuries.
8. **Molten** rock, or lava, as well as water and ash were thrown from the volcano.
9. *Expelled* means "thrown out with force."
10. The people had to work slowly and carefully to remove the dirt and volcanic ash without harming the objects underneath.
11. It was so hot it **scalded** many people and animals.
12. It was filled with poisonous **fumes** and smoke.
13. He **perished** while trying to rescue his friends in Pompeii.
14. It had a **population** of about 20,000.
15. Many people were **suffocated**, while others were crushed or burned.

## Lesson 20

### 20A Finding Meanings p. 158

1. d—b
2. a—d
3. b—c
4. c—b
5. b—c
6. b—a
7. b—c

### 20B Just the Right Word p. 159

1. burdened
2. resume
3. indignant
4. ridicule
5. jest
6. ample
7. comply
8. exertions
9. moral
10. encounter

### 20C Applying Meanings p. 160

1. b, c
2. a, b, d
3. a, b, c
4. b, c, d
5. b, c
6. a, b, c, d
7. c, d
8. b, d

### 20D Word Study p. 161

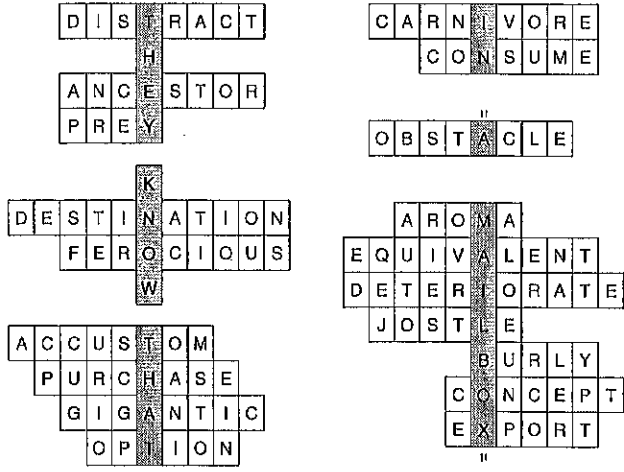
1. primitive, crude S
2. retain, keep S
3. animated, sluggish A
4. topple, overthrow S
5. pity, compassion S
6. mirth, laughter S
7. sparse, meager S
8. drab, elegant A
9. jest, joke S
10. careless, painstaking A
11. somber, jubilant A
12. die, perish S
13. decline, accept A
14. meeting, encounter S
15. barren, fertile A

### 20E Passage p. 163 (The appropriate vocabulary word is printed in boldface. Sentences are examples; students' sentences may vary.)

1. They probably greeted it with **mirth**.
2. They would have arrived at the market with the father riding the donkey, and they probably would have been able to sell the animal.
3. He wanted to teach a **moral** to his listeners.
4. She has a very stupid father.
5. He was anxious to please everyone.
6. He **complied** with every one of them.
7. *Burden* means "a heavy weight that is carried."
8. He took her advice seriously because he didn't realize she had spoken in **jest**.
9. Being tied to a pole and carried must have troubled the donkey.
10. The donkey would be very **cumbersome**.
11. *Resumed* means "began again after a pause."
12. It says they were panting from their **exertions**.
13. *Ample* means "more than enough."
14. They were on the **outskirts** of the town.
15. They must have looked **ridiculous**.

# Lessons 1-4

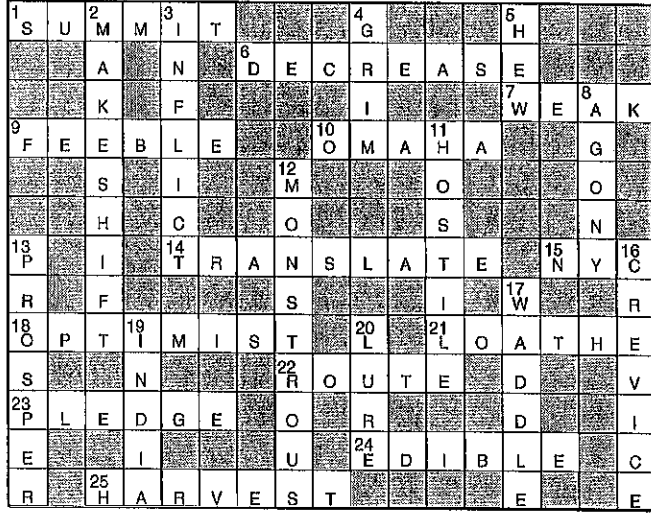
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# Lessons 5-8

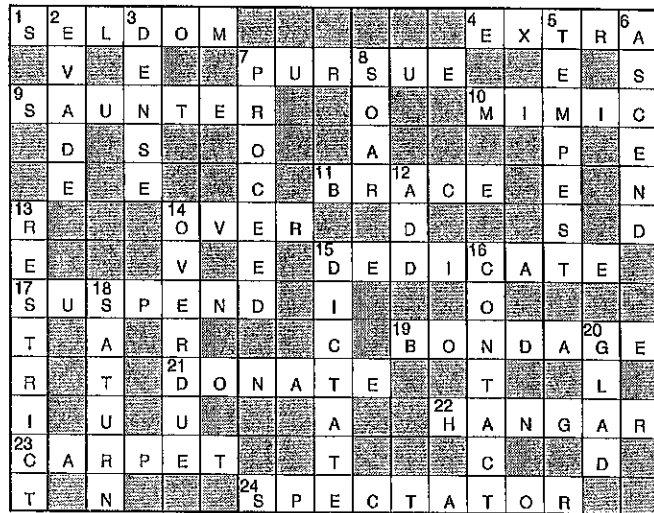
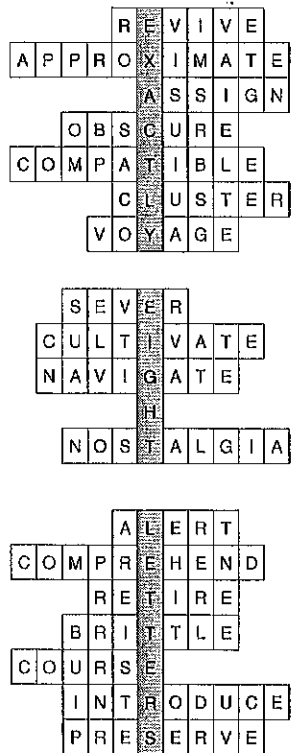
## Crossword Puzzle



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# Lessons 9-12

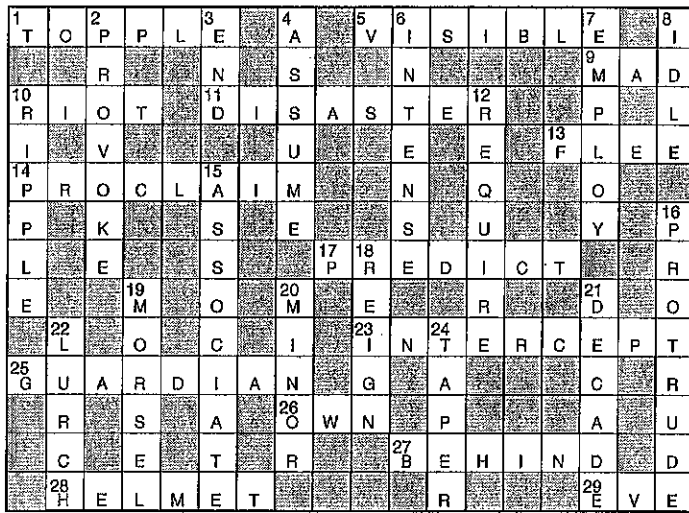
## Crossword Puzzle



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# Lessons 13-16

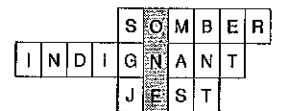
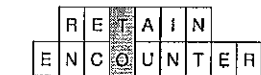
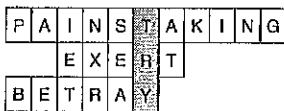
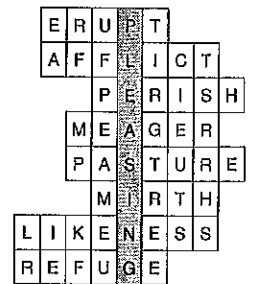
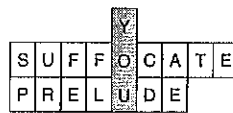
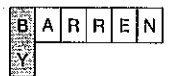
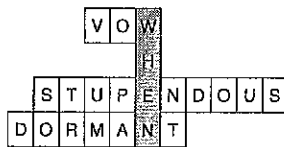
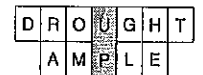
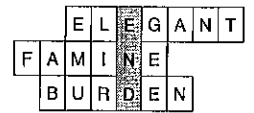
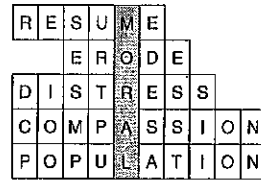
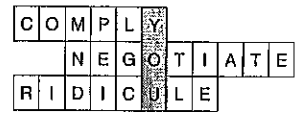
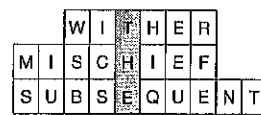
## Crossword Puzzle



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# Lessons 17-20

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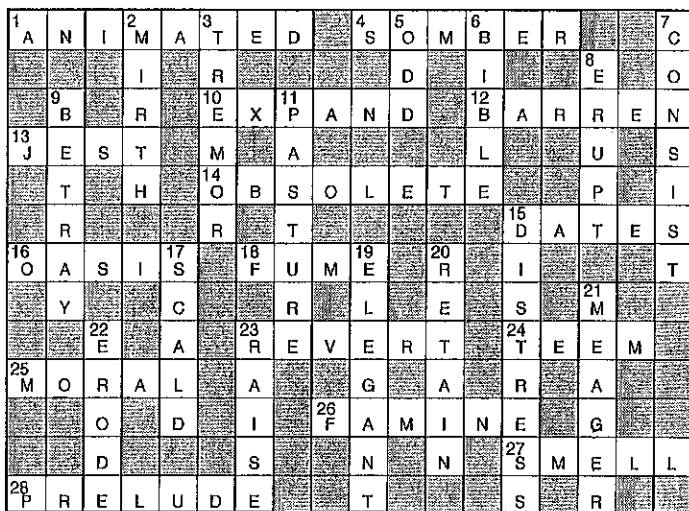


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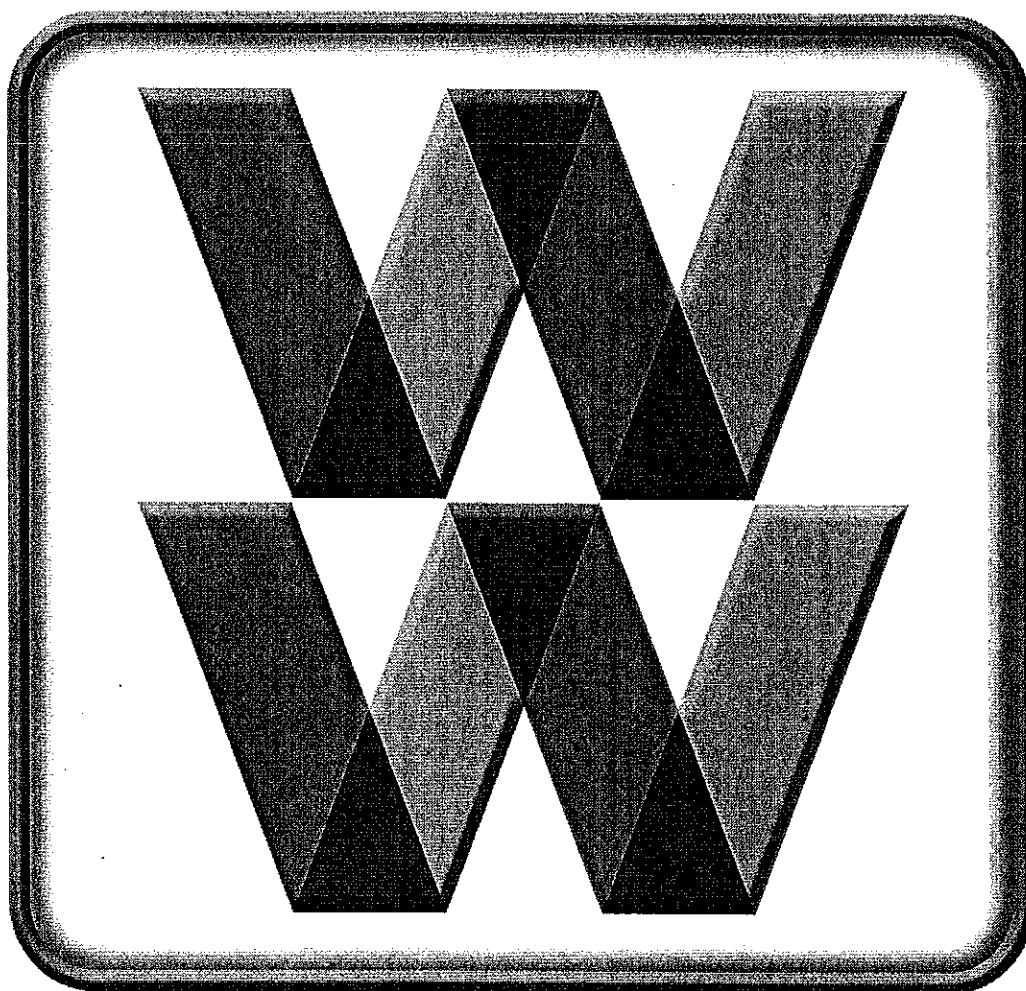
# Lessons 17-20

## Crossword Puzzle



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# Lesson Review Exercises



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

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

## Lesson 1

1. Until a hundred years ago, blind people had difficulty getting around. It was at that time that someone first thought of the \_\_\_\_\_ of guide dogs.
2. Dogs naturally like to be active and on the move. Seeing Eye dogs learn \_\_\_\_\_ by being made to sit without moving for long periods.
3. Seeing Eye dogs must keep their minds on the job they have to do. Loud noises and interesting smells are two of the \_\_\_\_\_ they are taught to ignore.
4. Many dogs will snap back if someone accidentally bumps into them, Guide dogs are trained not to respond even if someone \_\_\_\_\_ them quite hard.
5. Seeing Eye dogs and their owners enjoy each other's company. They are \_\_\_\_\_ for each other and are hardly ever separated.
6. It takes a month of getting to know one another for each dog and its future owner. At the end of that time, the dog is \_\_\_\_\_ to its new owner.
7. Each dog is carefully matched with its new owner. A small person would not receive a large dog, which might be more suitable for a \_\_\_\_\_ person.
8. There are many things to be considered in matching dog to owner. The most important is whether the dog and its new owner are \_\_\_\_\_.
9. Seeing Eye dogs must be able to think for themselves. Although usually \_\_\_\_\_, they will refuse to obey an order to go forward if to do so might be dangerous.
10. Sometimes the owner tells the guide dog to cross a street where the traffic could be a danger. The dog will disobey the order and refuse to \_\_\_\_\_ until it's safe to do so.
11. The guide dogs must be especially watchful on busy city streets. \_\_\_\_\_ who don't look where they are going can be a serious problem.
12. If the guide dog senses danger it will refuse to go forward. It will \_\_\_\_\_ its owner to the danger, probably by barking loudly.
13. Seeing Eye dogs guide their owners skillfully in crowded places. Some of the \_\_\_\_\_ they might have to avoid are fire hydrants, power line poles, or trash barrels on the sidewalk.
14. The working life of a Seeing Eye dog is about ten years. It then spends its \_\_\_\_\_ as an ordinary family pet.
15. When it gets too old to do its job, a Seeing Eye dog is placed with another family. It probably takes some time before it gets \_\_\_\_\_ to its new home.



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

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

## Lesson 2

1. Until the Spanish discovered it in the 1500s, chocolate was unknown in Europe. Until that time it was \_\_\_\_\_ only in Central and South America by the Aztecs.
2. The Aztec word chocolate means “bitter drink.” The word was \_\_\_\_\_ into European languages after the Spanish conquest of Central and South America.
3. The Aztecs didn’t use paper money or coins when they bought things. They paid for their \_\_\_\_\_ with cocoa beans.
4. Instead of dollars and cents, the Aztecs priced things in cocoa beans. Ten beans were \_\_\_\_\_ in value to one rabbit.
5. The first cocoa trees grew wild in Central and South America. Now cocoa trees are \_\_\_\_\_ in many other parts of the world.
6. The Ivory Coast in West Africa produces nearly half of the world’s cocoa crop. It \_\_\_\_\_ over a million tons a year to countries around the world.
7. The United States is not a suitable place for growing cocoa trees. They grow best in \_\_\_\_\_ countries.
8. Cocoa beans grow close together inside each pod. The \_\_\_\_\_ varies in size from twenty beans to as many as forty.
9. Smelling fresh cocoa beans would not help you to identify them. The beans at that stage do not have the distinctive chocolate \_\_\_\_\_.
10. Roasting makes the shells easier to crack open. This is because the heat makes them \_\_\_\_\_.
11. Hot chocolate is a favorite drink for people of all ages. The \_\_\_\_\_ is especially popular in wintertime.
12. Dark chocolate has a slightly bitter taste. Those who prefer it consider milk chocolate to be rather \_\_\_\_\_.
13. Chocolate can take several different forms. What we think of as chocolate is a \_\_\_\_\_ of cocoa powder, cocoa butter, dried milk, and sugar.
14. Cocoa powder is an important byproduct of chocolate production. It is made by \_\_\_\_\_ the fat from chocolate paste.
15. Some people find chocolate hard to resist. Those who have a \_\_\_\_\_ for it sometimes call themselves “chocoholics.”

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

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

### Lesson 3

1. Dinosaurs first appeared over 200 million years ago and died out 65 million years ago. That is a(n) \_\_\_\_\_ of about 135 million years.
2. The world of the dinosaurs was vastly different from today's world. It is impossible to \_\_\_\_\_ what it would have been like to live in those times.
3. The world at that time was a savage one of hunters and hunted. \_\_\_\_\_ creatures would have stood no chance in such a world.
4. Dinosaur skeletons are found buried in rock. It is \_\_\_\_\_ that the bones and the rock are about the same age.
5. Most creatures living tens of millions of years ago left no trace behind. Only a small number happened to be \_\_\_\_\_ in rocks for us to discover.
6. A twenty-foot long *Utahraptor* may seem large, but it looks small when compared with the \_\_\_\_\_ *Tyrannosaurus Rex*, which measured fifty feet.
7. Its ten-inch claws and huge, sharp teeth give *Tyrannosaurus Rex* a scary look. It is probably the most \_\_\_\_\_ looking of all the dinosaurs.
8. Dinosaur teeth tell scientists what kind of creature the teeth belonged to. They show whether the creature was plant-eating or \_\_\_\_\_.
9. The largest of all dinosaurs ate only plants. They were not equipped to fight and were the natural \_\_\_\_\_ of meat-eaters such as *Tyrannosaurus Rex*.
10. Did a meteorite hitting the earth cause the dinosaurs to die out? Scientists who once thought this explanation \_\_\_\_\_ now believe it to be correct.
11. A large meteorite could hit the earth again. The damage to our planet if that were to happen would be enormous, but life in some form would almost certainly \_\_\_\_\_.
12. Perhaps dinosaurs never died out at all but eventually became today's birds. People have the \_\_\_\_\_ of believing either explanation.
13. Those who believe that dinosaurs never died out at all point to *Sinornis*. They think that feathered dinosaurs are the \_\_\_\_\_ of birds living today.
14. Is there a connection between feathered dinosaurs like *Sinorsis* and today's birds? The relationship between them is still \_\_\_\_\_.
15. It may well turn out to be the case that birds are descended from dinosaurs. If that is so, then dinosaurs never really became \_\_\_\_\_.

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

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

## Lesson 4

1. The Pilgrims who boarded the *Mayflower* left for religious reasons. They \_\_\_\_\_ of ever being able to practice their faith in England.
2. The Pilgrims wished to be free to practice their own religion in America. They \_\_\_\_\_ all religious ties with England when they left.
3. A hundred and two passengers boarded the *Mayflower*. When they \_\_\_\_\_ from England, they had little hope of ever seeing their native land again.
4. The *Mayflower* left Plymouth on September 6, 1620. Its \_\_\_\_\_ was supposed to take it to Virginia.
5. Sailors in the 1600s steered mainly by the sun and stars. In those days it was impossible for them to know their position \_\_\_\_\_.
6. Clocks and other instruments were not very reliable in the 1600s. At best they could tell those on board only \_\_\_\_\_ where their ship was on the ocean.
7. Sailors knew their location when they were in sight of land. To \_\_\_\_\_ across three thousand miles of open ocean using unreliable instruments was very difficult.
8. The passengers on the *Mayflower* set off with high hopes. Their spirits \_\_\_\_\_ as weeks went by without sight of land.
9. After several weeks of fine weather, conditions changed. Strong \_\_\_\_\_ in the mid-Atlantic carried the *Mayflower* north, away from Virginia.
10. The *Mayflower* was lucky to reach America, as shipwrecks were common in the 1600s. Not all \_\_\_\_\_ ended successfully.
11. There was a burial at sea when one of the passengers died. The person got sick and could not be \_\_\_\_\_.
12. Those on board had almost given up hope of reaching America. Then, after sixty-five days, land was spotted on the \_\_\_\_\_.
13. The speck of land grew larger as the *Mayflower* approached Cape Cod. As the ship drew closer to the shore, the \_\_\_\_\_ on board increased.
14. The *Mayflower* was supposed to land in Virginia. Its actual \_\_\_\_\_ turned out to be five hundred miles to the north.
15. The Pilgrims took a few personal belongings with them. Looking at them in their new land must have made them feel \_\_\_\_\_.

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

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

## Lesson 5

1. What is it that attracts men and women to risk their lives climbing Everest? The \_\_\_\_\_ of the mountain is hard to explain to nonclimbers.
2. Perhaps George Mallory thought it foolish for someone to ask him why he wanted to climb Everest. That might explain his \_\_\_\_\_ reply, "Because it's there."
3. Mallory made several unsuccessful attempts to climb Everest. The \_\_\_\_\_ was not just to reach the top, but to be the first to do so.
4. Mallory's final climb up Everest took place in 1924 and ended with his death. Several \_\_\_\_\_ attempts had also ended in failure.
5. Thousands of people have tried to climb Everest. The mountain's extreme weather \_\_\_\_\_ the attempt by five out of six climbers.
6. Nervous people would not enjoy mountain climbing. Looking down a thousand-foot \_\_\_\_\_ mountain face while dangling from a rope can be especially scary.
7. The height of Everest has been carefully measured. Its \_\_\_\_\_ is twenty-nine thousand and thirty-five feet above sea level.
8. There are several ways to climb Everest. Most climbers take the \_\_\_\_\_ up the south side of the mountain.
9. Climbers must train hard before attempting to climb Everest. To try to make it to the top while in poor physical condition would be \_\_\_\_\_.
10. The weather on the higher parts of the mountain changes with very little warning. \_\_\_\_\_ can turn to despair when bad weather suddenly strikes.
11. A mass of ice, snow, and rocks can become dislodged near the peak. The \_\_\_\_\_ gathers speed as it roars down the mountain.
12. Climbers must seek shelter from strong winds and falling snow. A \_\_\_\_\_ on Mount Everest can last for hours or even days.
13. Climbers make their way very carefully up steep slopes. As they climb up, they look for \_\_\_\_\_ to use as hand- or footholds.
14. Most climbers carry sturdy but lightweight tents. Having a tent makes having to rely on \_\_\_\_\_ shelters unnecessary.
15. Most climbers of tall mountains admit to being afraid at times. They say that one of the benefits of climbing is learning to \_\_\_\_\_ fear.

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

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

## Lesson 6

1. The years leading up to the Civil War were marked by strong disagreements. Tension \_\_\_\_\_ between North and South until war broke out.
2. Those who helped slaves escaping from their owners put themselves at risk. It was a crime to \_\_\_\_\_ runaway slaves.
3. Stowe felt that she had to do something to help end slavery. She wrote *Uncle Tom's Cabin* to \_\_\_\_\_ the people against what she felt was a terrible evil.
4. Slaveholders could break up whole families by selling their members separately. We cannot imagine the \_\_\_\_\_ suffered by the parents and their children.
5. There are some hateful people in *Uncle Tom's Cabin*. Readers of the book probably feel the greatest \_\_\_\_\_ for Simon Legree.
6. Legree treated Uncle Tom brutally. Trying to make him whip the weak, female slave was a \_\_\_\_\_ act.
7. Punishment was harsh for slaves who displeased their masters. The whipping \_\_\_\_\_ on Uncle Tom was so severe that he died.
8. Eliza and her child are central to the story of *Uncle Tom's Cabin*. These are the two \_\_\_\_\_ that readers probably care about the most.
9. Eliza made up her mind to escape. She made her decision after hearing the \_\_\_\_\_ news that her child was to be sold.
10. Southern slave owners were upset by *Uncle Tom's Cabin*. They \_\_\_\_\_ Stowe for interfering in matters she didn't understand.
11. Supporters of the South told Stowe to mind her own business and stay out of theirs. She would probably have replied that she was proud to be called \_\_\_\_\_.
12. Stowe devoted her life to ending slavery. It must have made her very happy when slavery was \_\_\_\_\_ in 1863 by order of President Lincoln.
13. Stowe wrote other books besides *Uncle Tom's Cabin*. It was her story of slavery in America that \_\_\_\_\_ her to world fame.
14. *Uncle Tom's Cabin* was popular with readers all over the world. It was first \_\_\_\_\_ into German and then into many other languages.
15. Harriett Beecher Stowe shows that one person can make a difference. She was \_\_\_\_\_ in her determination to end slavery.

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

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

## Lesson 7

1. Penguins are a popular feature of many aquariums. These \_\_\_\_\_ creatures always draw crowds of onlookers.
2. Gentlemen put on evening clothes only for special occasions. Penguins appear in " \_\_\_\_\_ " dress all the time.
3. There are differences in appearance between one penguin and another. To a casual onlooker, however, they all \_\_\_\_\_ each other.
4. Antarctica, where penguins make their home, is not an easy place to get to. It is in a very \_\_\_\_\_ part of the world.
5. Antarctica is the coldest place on earth. The \_\_\_\_\_ air during the long winter night can measure minus seventy degrees.
6. Penguins are able to survive in the \_\_\_\_\_ climate.
7. Penguins need the company of other penguins in order to survive the extreme cold. That is why they live in large \_\_\_\_\_.
8. Penguins have learned to get along with each other. This is just as well, as up to half a million may be \_\_\_\_\_ together in one place.
9. There's an old saying that birds of a feather flock together. That's true of these birds of Antarctica, as a \_\_\_\_\_ penguin would be a very rare sight.
10. All birds lay eggs. Most do so in nests of twigs and grass, but female penguins \_\_\_\_\_ their eggs in nests made of stones.
11. Young penguin chicks have food brought to them by their parents. They are too \_\_\_\_\_ to survive on own.
12. Penguins need lots of food in order to stay alive. A(n) \_\_\_\_\_ part of their day is spent in the water hunting for fish.
13. Penguins long ago lost the ability to fly. They \_\_\_\_\_ for this by being excellent swimmers.
14. Flexible wings would not make good flippers for moving through water. The penguin's \_\_\_\_\_ wings enable it to move quickly in the sea.
15. Penguins seem more at home in water than on land. On land they \_\_\_\_\_ awkwardly, but they move gracefully in the water.

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

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

## Lesson 8

1. Thanksgiving is a popular holiday in the United States. It is \_\_\_\_\_ each year on the third Thursday in November.
2. Thanksgiving brings families together around the dinner table. The centerpiece of the \_\_\_\_\_ is usually a roast turkey.
3. The first Thanksgiving was held in late 1621. At that time the Pilgrims gave thanks for their first \_\_\_\_\_.
4. Forty-one passengers had met the previous year in the *Mayflower's* main cabin. At that \_\_\_\_\_, they drew up the rules by which they would govern themselves.
5. The set of rules was known as the Mayflower Compact. All those who signed it \_\_\_\_\_ to observe the agreement.
6. The *Mayflower* carried everything the Pilgrims would need in the New World. Musical instruments, considered unimportant, were not part of the \_\_\_\_\_.
7. Liquids were brought over on the *Mayflower* in watertight barrels. These \_\_\_\_\_ could later be used by the Pilgrims to store water.
8. Axes were very important tools. With them the Pilgrims could \_\_\_\_\_ logs from the forest trees to make their homes.
9. Everyone who was able to had to work. Small children might be given the \_\_\_\_\_ of collecting firewood.
10. The Pilgrims were starving by the end of the winter. When Samoset visited them, their supplies of food had \_\_\_\_\_ to almost nothing.
11. By early 1621, many had died and most of the others were sick. Just when things were most \_\_\_\_\_, help arrived.
12. The Pilgrims were too feeble to defend themselves if attacked. Luckily the Wampanoags were not \_\_\_\_\_.
13. It was important for the Pilgrims to know which berries could be eaten safely. The Wampanoags showed them which were \_\_\_\_\_ and which were poisonous.
14. Other ships followed the *Mayflower*, bringing more goods and people from England. The Plymouth colony became quite \_\_\_\_\_ as trade with England grew.
15. The Pilgrims took life very seriously. If they could come back today, they would probably think that most Americans lead very \_\_\_\_\_ lives.

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

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

## Lesson 9

1. The air inside a hot-air balloon is heated. This makes it less \_\_\_\_\_ than the surrounding cooler air and causes the balloon to rise.
2. In 1783 a large crowd assembled to watch the Montgolfier brothers' hot-air balloon. Among the \_\_\_\_\_ were members of the French royal family.
3. The Montgolfier brothers' hot-air balloon reached a height of 1,500 feet. Its flight \_\_\_\_\_ after it had been in the air for eight minutes.
4. Unlike a kite, the Montgolfier brothers' hot-air balloon was not attached to the ground. People watched in amazement as the balloon \_\_\_\_\_ to a great height.
5. A sheep, a duck, and a rooster were the first airborne creatures. Two months later, the first human flight in a balloon took place, a truly \_\_\_\_\_ act.
6. By 1900, there was great competition to build a successful heavier-than-air machine. The first to \_\_\_\_\_ this goal would be famous.
7. The Wright brothers made and repaired bicycles for a living. They \_\_\_\_\_ their work on bicycles to concentrate on building a heavier-than-air machine.
8. Some early aircraft had as many as six wings, stacked above each other. Such airplanes were too \_\_\_\_\_ to ever get off the ground.
9. Modern aircraft have rigid wings. Early attempts to \_\_\_\_\_ the flapping of birds' wings ended in failure.
10. The first aircraft designers had a problem in trying to reduce the plane's weight. The lighter the aircraft, the more \_\_\_\_\_ it was.
11. Steam engines are very heavy. It was \_\_\_\_\_ to think they could ever be used to power aircraft.
12. The Wright brothers rejected the concept of steam-powered flight. After \_\_\_\_\_ with different designs, they developed a lightweight gasoline engine.
13. The first flying machine took to the air in 1903. Only a few people were present to see the plane \_\_\_\_\_ to a height of a few feet and stay in the air for twelve seconds.
14. The future \_\_\_\_\_ of aircraft may not have been obvious to everyone. They might have been surprised to hear that one day aircraft would be flown around the world and even into space.
15. A visit to the National Air and Space Museum is a must in Washington, D.C. There you can see the plane that \_\_\_\_\_ across the field at Kitty Hawk and then took off.



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

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

## Lesson 10

1. Slavery had many defenders in the Congress of the 1850s. They based their attitude on the belief that the white race was \_\_\_\_\_ to all others.
2. Many slave owners claimed that their slaves were happy. The truth was that every slave \_\_\_\_\_ to be free.
3. White slave owners thought there was nothing wrong in owning slaves. They argued that people had been living in \_\_\_\_\_ for thousands of years.
4. There was once some uncertainty regarding the year of Harriet Tubman's birth. It has now been \_\_\_\_\_ that she was born in 1820.
5. Harriet Tubman wanted desperately to free as many slaves as possible. She \_\_\_\_\_ her goal with a single-minded purpose.
6. The former slave had wealthy friends who wanted to help her. They made money \_\_\_\_\_ to her whenever she needed it.
7. The money Tubman earned at various jobs paid for her own living expenses. To do her real work she relied on \_\_\_\_\_ from her supporters.
8. She returned to the South many times to help others escape. There were \_\_\_\_\_ times when she was almost captured by reward hunters.
9. The \$40,000 reward for capturing her was a lure for those who hunted Tubman. No one ever received the reward as she always \_\_\_\_\_ capture.
10. The Fugitive Slave Law was passed by Congress in 1850. It \_\_\_\_\_ anyone from helping a runaway slave.
11. It took courage to belong to the Underground Railroad. The law against helping runaway slaves made most people \_\_\_\_\_ to help Tubman and others like her.
12. The Civil War tore apart many families. Brothers sometimes \_\_\_\_\_ brothers, and fathers fought against sons.
13. Tubman made many trips behind enemy lines. On these \_\_\_\_\_ she tried to win slaves over to the Northern side.
14. Slaves were taught to fear the Northern soldiers. Tubman won their trust and was able to offer them \_\_\_\_\_ that they accepted.
15. 1863 is a significant year in American history. In that year, President Lincoln signed an order \_\_\_\_\_ all the slaves in the states fighting the North.

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

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

## Lesson 11

1. Poems have been written about the joy of flying. They try to capture the \_\_\_\_\_ feeling that comes from soaring far above the earth.
2. Flying an airplane alone for the first time is an unforgettable experience. Pilots never forget their first \_\_\_\_\_ flight.
3. Many people are afraid of flying, especially going up for the first time. The more times you fly, the less \_\_\_\_\_ you become.
4. All student pilots are nervous when flying alone for the first time. No matter how \_\_\_\_\_ they try to seem, their hearts are beating a little more rapidly.
5. The way you walk tells something of how you feel. By \_\_\_\_\_ rather than hurrying, you give the impression that you aren't worried.
6. Instructor and student pilot should be compatible. It's important that they have \_\_\_\_\_ in each other.
7. Pilots go through a series of steps before takeoff. They \_\_\_\_\_ from each item on the checklist to the next until all have been checked off.
8. Pilots do everything in a careful manner. By acting \_\_\_\_\_ at all times, they avoid making mistakes that could be fatal.
9. Pilots must be alert for instructions from the ground. They remain in radio \_\_\_\_\_ with the tower at all times.
10. Opening the throttle makes the engine turn faster. This causes the plane to \_\_\_\_\_ until it reaches its takeoff speed.
11. An altimeter is an instrument that shows how high the plane is. It measures air pressure and gives the \_\_\_\_\_ of the plane above sea level.
12. A plane burns the least amount of gas at its cruising speed. It consumes much more fuel when flying at \_\_\_\_\_ speed.
13. To land, the pilot closes the throttle and pulls back on the stick when the plane is just inches off the ground. This causes the plane to \_\_\_\_\_ and drop gently onto the runway.
14. Landing a plane can be tricky and even dangerous. Pilots \_\_\_\_\_ themselves before landing in case they have to act quickly in an emergency.
15. Aircraft are usually parked on the airport tarmac. They are wheeled into the \_\_\_\_\_ for overhauls and repairs.

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

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

## Lesson 12

1. Frida Kahlo was born in Mexico in 1907 during the rule of Porfirio Diaz. At that time Mexican women stayed home and were \_\_\_\_\_ from public life.
2. Even as a child, Frida found it hard to take orders from others. She remained a \_\_\_\_\_ all her life, not always doing what was expected.
3. The young girl must have been the despair of her parents. She would not allow them, or anyone else, to \_\_\_\_\_ to her what she must do.
4. Following the revolution, hospitals and schools were improved, and government support for the arts greatly increased. These changes were long \_\_\_\_\_.
5. Kahlo called herself a child of the revolution. She wanted people to believe she had been born in 1910, the year the Diaz government was \_\_\_\_\_.
6. The young Frida had two great passions. She \_\_\_\_\_ her life to art and to the aims of the 1910 revolution.
7. Kahlo's parents must have been horrified when their daughter expressed support for the revolution. That was no way for a girl with a strict Catholic \_\_\_\_\_ to behave.
8. Her wearing men's clothing must have been especially shocking to Frida's parents. Such a sight was \_\_\_\_\_ seen in Mexico at that time.
9. In her late teens, Kahlo had a terrible accident. A metal spike \_\_\_\_\_ her side when she was thrown from a bus.
10. She was often in agony from the injury. To take her mind of the pain while she \_\_\_\_\_, she started painting.
11. The first marriage between Kahlo and Rivera took place in 1929. She was quite unknown at the time, while he was one of Mexico's most \_\_\_\_\_ painters.
12. Rivera appears often in Kahlo's paintings. Perhaps she found him so fascinating because he loved and \_\_\_\_\_ her at the same time.
13. Kahlo painted Rivera many times. She also frequently portrayed herself, and many of her paintings are self-\_\_\_\_\_.
14. Kahlo and Rivera had a love-hate relationship. Each \_\_\_\_\_ quarrel would be short-lived but then would be followed by another one.
15. Kahlo and Rivera found in each other something that made their work come alive. They \_\_\_\_\_ each other's passion for both life and art.

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

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

### Lesson 13

1. Different animals have different ways of moving on land. Frogs hop and penguins waddle, while crocodiles \_\_\_\_\_ when they leave the water.
2. Animals' tails, too, come in all shapes and sizes. A beaver's tail is spadelike, while that of a crocodile \_\_\_\_\_ to a point.
3. Crocodiles and alligators are similar in many respects. One difference is that the fourth tooth of a crocodile can be seen sticking out from its \_\_\_\_\_.
4. Crocodiles, like all reptiles, are cold-blooded. They are more active when it's warm and become \_\_\_\_\_ when the temperature drops.
5. To cool off, the crocodile digs a hole in the soft ground. It makes the hole large enough to \_\_\_\_\_ its whole body.
6. A well-fed crocodile is not likely to be dangerous. How \_\_\_\_\_ it is depends on how long it has been since its last meal.
7. Crocodiles hunt their prey from the water. A crocodile \_\_\_\_\_ on land is unlikely to attack something or someone.
8. A crocodile under water is hard to see. Only its eyes and nostrils \_\_\_\_\_ above the surface of the river or lake.
9. The crocodile moves to the attack without disturbing the surface of the water. Even a small \_\_\_\_\_ would scare away its prey.
10. The crocodile is able to swim closer and closer without being seen. It only becomes \_\_\_\_\_ when it leaps out of the water to attack.
11. Crocodiles eat almost anything. A fresh piece of meat or a week-old \_\_\_\_\_ is equally tasty to a hungry croc.
12. Sometimes a crocodile kills an animal too large for a single meal. It takes what it cannot eat and \_\_\_\_\_ it in a place to which it can later return.
13. Smaller crocodiles are sometimes eaten by larger ones. Spotting a bite-sized baby croc, all the big croc sees is a tasty \_\_\_\_\_.
14. A croc has two powerful weapons to use against its prey. It can bite with its jaws and it can \_\_\_\_\_ with its powerful tail.
15. Unlike its host, the crocodile bird doesn't have to hunt for food. It flies into the croc's mouth and \_\_\_\_\_ on the scraps of meat stuck between its teeth.

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

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

## Lesson 14

1. Edison's childhood was in some ways a solitary one. The other children at his school would not \_\_\_\_\_ with him.
2. The young Edison withdrew from his schoolmates. He was quiet and thoughtful, while they were \_\_\_\_\_ and unkind to him.
3. Edison showed from an early age that he was very strong-minded. He probably did not allow the \_\_\_\_\_ of his classmates to upset him too much.
4. Edison never claimed to be a city boy. In fact, much of Michigan where he grew up was still \_\_\_\_\_.
5. Edison was granted over a thousand patents. Money received from these patents \_\_\_\_\_ him with the funds to continue his research.
6. Two things made it possible for Edison to do so much. During his waking hours he was never \_\_\_\_\_, and he needed less sleep than most people.
7. Edison didn't believe in wasting time. He \_\_\_\_\_ almost every waking moment to working on or improving new inventions.
8. He was strict in his dealings with others. He would not \_\_\_\_\_ laziness in himself or others.
9. The electric light bulb was probably Edison's most useful invention. Light was instantly \_\_\_\_\_ with the flick of a switch.
10. Edison's light bulb was made of clear glass. Inside it a \_\_\_\_\_ thread began to glow when electricity passed through it.
11. Edison tried many kinds of thread before finding one that worked. Such an effort on his part \_\_\_\_\_ great patience.
12. The concept of electric light spread rapidly. Within a few years, whole cities were being \_\_\_\_\_ by electricity.
13. Electric power soon became widely available in the United States. This brought about a total \_\_\_\_\_ in people's lives.
14. Edison never really retired. He continued working until he died in 1931, in the ninth \_\_\_\_\_ of his long and busy life.
15. Edison's place in history is secure. He was without doubt the most \_\_\_\_\_ inventor of the nineteenth century.

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

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

## Lesson 15

1. Hurricanes, tornadoes, floods and forest fires all do great damage. The greatest of all natural \_\_\_\_\_, however, are earthquakes.
2. Earthquakes do most damage because they strike without warning. With a hurricane, people usually have enough time to \_\_\_\_\_ to safety.
3. Those who have lived through a big earthquake never forget it. Once you have felt the ground \_\_\_\_\_ beneath your feet, the earth never feels quite the same afterward.
4. The worst earthquake ever recorded happened in China in 1556. The damage was \_\_\_\_\_, and almost a million people died.
5. The 1906 San Francisco earthquake started a terrible fire and killed 450 people. Those who survived it must have been \_\_\_\_\_ until the danger passed.
6. Buildings need not collapse even in a large earthquake. Walls can be strengthened to keep them from \_\_\_\_\_.
7. The location of an earthquake makes a difference to what happens. The more \_\_\_\_\_ settled an area is, the less chance there is of serious damage.
8. Cities built on one of the earth's faults are most at risk. \_\_\_\_\_ areas like San Francisco and Los Angeles have been hit hard in recent decades.
9. Faults in the earth's crust run through areas bordering the Pacific Ocean. These areas are \_\_\_\_\_ to earthquakes.
10. The San Andreas Fault runs six hundred miles along California. It lies on a \_\_\_\_\_ in the earth's crust that causes seismologists to worry.
11. Seismologists are scientists who study earthquakes. The more they learn about them, the better they hope to become at \_\_\_\_\_ when one will occur.
12. Seismologists track earthquakes wherever they occur. Each one is \_\_\_\_\_ carefully in the hope of learning more about what causes these events.
13. The Richter scale measures the strength of earthquakes. The higher the number, the more \_\_\_\_\_ the earthquake.
14. One number higher on the scale means a tenfold increase in strength. A \_\_\_\_\_ earthquake that measures 8.0 packs ten times the punch of one rated 7.0.
15. A higher Richter number may not mean more damage or deaths. Even a \_\_\_\_\_ earthquake can do damage if buildings are too flimsy to withstand the shock.

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

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

## Lesson 16

1. Liliuokalani and Kalakaua occupied a high position in Hawaiian society. They counted the Hawaiian royal family among their \_\_\_\_\_.
2. King Lunalilo ruled for just one year. Following his death, Kalakaua \_\_\_\_\_ the position of ruler.
3. Kalakaua was an unexpected choice by Hawaii's governing body. As the widow of the \_\_\_\_\_ king, Queen Emma had been expected to succeed him as the new ruler.
4. Kalakaua found himself under pressure from the *haoles*, the white planters from the United States. He gradually \_\_\_\_\_ his powers and became ruler in name only.
5. In 1887 the whole world celebrated Queen Victoria's fifty years on the English throne. Kalakaua sent his sister to attend the Golden \_\_\_\_\_.
6. Liliuokalani's rule as queen followed her brother's death in 1891. She \_\_\_\_\_ for just two years until forced to step aside in 1893.
7. In 1893, a committee of *haoles* met to decide Hawaii's future. It \_\_\_\_\_ Sanford Dole president of the new Republic of Hawaii.
8. The native Hawaiians felt helpless as they slowly lost control of the islands. The government of Hawaii became increasingly \_\_\_\_\_ by the *haoles*.
9. The native Hawaiians disliked the government imposed on them by the *haoles*. The attempt to overthrow it was \_\_\_\_\_ and the rebels thrown in prison.
10. Resentment against the *haoles* grew stronger. The native Hawaiians were \_\_\_\_\_ into rebelling because they were losing control of their government.
11. Sanford Dole was looking for a reason to break the resistance of Liliuokalani's followers. He may have used the \_\_\_\_\_ that broke out as an excuse to interfere.
12. Liliuokalani was believed to be closely associated with the rebels. \_\_\_\_\_ messages from her to them seemed to bear this out.
13. Liliuokalani believed she had to stand up to the *haoles*. She regarded herself as the \_\_\_\_\_ of traditional Hawaiian values.
14. During World War One, Liliuokalani raised the Stars and Stripes for the first time. This showed that she had \_\_\_\_\_ the United States for taking away her country.
15. The immediate cause of her action was the death of the first Hawaiian soldier in the war. She \_\_\_\_\_ the American flag as a gesture of goodwill.

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

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

## Lesson 17

1. Africa is the second-largest continent, after Asia. It \_\_\_\_\_ of over fifty countries, and its people speak over a thousand different languages.
2. The world's largest desert, the Sahara, is in Africa. Travelers across it make their way from one \_\_\_\_\_ to the next, spending a night at each as they proceed on their way.
3. The continent has suffered greatly because of both natural and man-made disasters. Hunger, disease, and war are three of Africa's greatest \_\_\_\_\_.
4. Some countries in Africa are quite prosperous. If the country is at peace and the soil is \_\_\_\_\_, life can be good in these countries.
5. Climate changes greatly affect what happens to the land. Desert may \_\_\_\_\_ to grassland in one part of the continent, and the opposite may occur somewhere else.
6. Cattle are a measure of wealth in many parts of Africa. A loss of \_\_\_\_\_ means the size of the herd must be reduced.
7. Farmers in sub-Saharan Africa keep a close eye on the weather. Lots of rain means a good harvest, while little or no rain means the crops will \_\_\_\_\_ and die.
8. Farmers are helpless as they watch their crops fail for lack of water. No longer able to survive on the \_\_\_\_\_ land, the people move to the cities.
9. There's no fixed duration by which to measure a long period without rain. Some \_\_\_\_\_ last for a few weeks, while others go on for years.
10. Cutting down trees can be harmful for the land. Tree roots hold the soil in place and prevent it from being \_\_\_\_\_ by heavy rains.
11. Makeshift camps are set up to house people fleeing the advancing desert. These camps are \_\_\_\_\_ with people who have little hope for the future.
12. Babies born in these camps can expect to live there all their lives. Housing, education, and health services, if they are available at all, are often extremely \_\_\_\_\_.
13. The people forced to leave home would like nothing better than for conditions to improve so that they can return to their farms. They are not \_\_\_\_\_ by choice.
14. Food for the starving people arrives at African ports. For a variety of reasons, it often fails to reach the victims of \_\_\_\_\_.
15. Ending world hunger is a challenge for rich countries. They will need to \_\_\_\_\_ their efforts if they are to succeed.



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

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

## Lesson 18

1. Disney started out with no money. He \_\_\_\_\_ his uncle to lend him five hundred dollars to start his company.
2. Disney's early years in the film business were not easy. At first he could afford to pay himself only enough for a \_\_\_\_\_ living.
3. Oswald, the Lucky Rabbit, was one of Disney's early creations. Mickey Mouse was \_\_\_\_\_ to Oswald, as were the rest of the famous Disney characters.
4. The distributor handling Disney's movies tried to cheat him. The distributor even lured away the illustrators Disney had \_\_\_\_\_ earlier.
5. Disney was dismayed by the distributor's underhanded ways. He felt \_\_\_\_\_ and decided that in the future, he would control every part of the business himself.
6. On the journey back to Los Angeles, Disney made a decision. He \_\_\_\_\_ never to sell his movies, but only to rent them from that point on.
7. By renting his films, Disney made life easier for himself. Distributors had fewer chances to make \_\_\_\_\_ for him if he kept ownership of the films.
8. Disney and his wife were both excited by the idea of a cartoon mouse. They had a very \_\_\_\_\_ discussion about it on the train journey home.
9. They named the new character Mickey Mouse. Mickey always seems to be happy and smiling, and it's hard to imagine him looking \_\_\_\_\_.
10. Mickey Mouse is always getting into and out of trouble. He \_\_\_\_\_ his way around all obstacles with a smile on his face.
11. The only things Mickey Mouse and a real mouse have in common is that both have a tail and ears. The \_\_\_\_\_ between a real mouse and Disney's creation is slight.
12. Mickey Mouse was soon joined by Minnie Mouse, Goofy, and Donald Duck. These \_\_\_\_\_ characters appeared together in many movies.
13. The first full-length talking picture appeared in 1927. Silent movies \_\_\_\_\_ rapidly in popularity with the arrival of talking pictures.
14. The name of the first talking picture was *The Jazz Singer*. The movie created a \_\_\_\_\_ when Al Jolson's voice rang out from the screen.
15. The arrival of sound had made silent movies \_\_\_\_\_ overnight. Disney added a soundtrack to the third Mickey Mouse cartoon, *Steamboat Willie*.

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

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

## Lesson 19

1. Pompeii was located about a hundred and thirty miles south of Rome. It was \_\_\_\_\_ by Romans who preferred life in a small town to that of the great city of Rome.
2. About twenty thousand people lived in this prosperous port city. It had many \_\_\_\_\_ public buildings and private homes.
3. Pompeii was nestled under Mount Vesuvius. The four-thousand-foot mountain was actually a volcano that had been \_\_\_\_\_ for eight hundred years.
4. The people of Pompeii had no reason to fear the mountain. Even had they known it was a volcano, they would have thought the chance of its \_\_\_\_\_ very small.
5. Over the centuries, pressure built up inside the volcano. These \_\_\_\_\_ forces shook the earth in the A.D. 62 earthquake.
6. The earthquake should have served as a warning. The townspeople felt the \_\_\_\_\_ from it but failed to connect the earthquake with the mountain towering over them.
7. The earthquake did some damage to buildings that were quickly repaired. But the earthquake was actually the \_\_\_\_\_ to something far worse.
8. The top of the volcano gave no clue as to what lay beneath. \_\_\_\_\_ rock had hardened to form a plug that acted like a cork in a fizzy bottle.
9. Far from declining after the earthquake, the pressure increased. In A.D. 79, the plug was \_\_\_\_\_ in a tremendous explosion that released the built-up pressure.
10. What had seemed like a little heaven by the sea turned into a hell on earth. The air was filled with poisonous \_\_\_\_\_ as hot lava, ash, and even boulders rained down.
11. The townspeople had no time to escape. Many were \_\_\_\_\_ by the thick smoke and died on the spot.
12. Boiling water was forced up through cracks in the ground. People and animals were \_\_\_\_\_ as they tried to flee the town.
13. It is impossible to get an accurate count of how many died in Pompeii. The number of those who \_\_\_\_\_ was measured not in the hundreds but in the thousands.
14. Pompeii has much to teach us about life in the Roman Empire. Much of what we know comes from \_\_\_\_\_ that were first begun in 1763.
15. Digging into the past continues to this day at Pompeii. The work is slow and \_\_\_\_\_, but very rewarding when a major discovery is made.

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

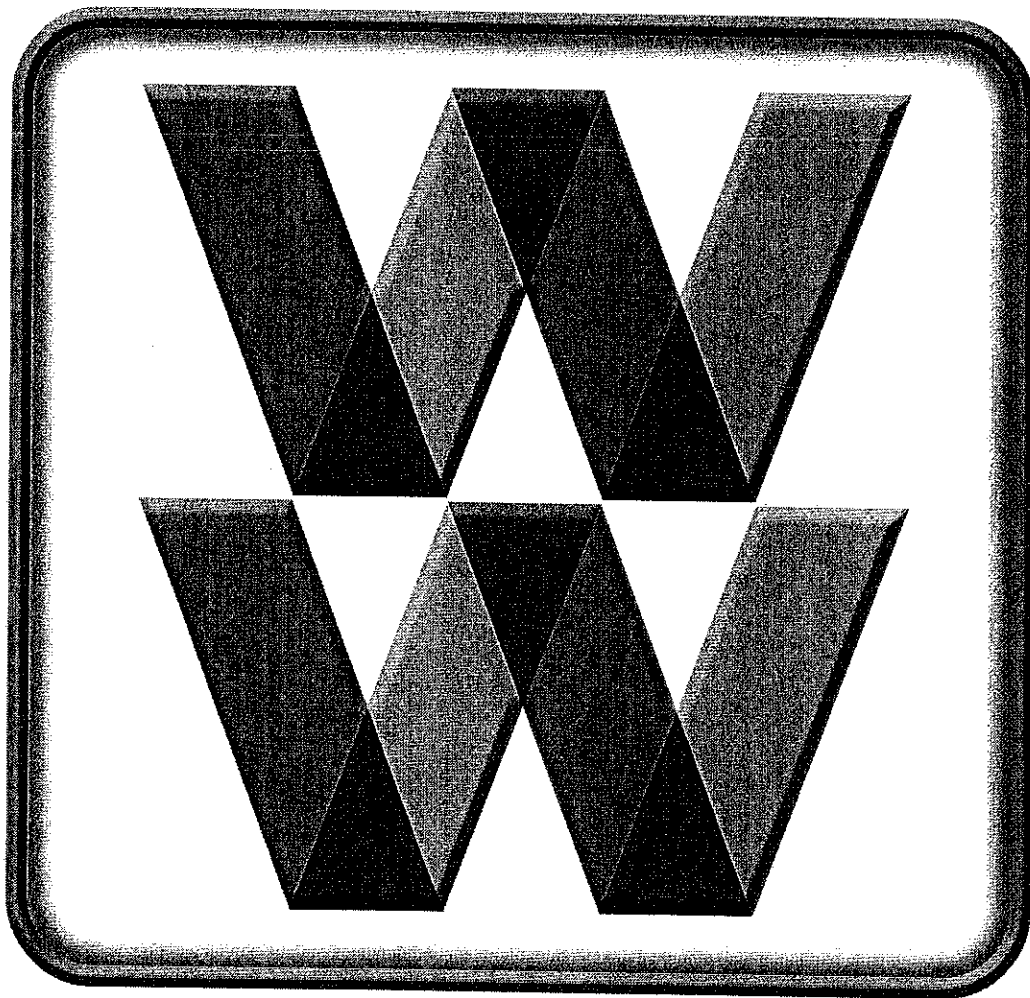
Date: \_\_\_\_\_

## Lesson 20

1. A fable is a special kind of story. It makes us laugh, but it is intended to do more than just provoke \_\_\_\_\_ in the reader.
2. A fable often has a serious purpose. The ones told by Aesop have a \_\_\_\_\_ that teaches a lesson about life.
3. "A Tale of Two Donkeys" is a good example of a fable. It tells of a series of \_\_\_\_\_ between a farmer and his daughter and the various people they meet.
4. The story pokes fun at the father. He is shown as a rather \_\_\_\_\_ person with no mind of his own.
5. The farmer's problem is that he is so anxious to please everyone he meets. He \_\_\_\_\_ with every suggestion made to him, no matter how unreasonable it is.
6. The pair make several stops on the way to the market. Each time, they change their positions before \_\_\_\_\_ their journey.
7. The two start out with the farmer riding the donkey. The woman at the well feels \_\_\_\_\_ for the daughter and scolds the father for riding while she walks.
8. Things get crowded when both try to ride the donkey, as the young man suggests. While there is \_\_\_\_\_ room for one person, the donkey barely has room for two.
9. Carrying one person is easy for the donkey. Putting an extra person on the animal adds to its \_\_\_\_\_.
10. A woman they meet later is upset by what she sees. Her \_\_\_\_\_ is aroused at the sight of two people riding one donkey.
11. The woman tells the farmer that he and his daughter should be carrying the donkey instead. He takes her \_\_\_\_\_ seriously and ties the donkey's legs to a pole.
12. The sight of the farmer and his daughter carrying the donkey must have been hilarious. To carry such a \_\_\_\_\_ load must have been very difficult.
13. The most difficult part of the journey was when both were carrying the donkey. They were forced to \_\_\_\_\_ themselves in order to hold so much weight.
14. The farmer and his daughter staggered along the road toward the market. They knew they were near their destination when they reached the \_\_\_\_\_ of the town.
15. The story doesn't tell us what the daughter thought of her father's actions. We know she was obedient, but was she \_\_\_\_\_ by her father's foolish behavior?



# Lesson Review Answer Key



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## Lesson 1

1. concept
2. patience
3. distractions
4. jostles
5. companions
6. assigned
7. burly
8. compatible
9. obedient
10. budge
11. Pedestrians
12. alert
13. obstacles
14. retirement
15. accustomed

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## Lesson 2

1. consumed
2. introduced
3. purchases
4. equivalent
5. cultivated
6. exports
7. tropical
8. cluster
9. aroma
10. brittle
11. beverage
12. bland
13. combination
14. extracting
15. craving

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## Lesson 3

1. duration
2. comprehend
3. Puny
4. evident
5. preserved
6. gigantic
7. ferocious
8. carnivorous
9. prey
10. premature
11. survive
12. option
13. ancestors
14. obscure
15. extinct

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## Lesson 4

1. despaired
2. severed
3. departed
4. course
5. accurately
6. approximately
7. navigate
8. deteriorated
9. gales
10. voyages
11. revived
12. horizon
13. jubilation
14. destination
15. nostalgic

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## Lesson 5

1. lure
2. terse
3. challenge
4. previous
5. thwarts
6. vertical
7. summit
8. route
9. foolhardy
10. Optimism
11. avalanche
12. blizzard
13. crevices
14. makeshift
15. conquer

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## Lesson 6

1. escalated
2. harbor
3. rouse
4. agony
5. loathing
6. monstrous
7. inflicted
8. characters
9. grim
10. denounced
11. meddling
12. abolished
13. catapulted
14. translated
15. steadfast

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## Lesson 7

1. fascinating
2. formal
3. resemble
4. remote
5. frigid
6. harsh
7. colonies
8. huddled
9. solitary
10. deposit
11. feeble
12. substantial
13. compensated
14. rigid
15. waddle

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## Lesson 8

1. celebrated
2. banquet
3. harvest
4. assembly
5. pledged
6. cargo
7. casks
8. hew
9. task
10. decreased
11. desperate
12. hostile
13. edible
14. prosperous
15. frivolous

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## Lesson 9

1. dense
2. spectators
3. terminated
4. soared
5. heroic
6. accomplish
7. suspended
8. unwieldy
9. mimic
10. flimsy
11. absurd
12. experimenting
13. ascend
14. significance
15. lumbered

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## Lesson 10

1. superior
2. yearned
3. bondage
4. established
5. pursued
6. available
7. donations
8. numerous
9. eluded
10. prohibited
11. reluctant
12. opposed
13. occasions
14. reassurances
15. liberating

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## Lesson 11

1. exultant
2. solo
3. anxious
4. nonchalant
5. sauntering
6. confidence
7. proceed
8. methodically
9. contact
10. accelerate
11. altitude
12. maximum
13. stall
14. brace
15. hangar

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## Lesson 12

1. restricted
2. rebel
3. dictate
4. overdue
5. overthrown
6. dedicated
7. upbringing
8. seldom
9. penetrated
10. convalesced
11. notable
12. exasperated
13. portraits
14. tempestuous
15. stimulated

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## Lesson 13

1. slither
2. tapers
3. snout
4. sluggish
5. accommodate
6. aggressive
7. basking
8. protrude
9. ripple
10. visible
11. carcass
12. conceals
13. morsel
14. flail
15. gorges

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## Lesson 16

1. kin
2. assumed
3. former
4. abdicated
5. Jubilee
6. reigned
7. proclaimed
8. dominated
9. bungled
10. provoked
11. riot
12. Intercepted
13. guardian
14. pardoned
15. hoisted

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## Lesson 19

1. populated
2. elegant
3. dormant
4. erupting
5. stupendous
6. tremors
7. prelude
8. Molten
9. expelled
10. fumes
11. suffocated
12. scalded
13. perished
14. excavations
15. painstaking

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## Lesson 14

1. associate
2. boisterous
3. taunts
4. wilderness
5. provided
6. idle
7. employed
8. tolerate
9. accessible
10. delicate
11. required
12. illuminated
13. transformation
14. decade
15. brilliant

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## Lesson 17

1. consists
2. oasis
3. afflictions
4. fertile
5. revert
6. pasture
7. wither
8. barren
9. droughts
10. eroded
11. teeming
12. primitive
13. refugees
14. famine
15. expand

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## Lesson 20

1. mirth
2. moral
3. encounters
4. ridiculous
5. complies
6. resuming
7. compassion
8. ample
9. burden
10. indignation
11. jest
12. cumbersome
13. exert
14. outskirts
15. distressed

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## Lesson 15

1. disasters
2. flee
3. lurch
4. immense
5. petrified
6. toppling
7. sparsely
8. Urban
9. prone
10. fracture
11. predicting
12. investigated
13. intense
14. major
15. minor

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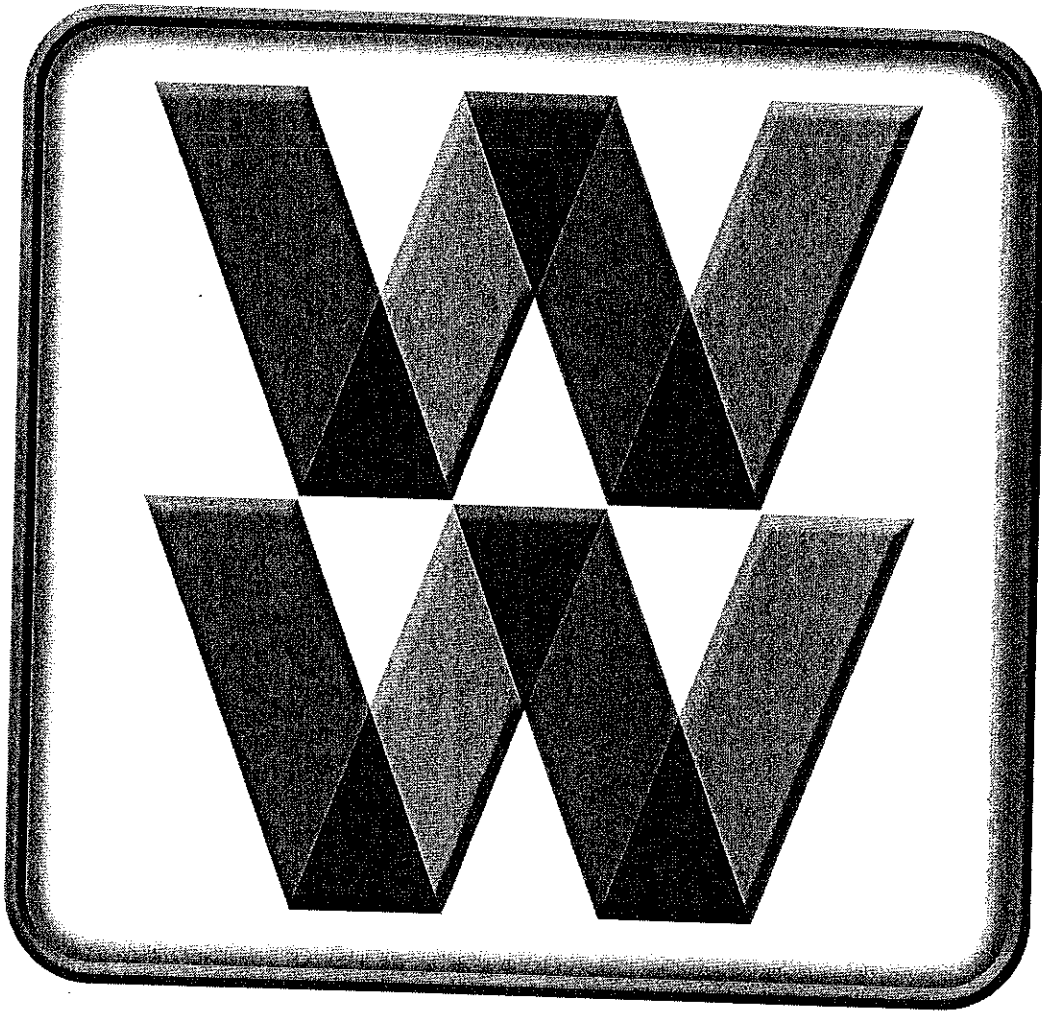
## Lesson 18

1. convinced
2. meager
3. subsequent
4. retained
5. betrayed
6. vowed
7. mischief
8. animated
9. somber
10. negotiates
11. resemblance
12. hilarious
13. declined
14. sensation
15. obsolete





# Book 5 Tests



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

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

## Book 5, Lesson 1 Test

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

1. When you are given a class assignment, you are expected to
  - Ⓐ appear at a certain time.
  - Ⓑ sit in a certain place.
  - Ⓒ complete a task.
  - Ⓓ take charge of other people.
  
2. A patient is someone who is
  - Ⓐ waiting in line at the store.
  - Ⓑ being seen by a doctor.
  - Ⓒ sitting quietly.
  - Ⓓ trying to hurry.
  
3. My aunt will move to Florida after she retires. She will move after she
  - Ⓐ changes jobs.
  - Ⓑ makes more money.
  - Ⓒ gets very old.
  - Ⓓ stops working.
  
4. Two men could not budge the sofa. This was probably because the sofa was
  - Ⓐ too heavy.
  - Ⓑ too expensive.
  - Ⓒ too old.
  - Ⓓ too likely to fall apart.
  
5. If your dog is obedient, it
  - Ⓐ is friendly to strangers.
  - Ⓑ bothers your neighbors.
  - Ⓒ does what you tell it to do.
  - Ⓓ has health problems.

6. The radio alerted us to the coming storm. As a result, we
- Ⓐ did not expect the storm.
  - Ⓑ were ready for the storm.
  - Ⓒ felt relieved.
  - Ⓓ did not expect it to be serious.
7. To accustom yourself to life in another country, you must
- Ⓐ get used to doing things in new ways.
  - Ⓑ introduce other people to your customs.
  - Ⓒ leave your family behind.
  - Ⓓ learn several languages.
8. I am looking for a companion for my trip to Mexico. Which of the following is a companion?
- Ⓐ a tent that I can camp in
  - Ⓑ a tour group that I can join
  - Ⓒ someone to travel with
  - Ⓓ an inexpensive flight
9. Which could be a concept for a new invention?
- Ⓐ a group of important scientists
  - Ⓑ a television commercial for the invention
  - Ⓒ an idea for a machine that does your homework
  - Ⓓ a scientific lab
10. Which of the following shows obedience?
- Ⓐ Students use their imaginations.
  - Ⓑ Students help one another with their class work.
  - Ⓒ Students are noisy.
  - Ⓓ Students do what the teacher asks.
11. Kayla and her sister were not compatible until they were teenagers. Before they were teenagers, they probably
- Ⓐ fought a lot.
  - Ⓑ were always mistaken for one another.
  - Ⓒ got along well.
  - Ⓓ shared everything with each other.

12. To which of the following can a student be assigned?
- Ⓐ his or her parents
  - Ⓑ the principal's office
  - Ⓒ a math group
  - Ⓓ a best friend
13. We had our accustomed lunch of peanut butter and banana sandwiches. What does accustomed mean in this sentence?
- Ⓐ usual
  - Ⓑ unusual
  - Ⓒ stale
  - Ⓓ delicious
14. Good baby-sitters are always alert. In this sentence, alert means
- Ⓐ watchful and wide-awake.
  - Ⓑ fun and energetic.
  - Ⓒ not easily upset.
  - Ⓓ trained in first aid.
15. Which of the following is most likely to be burly?
- Ⓐ a baby
  - Ⓑ a weight lifter
  - Ⓒ a tulip
  - Ⓓ a bicycle
16. I was jostled by the crowd in the subway station. I was
- Ⓐ pleased.
  - Ⓑ scared.
  - Ⓒ pushed and shoved.
  - Ⓓ shocked and surprised.
17. After her retirement from banking, Ms. Wong decided to write mystery books. What did Ms. Wong do before she wrote mystery books?
- Ⓐ She wrote children's books.
  - Ⓑ She traveled.
  - Ⓒ She worked in banking.
  - Ⓓ She did not work.

18. A person with a lot of patience is likely to
- Ⓐ stand in a line for two hours to ride a roller coaster.
  - Ⓑ complain if their pizza is not delivered within a half hour.
  - Ⓒ be rude to others.
  - Ⓓ jump ahead in a long line.
19. Which is MOST likely to be a distraction for someone who is studying?
- Ⓐ good lighting
  - Ⓑ a noisy TV
  - Ⓒ an empty house
  - Ⓓ notes taken in class
20. You will be most likely to see a pedestrian
- Ⓐ on a bus.
  - Ⓑ in a children's hospital.
  - Ⓒ on a horse.
  - Ⓓ on a sidewalk.
21. Mr. Muñoz retires at 10:00 p.m. every night. He
- Ⓐ reads at 10 p.m. every night.
  - Ⓑ watches the news at 10 p.m. every night.
  - Ⓒ goes to bed at 10 p.m. every night.
  - Ⓓ talks on the telephone at 10 p.m. every night.
22. Which of the following gives an alert that there may be a fire?
- Ⓐ a smoke detector
  - Ⓑ a fire hose
  - Ⓒ an escape ladder
  - Ⓓ a fire extinguisher
23. What would probably happen if there is an obstacle in the road?
- Ⓐ traffic would speed up
  - Ⓑ traffic would slow down or stop
  - Ⓒ people would carpool to work
  - Ⓓ people would not know where to go

24. Professor Mateo has assigned the next chapter in this book. That means that she
- Ⓐ told her class to read it.
  - Ⓑ wrote it.
  - Ⓒ discussed it with her class.
  - Ⓓ enjoyed reading it herself.
25. A person needs be patient in order to
- Ⓐ eat dinner.
  - Ⓑ wait for a delayed train.
  - Ⓒ play in a band.
  - Ⓓ go into a hospital.
26. Cats are accustomed to taking long naps. This means that cats
- Ⓐ are made restless by taking long naps.
  - Ⓑ can be trained to take long naps.
  - Ⓒ are used to taking long naps.
  - Ⓓ do not like taking long naps.
27. What might happen if a passenger distracts the driver of a car?
- Ⓐ The trip will be more fun.
  - Ⓑ The passenger will have to drive.
  - Ⓒ They are less likely to get lost.
  - Ⓓ An accident might occur.

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

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

## Book 5, Lesson 2 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. Purple is a combination of blue and red.

- Ⓐ opposite
- Ⓑ example
- Ⓒ mix
- Ⓓ result

2. Was he able to purchase the tickets?

- Ⓐ locate
- Ⓑ buy
- Ⓒ provide
- Ⓓ sell

3. We tried to make fresh salsa, but it tasted bland.

- Ⓐ smooth
- Ⓑ salty
- Ⓒ delicious
- Ⓓ flavorless

4. The aroma of rosemary filled the garden.

- Ⓐ beauty
- Ⓑ brightness
- Ⓒ smell
- Ⓓ quality

5. The fire consumed three blocks of the downtown area.

- Ⓐ skipped
- Ⓑ destroyed
- Ⓒ scorched
- Ⓓ wilted

6. That cluster of stars is called Orion's Belt.

- Ⓐ group
- Ⓑ line
- Ⓒ pattern
- Ⓓ glitter

7. One metric ton and 2,204 pounds are equivalent measures.

- Ⓐ different
- Ⓑ equal
- Ⓒ large
- Ⓓ small

8. There are cold beverages in the refrigerator.

- Ⓐ desserts
- Ⓑ drinks
- Ⓒ snacks
- Ⓓ salads

9. Amanda craves new experiences.

- Ⓐ desires
- Ⓑ fears
- Ⓒ encounters
- Ⓓ ignores

10. Mr. Yamamoto cultivates potatoes.

- Ⓐ dislikes
- Ⓑ prepares
- Ⓒ sells
- Ⓓ grows



Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

11. To introduce two people, you must
- Ⓐ want to get to know them.
  - Ⓑ know their names.
  - Ⓒ be sure they are friends.
  - Ⓓ pretend not to see them.
12. Calcium helps prevent brittle bones. Brittle bones
- Ⓐ improve your posture.
  - Ⓑ are unusually strong.
  - Ⓒ break easily.
  - Ⓓ make you appear taller.
13. What is the best way to extract a splinter?
- Ⓐ Use tweezers to pull it out.
  - Ⓑ Flatten it with a small hammer.
  - Ⓒ Sand it with sandpaper.
  - Ⓓ Put an ice cube on it.
14. After the principal's introduction, Mr. Sills stood up and gave his speech. Which best describes what the principal did?
- Ⓐ He gave a long speech.
  - Ⓑ He embarrassed himself.
  - Ⓒ He presented a slide show.
  - Ⓓ He told the audience who Mr. Sills was.
15. We were surprised by the tropical air in the greenhouse. In this sentence, tropical means
- Ⓐ sweet-smelling.
  - Ⓑ hot and dry.
  - Ⓒ hot and moist.
  - Ⓓ cold and damp.

16. Which of the following does a car consume?

- (A) gears and wheels
- (B) passengers
- (C) repair work
- (D) gasoline

17. To cultivate a child's interest in dance is to

- (A) discourage it.
- (B) encourage it.
- (C) not pay any attention to it.
- (D) make fun of it.

18. Vikram introduced his guests to traditional Indian foods. This means that

- (A) Vikram had his guests meet the cook in an Indian restaurant.
- (B) Vikram asked his guests to cook Indian food.
- (C) Vikram's guests ate Indian food for the first time.
- (D) Vikram's guests already enjoyed eating Indian food.

19. An extract from a book is

- (A) a review of the book.
- (B) a part that has been taken out of a book.
- (C) a summary of a book.
- (D) the illustrations in a book.

20. Canada exports lumber to many other countries. This means that lumber is

- (A) prepared in Canada and shipped to other countries.
- (B) prepared in other countries and shipped in Canada.
- (C) is highly taxed in Canada.
- (D) hard to find in China.

21. America obtained valuable territory from France through the Louisiana Purchase in 1803.  
America

- (A) lost the territory during a war with France.
- (B) sold the territory to France.
- (C) bought the territory from France.
- (D) traded the territory for piece of land in France.

22. The introduction to a book can be found
- Ⓐ in the front of the book.
  - Ⓑ on the back cover of the book.
  - Ⓒ in the back pages of the book.
  - Ⓓ in a magazine or newspaper.
23. Unfortunately, Kareem was able to extract some information about the surprise party. What does extract mean in this sentence?
- Ⓐ promise to someone
  - Ⓑ plan ahead of time
  - Ⓒ spread secretly
  - Ⓓ obtain with difficulty
24. Mr. Martin made bland conversation with the woman sitting next to him on the plane. Their conversation was probably
- Ⓐ lively.
  - Ⓑ upsetting.
  - Ⓒ unexciting.
  - Ⓓ in a foreign language.
25. Which of the following is a tropical place?
- Ⓐ the Amazon Rainforest
  - Ⓑ the South Pole
  - Ⓒ the Pacific Ocean
  - Ⓓ New York City
26. Which of the following is the equivalent of 25 cents?
- Ⓐ a dollar
  - Ⓑ a quarter
  - Ⓒ a dime
  - Ⓓ a nickel
27. Tae kwon do usually consumes Amy's weekends. This means that on the weekends Amy
- Ⓐ has time for nothing else but tae kwon do.
  - Ⓑ has no time for tae kwon do.
  - Ⓒ often skips her tae kwon do lesson.
  - Ⓓ practices tae kwon do at dinnertime.

28. Rico had a craving for a tomato and mayonnaise sandwich. In this sentence, craving means
- (A) a lunchbox
  - (B) a recipe
  - (C) a strong desire
  - (D) a strong dislike
29. If you are unhappy with a purchase you made, what might you be able to do?
- (A) Ask the person who gave it to you to take it back.
  - (B) Practice harder so that you will do better next time.
  - (C) Take it back to the store and exchange it for something else.
  - (D) Ask whether you can choose another subject.
30. Computers were introduced to people's homes in the early 1980s. This means that home computers
- (A) were invented at this time.
  - (B) came into common use at this time.
  - (C) were first thought of at this time.
  - (D) were experimented with at this time.
31. The player's fans clustered around her. This means that the fans were
- (A) were making a lot of noise.
  - (B) gathered near her.
  - (C) were shoving against her.
  - (D) were running in circles.
32. The chef combined the chocolate, raspberries, and cookie crumbs. What did the chef do with these ingredients?
- (A) She ate them.
  - (B) She spilled them.
  - (C) She mixed them.
  - (D) She chopped them.
33. To cultivate the land for his flower garden, Mr. Renski should
- (A) put up a fence
  - (B) plant seeds
  - (C) turn and fertilize the soil
  - (D) draw a diagram

34. Cotton was one of America's major exports in the 1800s. This means that cotton was

- Ⓐ a foreign product that was shipped to America.
- Ⓑ a product that was needed by many American factories.
- Ⓒ an American product that was shipped to other countries.
- Ⓓ a raw material that was especially rare and valuable in America.

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

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

## Book 5, Lesson 3 Test

Find an **ANTONYM** for each underlined word. Then fill in the circle next to your answer.

1. "You may be surprised to learn that many of the large dinosaurs were not carnivores," said Professor Huang.

- Ⓐ plant-eaters
- Ⓑ mammals
- Ⓒ giants
- Ⓓ swimmers

2. That little dog has a ferocious bark!

- Ⓐ noisy
- Ⓑ fierce
- Ⓒ mild
- Ⓓ amusing

3. The statue they are building downtown will be gigantic when it is finished.

- Ⓐ enormous
- Ⓑ tiny
- Ⓒ bland
- Ⓓ crude

4. Some of Ms. Frankenthaler's paintings are very obscure.

- Ⓐ playful
- Ⓑ exciting
- Ⓒ clear
- Ⓓ important

5. Their decision to move to Barcelona was premature.

- Ⓐ wise
- Ⓑ childish
- Ⓒ sound
- Ⓓ late

6. The government's aim is to preserve the Great Barrier Reef.
- Ⓐ fence
  - Ⓑ destroy
  - Ⓒ restore
  - Ⓓ forget
7. The last kitten in the litter was puny but playful.
- Ⓐ large
  - Ⓑ quiet
  - Ⓒ ugly
  - Ⓓ cranky
8. Field mice are the prey of owls and other large birds.
- Ⓐ followers
  - Ⓑ relatives
  - Ⓒ hunters
  - Ⓓ pests
9. The extra credit assignment was optional, but Malik chose to do it anyway.
- Ⓐ required
  - Ⓑ exciting
  - Ⓒ simple
  - Ⓓ difficult
10. Visitors to Hawaii can tour extinct volcanoes.
- Ⓐ uninteresting
  - Ⓑ dangerous
  - Ⓒ unattractive
  - Ⓓ live

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

11. Which of the following is one of Mr. O'Brien's ancestors?
- Ⓐ his sister
  - Ⓑ his cousin
  - Ⓒ his great-grandmother
  - Ⓓ his great-grandson
12. To comprehend a poem is to
- Ⓐ write it.
  - Ⓑ understand it.
  - Ⓒ discuss it thoroughly.
  - Ⓓ recite it.
13. A few were injured, but every passenger survived the accident. This means that
- Ⓐ everyone was surprised by the accident.
  - Ⓑ no one was killed.
  - Ⓒ many people were at fault.
  - Ⓓ everyone was seriously hurt.
14. The man in front of me in the movie theater obscured the screen. This means that the man
- Ⓐ made it difficult for me to see the movie.
  - Ⓑ ran the theater's projector.
  - Ⓒ sat in the very first row.
  - Ⓓ complained that the movie was out of focus.
15. George and I salsa danced for the duration of the party. This means that we
- Ⓐ gave dancing lessons to the guests at the party.
  - Ⓑ performed for the guests at the party.
  - Ⓒ danced only at the beginning of the party.
  - Ⓓ danced from the beginning to the end of the party.
16. Dodo birds and woolly mammoths are extinct. This means that these animals
- Ⓐ are amusing to look at.
  - Ⓑ are hard to find.
  - Ⓒ no longer exist.
  - Ⓓ are related to one another.



17. The main purpose of a comprehension exam is to test
- Ⓐ your ability to write.
  - Ⓑ your ability to multiply and divide.
  - Ⓒ your ability to understand something.
  - Ⓓ your ability to speak another language.
18. It is unfair for advertisers of car alarm systems to prey upon people's fears. It is unfair of advertisers to
- Ⓐ break into people's cars.
  - Ⓑ trick people into buying car alarms systems.
  - Ⓒ talk people into entering the advertising business.
  - Ⓓ give car alarm systems away for free.
19. In the fog, the road signs were obscure. This means that the signs were
- Ⓐ hard to read.
  - Ⓑ too bright.
  - Ⓒ wet and slippery.
  - Ⓓ too far apart.
20. What is someone most likely to think about the survivor of a plane crash?
- Ⓐ He is a great pilot.
  - Ⓑ His family must miss him.
  - Ⓒ He is lucky to be alive.
  - Ⓓ His book is very interesting.
21. One way to preserve strawberries is to
- Ⓐ eat them.
  - Ⓑ make them into jam.
  - Ⓒ throw them away.
  - Ⓓ pick them yourself.
22. My sugar cookies seemed like a puny contribution to the bake sale, but they helped earn over fifteen dollars. What does puny mean in this sentence?
- Ⓐ moist and delicious
  - Ⓑ very generous
  - Ⓒ very small
  - Ⓓ completely tasteless

23. Cities in Southern California construct tall buildings in creative ways because they can be prey to earthquakes. These cities
- Ⓐ have few tall buildings
  - Ⓑ have poorly constructed buildings
  - Ⓒ are unaffected by earthquakes
  - Ⓓ can be victims of earthquakes
24. Which of the following would a carnivorous animal prefer to eat?
- Ⓐ grass
  - Ⓑ leaves and branches
  - Ⓒ wild fruit
  - Ⓓ meat
25. The field guide said, "Today's turtles are actually very similar to their ancestors." What did she mean?
- Ⓐ Turtles are like other creatures that live both on land and in the water.
  - Ⓑ Turtles are like other animals that share their environment.
  - Ⓒ Turtles have not changed much in a very long time.
  - Ⓓ Turtles blend into the features of their environment.
26. To be given an option is to be
- Ⓐ told to do a certain thing.
  - Ⓑ allowed to make a choice.
  - Ⓒ given a punishment.
  - Ⓓ told what someone else thinks or feels.
27. Birds prey upon insects and spiders. This means that birds
- Ⓐ hunt and eat insects and spiders.
  - Ⓑ depend on insects and spiders for help.
  - Ⓒ use insects and spiders in many ways.
  - Ⓓ protect insects and spiders.

28. Tomás hoped that his rosebushes would survive the harsh winter. He wanted his rose bushes to
- Ⓐ get smaller throughout the winter.
  - Ⓑ lose their thorns throughout the winter.
  - Ⓒ remain alive throughout the winter.
  - Ⓓ attract bees throughout the winter.
29. No one in town was quite prepared for the ferocity of the tornado. Which of the following is probably true about the tornado?
- Ⓐ It passed very quickly.
  - Ⓑ It did not affect the town.
  - Ⓒ It created a lot of damage.
  - Ⓓ It was predicted far in advance.
30. Though no one believed him, it was evident to Galileo that the earth was round. What does evident mean in this sentence?
- Ⓐ hard to prove
  - Ⓑ likely to be untrue
  - Ⓒ humorous
  - Ⓓ obvious

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

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

## **Book 5, Lesson 4 Test**

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. What can be used to sever the cords on a package?

- Ⓐ untie
- Ⓑ tie
- Ⓒ cut
- Ⓓ rewrap

2. The ski jumper was jubilant when he saw his score.

- Ⓐ discouraged
- Ⓑ thrilled
- Ⓒ angry
- Ⓓ nervous

3. Is this scale accurate?

- Ⓐ correct
- Ⓑ broken
- Ⓒ fast
- Ⓓ slow

4. The cruise ship will depart within the hour.

- Ⓐ arrive
- Ⓑ leave
- Ⓒ sink
- Ⓓ board

5. When he stopped attending study group sessions, his grades deteriorated.

- Ⓐ worsened
- Ⓑ remained
- Ⓒ improved
- Ⓓ recovered

6. The city needs a new bicycle course.
- Ⓐ shop
  - Ⓑ rack
  - Ⓒ rider
  - Ⓓ path
7. The weather channel informed us to expect a heavy gale during the night.
- Ⓐ snow
  - Ⓑ rain
  - Ⓒ wind
  - Ⓓ hail
8. The Barrys voyaged from Hawaii to San Francisco.
- Ⓐ sailed
  - Ⓑ flew
  - Ⓒ hiked
  - Ⓓ chatted

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

9. A look of despair crossed her face when we did not find the lost dog.
- Ⓐ worry
  - Ⓑ hopefulness
  - Ⓒ confusion
  - Ⓓ joy
10. The Van Praegs planned their departure for Tuesday.
- Ⓐ party
  - Ⓑ appointment
  - Ⓒ flight
  - Ⓓ arrival
11. A brisk walk revived Patrice.
- Ⓐ entertained
  - Ⓑ excited
  - Ⓒ tired
  - Ⓓ bored

12. The music expressed everyone's jubilantion.
- Ⓐ contentment
  - Ⓑ confusion
  - Ⓒ sorrow
  - Ⓓ delight
13. The alligator's approximate weight is 150 pounds.
- Ⓐ highest
  - Ⓑ exact
  - Ⓒ estimated
  - Ⓓ lowest

*Choose the BEST way to complete each sentence or answer each question. Then fill in the circle next to your answer.*

14. Ilyse navigated her raft down the Zambezi River. What does navigated mean in this sentence?
- Ⓐ directed
  - Ⓑ lost
  - Ⓒ deflated
  - Ⓓ carried
15. The moon sat just above the horizon. The moon
- Ⓐ rose from behind a cloud.
  - Ⓑ sat low in the sky.
  - Ⓒ was full.
  - Ⓓ was difficult to see.
16. My father becomes nostalgic when he
- Ⓐ tries a new recipe.
  - Ⓑ works late at the office.
  - Ⓒ looks at old photographs with his sister.
  - Ⓓ plays basketball at the gym.

17. What is the best course to take if you have a bad cold? What does course mean in this sentence?

- Ⓐ a type of medicine
- Ⓑ a subject at school
- Ⓒ a vacation
- Ⓓ a way of acting

18. A map is accurate if it is

- Ⓐ large.
- Ⓑ correct.
- Ⓒ colorful.
- Ⓓ new.





19. To get ready for a voyage, you would be MOST likely to

- Ⓐ order a cake.
- Ⓑ paint the house.
- Ⓒ pack a suitcase.
- Ⓓ study hard.

20. When Mr. Russo moved, he hated to sever his relationships with his neighbors. In this sentence, what does sever mean?

- Ⓐ break
- Ⓑ strain
- Ⓒ begin again
- Ⓓ talk about

21. Which of the following is a horizontal line?

- Ⓐ 
- Ⓑ 
- Ⓒ 
- Ⓓ 

22. The Institute of Navigation publishes journals, hosts conferences, and grants awards. Who might be interested in joining this organization?
- Ⓐ sailors and pilots
  - Ⓑ scientists and inventors
  - Ⓒ teachers and principals
  - Ⓓ doctors and nurses
23. When you are at your destination, you are
- Ⓐ at the beginning of your journey.
  - Ⓑ in the middle of your journey.
  - Ⓒ at the end of your journey.
  - Ⓓ in a place you have never been.
24. Movies can create feelings of nostalgia if they are
- Ⓐ set in unfamiliar countries.
  - Ⓑ about events that are strange and confusing.
  - Ⓒ full of excitement and suspense.
  - Ⓓ about past events that people remember fondly.
25. Which situation is MOST likely to make someone despair?
- Ⓐ losing one's house in a flood
  - Ⓑ doing yard work
  - Ⓒ getting a slight sunburn
  - Ⓓ waiting for a bus
26. Gales of laughter are
- Ⓐ unkind.
  - Ⓑ strong and noisy.
  - Ⓒ low and quiet.
  - Ⓓ short and shrill.
27. Which of the following was probably drawn with the greatest accuracy?
- Ⓐ a sketch of a fountain
  - Ⓑ a cartoon of a famous person
  - Ⓒ a textbook diagram of a fish
  - Ⓓ a storybook character



28. Jonathan is working on a final paper for his zoology course. Which word means about the same as course?

- Ⓐ teacher
- Ⓑ project
- Ⓒ partner
- Ⓓ class

29. To revive a fashion style is to

- Ⓐ invent a new style.
- Ⓑ make fun of a silly style.
- Ⓒ bring back a style that was in fashion at an earlier time.
- Ⓓ predict which styles will be in fashion in the future.

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

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

## Book 5, Lesson 5 Test

Find an **ANTONYM** for each underlined word. Then fill in the circle next to your answer.

1. The architect used many vertical lines in her design.

- (A) straight
- (B) squiggly
- (C) horizontal
- (D) few

2. A famous author once said that optimism is the “belief that everything is beautiful, including what is ugly.”

- (A) hope
- (B) despair
- (C) intelligence
- (D) stupidity

3. The chess match lasted five hours, but he finally conquered his opponent.

- (A) challenged
- (B) praised
- (C) divided
- (D) surrendered

4. Marta challenged her father’s decision.

- (A) forgot
- (B) defended
- (C) altered
- (D) argued

5. His actions were foolhardy.

- (A) weak
- (B) silly
- (C) wise
- (D) honest

6. We made a makeshift fishing pole out of a yard stick and string.

- Ⓐ broken
- Ⓑ ugly
- Ⓒ large
- Ⓓ permanent

7. We had met them on a previous occasion.

- Ⓐ ordinary
- Ⓑ later
- Ⓒ happy
- Ⓓ rare

8. The mayor thwarted their efforts to build a skateboard park.

- Ⓐ blocked
- Ⓑ criticized
- Ⓒ aided
- Ⓓ praised

9. The hiker rested on the summit of the mountain.

- Ⓐ bottom
- Ⓑ ledge
- Ⓒ trail
- Ⓓ back

*Choose the BEST way to complete each sentence or answer each question. Then fill in the circle next to your answer.*

10. Flowers grew out of a crevice in the rock. What is another word for crevice in this sentence?

- Ⓐ canyon
- Ⓑ waterfall
- Ⓒ crack
- Ⓓ brook

11. Kai was given a new newspaper route. This means that she
- Ⓐ got a new bicycle to ride on.
  - Ⓑ began writing articles for the newspaper.
  - Ⓒ had to deliver a different newspaper.
  - Ⓓ delivered papers to a different area.
12. Amber tied a lure to her line. Lures are artificial
- Ⓐ colors.
  - Ⓑ fish.
  - Ⓒ bait.
  - Ⓓ flowers.
13. What happens during a blizzard?
- Ⓐ Buildings and bridges collapse.
  - Ⓑ Strong winds blow and snow falls heavily.
  - Ⓒ Dust covers everything.
  - Ⓓ Rivers rise and flood a town.
14. An avalanche of mail poured into the radio station. This means that
- Ⓐ the station received a great number of letters.
  - Ⓑ the station received only letters of complaint.
  - Ⓒ the station received small batches of letters.
  - Ⓓ letters poured in through the station's windows.
15. The hare challenged the tortoise to a race. The hare
- Ⓐ invited the tortoise to watch a race with him.
  - Ⓑ invited the tortoise to race against him.
  - Ⓒ carried the tortoise to the race grounds.
  - Ⓓ did not want to race the tortoise.
16. The Spanish conquest of Mexico refers to
- Ⓐ when the Spanish discovered Mexico.
  - Ⓑ when the Spanish explored Mexico.
  - Ⓒ when the Spanish defeated and took over Mexico.
  - Ⓓ when the Spanish desired to claim Mexico.

17. The family's cabin was a makeshift because
- Ⓐ lumber had arrived from the East.
  - Ⓑ they were skilled carpenters.
  - Ⓒ they planned to build a permanent cabin later.
  - Ⓓ there were too many people living in it.
18. An optimist believes that
- Ⓐ whatever happens is a matter of luck.
  - Ⓑ what's good for business is good for everyone.
  - Ⓒ you should have your eyes examined regularly.
  - Ⓓ good things are likely to happen.
19. The summit was attended by
- Ⓐ a group of mountain climbers.
  - Ⓑ the leaders of several European countries.
  - Ⓒ representatives from six high schools.
  - Ⓓ sixty students.
20. A terse remark is
- Ⓐ short.
  - Ⓑ funny.
  - Ⓒ rude.
  - Ⓓ important.
21. Which of the following could be a challenge?
- Ⓐ a glass of ice water
  - Ⓑ a button-down shirt
  - Ⓒ a postage stamp
  - Ⓓ a crossword puzzle
22. We could not resist the lure of free concert tickets. The free tickets were
- Ⓐ phony.
  - Ⓑ for terrible seats.
  - Ⓒ not really free.
  - Ⓓ tempting.

23. To conquer a bad habit is to

- Ⓐ overcome it.
- Ⓑ hate it.
- Ⓒ repeat it.
- Ⓓ develop it.

24. Something that challenges you

- Ⓐ makes you tired.
- Ⓑ requires effort.
- Ⓒ makes you irritated.
- Ⓓ requires a lot of money.

25. Will was optimistic about the weather. He said,

- Ⓐ "I think it will be a beautiful day."
- Ⓑ "We're going to have a nasty blizzard."
- Ⓒ "The rain might spoil our picnic."
- Ⓓ "I haven't heard the weather report yet."

26. I don't always take the same route to the beach. Sometimes I

- Ⓐ wear a different swimsuit.
- Ⓑ take the bus.
- Ⓒ take a different path.
- Ⓓ go with a different group of friends.

27. The store manager hopes the clearance sale will lure shoppers. The manager wants shoppers to

- Ⓐ pay more for what they buy.
- Ⓑ stay away from the store.
- Ⓒ save money.
- Ⓓ come to the store.

28. Which of the following regions is most likely to experience an avalanche?

- Ⓐ The Gobi Desert
- Ⓑ The Rocky Mountains
- Ⓒ Lake Victoria
- Ⓓ The Mississippi River Basin

29. Ryan was invited to participate in the diving competition, and he accepted the challenge.  
What did Ryan do?
- Ⓐ He entered the competition.
  - Ⓑ He won first prize in the competition.
  - Ⓒ He decided to wait until next year's competition.
  - Ⓓ He was a judge for the competition.

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

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

## Book 5, Lesson 6 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. The alarm roused Mr. Ramirez at 6:00 a.m.

- Ⓐ woke
- Ⓑ entertained
- Ⓒ annoyed
- Ⓓ surprised

2. "Don't meddle in other people's business," my grandmother said.

- Ⓐ help
- Ⓑ investigate
- Ⓒ listen
- Ⓓ interfere

3. The dog gave a yelp of agony.

- Ⓐ welcome
- Ⓑ delight
- Ⓒ pain
- Ⓓ fear

4. We braced ourselves for the grim news.

- Ⓐ joyous
- Ⓑ disturbing
- Ⓒ foolhardy
- Ⓓ interesting

5. The steadfast soldier stayed on watch through the night.

- Ⓐ sleepy
- Ⓑ loyal
- Ⓒ hungry
- Ⓓ patient



6. I used to loathe lima beans.
- Ⓐ love
  - Ⓑ cultivate
  - Ⓒ hate
  - Ⓓ preserve
7. The Underground Railroad helped harbor slaves escaping from the south.
- Ⓐ shelter
  - Ⓑ pursue
  - Ⓒ capture
  - Ⓓ return
8. The pony seemed monstrous next to the child.
- Ⓐ evil
  - Ⓑ unreal
  - Ⓒ ugly
  - Ⓓ huge
9. College costs are escalating.
- Ⓐ dropping
  - Ⓑ rising
  - Ⓒ low
  - Ⓓ shocking
10. We learned the Chinese character for “man.”
- Ⓐ person
  - Ⓑ actor
  - Ⓒ word
  - Ⓓ symbol

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

11. Cities with harbors are located

- (A) along the coast.
- (B) near the capital.
- (C) near major industrial centers.
- (D) near foothills.

12. A monstrous idea will probably cause

- (A) panic.
- (B) applause.
- (C) shock.
- (D) concern.

13. Who might wear a grim expression?

- (A) a sales clerk making a sale
- (B) a child watching a clown
- (C) a person who has walked into a surprise party
- (D) a parent discussing a poor report card

14. When is someone MOST likely to denounce a friend?

- (A) when the friend has just walked into the room
- (B) when the friend disagrees about something
- (C) when the friend has secretly played a mean trick
- (D) when the friend wins an award

15. The dancer was catapulted into fame. This means that she

- (A) became famous almost overnight.
- (B) gradually became famous.
- (C) became famous against her will.
- (D) was soon forgotten.

16. Which of the following can illustrate someone's character?

- (A) preferring oranges to apples
- (B) making shy people feel welcome
- (C) having a portrait painted
- (D) getting a new haircut

17. The greenhouse effect inflicts high temperatures around the world. What does inflict mean in this sentence?
- Ⓐ records
  - Ⓑ relieves
  - Ⓒ causes
  - Ⓓ does not effect
18. A meddlesome person is MOST likely to
- Ⓐ come up with interesting ideas.
  - Ⓑ make other people feel gloomy.
  - Ⓒ do things that shock others.
  - Ⓓ involve himself in someone else's affairs.
19. Because of her loathing of pollution, Pia started an environmental club at school. We can tell that
- Ⓐ Pia does not care very much about the environment.
  - Ⓑ Pia hates when people pollute.
  - Ⓒ Pia often contributes to pollution.
  - Ⓓ Pia does not believe that there is anything we can do about pollution.
20. What might someone wish to abolish?
- Ⓐ community service
  - Ⓑ a beautiful silver vase
  - Ⓒ drunken driving
  - Ⓓ foreign countries
21. Which of the following is most like a catapult?
- Ⓐ a baseball
  - Ⓑ a football helmet
  - Ⓒ a slingshot
  - Ⓓ a broomstick
22. What are some voters MOST likely to denounce?
- Ⓐ the opening of a new library
  - Ⓑ a campaign to keep the streets free of litter
  - Ⓒ a public service award to a local organization
  - Ⓓ a plan to raise local sales taxes

23. Which of the following might someone secretly harbor?
- Ⓐ a strong desire to travel
  - Ⓑ a marble collection
  - Ⓒ an ear infection
  - Ⓓ a birthday cake
24. A story character is
- Ⓐ a person in the story.
  - Ⓑ the events that take place in the story.
  - Ⓒ a review of a story.
  - Ⓓ where the story takes place.
25. The wait for the jury's decision was agonizing. The wait was
- Ⓐ extremely short.
  - Ⓑ rather pleasant.
  - Ⓒ very painful.
  - Ⓓ uneventful.
26. The fourteenth through sixteenth centuries were grim years for Western Europe. During this time there were
- Ⓐ many new discoveries.
  - Ⓑ no significant occurrences.
  - Ⓒ increases in the population rate.
  - Ⓓ cruel and unpleasant events.
27. The performer roused the unhappy crowd, so they
- Ⓐ continued to feel sad.
  - Ⓑ felt excited.
  - Ⓒ threw tomatoes at him.
  - Ⓓ had to go home.
28. Someone who translates Swahili poems
- Ⓐ only reads poems written in Swahili.
  - Ⓑ teaches Swahili poems in school.
  - Ⓒ writes or reads Swahili poems in another language.
  - Ⓓ does not enjoy poetry.

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

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

## Book 5, Lesson 7 Test

Find an **ANTONYM** for each underlined word. Then fill in the circle next to your answer.

1. David gave Helena a frigid nod.

- (A) slow
- (B) gloomy
- (C) cruel
- (D) friendly

2. Before she became an astronaut, Sally Ride was fascinated by astronomy.

- (A) attracted
- (B) bored
- (C) confused
- (D) surprised

3. Jain gave us a feeble excuse for being late.

- (A) short
- (B) unclear
- (C) terse
- (D) believable

4. Deposit the money in your savings account.

- (A) take
- (B) put
- (C) ignore
- (D) count

5. There's a remote chance that he'll win the race.

- (A) slim
- (B) possible
- (C) upsetting
- (D) great

6. That sofa bed is a substantial piece of furniture.

- Ⓐ heavy
- Ⓑ small
- Ⓒ useful
- Ⓓ ugly

7. The team was shocked by the coach's harsh words.

- Ⓐ kind
- Ⓑ soft
- Ⓒ expected
- Ⓓ discouraging

*Choose the BEST way to complete each sentence or answer each question. Then fill in the circle next to your answer.*

8. Rashid needs to wear formal attire to his brother's party. What should he wear?

- Ⓐ a suit and tie
- Ⓑ a bathing suit
- Ⓒ a t-shirt and shorts
- Ⓓ his pajamas

9. A substantial loss is a

- Ⓐ a sudden loss.
- Ⓑ a great loss.
- Ⓒ a small loss.
- Ⓓ a discouraging loss.

10. Which of the following walks with a waddle?

- Ⓐ a crow
- Ⓑ a runner
- Ⓒ a duck
- Ⓓ a dancer

11. The rugby team deposited their equipment in the locker room. What does deposited mean in this sentence?
- Ⓐ locked up
  - Ⓑ used
  - Ⓒ repaired
  - Ⓓ laid down
12. A colony of mushrooms is growing on the lawn. The mushrooms are
- Ⓐ scattered all over.
  - Ⓑ clustered together.
  - Ⓒ all the same size and shape.
  - Ⓓ going to be there for a short while.
13. The workers will be compensated for working overtime. They will be
- Ⓐ told to work more quickly.
  - Ⓑ lectured by the boss.
  - Ⓒ paid extra money.
  - Ⓓ questioned about their work habits.
14. Which of the following is MOST likely to have a remote control?
- Ⓐ a shower
  - Ⓑ an oven
  - Ⓒ a television
  - Ⓓ a microscope
15. The class president has very rigid ideas. This means that
- Ⓐ she likes to share her ideas with others.
  - Ⓑ she is very intelligent.
  - Ⓒ she comes up with unusual solutions to problems.
  - Ⓓ nothing will change her way of thinking.
16. You might huddle in the bottom of your closet if you are
- Ⓐ trying to hide.
  - Ⓑ looking for a shoe.
  - Ⓒ cleaning your closet.
  - Ⓓ throwing things in there to hide them.

17. A solitary hiker is
- Ⓐ hiking alone.
  - Ⓑ highly experienced.
  - Ⓒ leading a group.
  - Ⓓ walking very slowly.
18. There is a deposit of silt at the mouth of the river. What does deposit mean in this sentence?
- Ⓐ something taken away
  - Ⓑ something laid down
  - Ⓒ a mountain
  - Ⓓ a brook
19. The team huddled on the field. They
- Ⓐ played well.
  - Ⓑ were defeated.
  - Ⓒ practiced.
  - Ⓓ gathered together.
20. Harsh colors are
- Ⓐ bright and cheerful.
  - Ⓑ unpleasant.
  - Ⓒ soft and pale.
  - Ⓓ glossy.
21. Ms. Medina's town was very remote, and had a population of 50 people. What does remote mean in this sentence?
- Ⓐ cold
  - Ⓑ old
  - Ⓒ far away
  - Ⓓ small
22. André lost his friend's favorite baseball card and he wants to compensate her. What should he do?
- Ⓐ buy her another baseball card
  - Ⓑ buy her a soda
  - Ⓒ apologize
  - Ⓓ ask to borrow another baseball card



23. New York was once a colony of The Netherlands. This means that New York
- Ⓐ once traded with The Netherlands.
  - Ⓑ once fought The Netherlands in a war.
  - Ⓒ once ruled The Netherlands.
  - Ⓓ once had legal ties to The Netherlands.
24. A person who waddles
- Ⓐ is an excellent swimmer.
  - Ⓑ can never make up his mind.
  - Ⓒ sways from side to side when he walks.
  - Ⓓ makes many mistakes.
25. There was a solitary cloud in the sky. The cloud was
- Ⓐ dark and threatening.
  - Ⓑ the only one in the sky.
  - Ⓒ shaped like a familiar object.
  - Ⓓ passing quickly.
26. When you make a deposit at the bank, you are
- Ⓐ applying for a job.
  - Ⓑ applying for a credit card.
  - Ⓒ taking money out of your account.
  - Ⓓ putting money into your account.
27. Robyn said, "*Shackleton's Antarctic Adventure* was a fascinating movie." How did Robyn feel about the movie?
- Ⓐ It was long and boring.
  - Ⓑ It was difficult to understand.
  - Ⓒ It was interesting and exciting.
  - Ⓓ It was sold out.
28. When would you be MOST likely to write a formal letter?
- Ⓐ to complain about the service you received at a restaurant
  - Ⓑ to thank your grandparents for your birthday present
  - Ⓒ to send a postcard to your friend
  - Ⓓ to invite your cousin to your graduation party

29. If something makes you feeble, it makes you
- Ⓐ laugh a long time.
  - Ⓑ think very hard about something.
  - Ⓒ feel weak.
  - Ⓓ feel sorry.
30. The sheep were in a huddle beside the barn. The sheep were
- Ⓐ grazing peacefully.
  - Ⓑ crowded together.
  - Ⓒ in a line in front of the door.
  - Ⓓ making a lot of noise.
31. As compensation for missing her basketball game, Gabby's dad took her to the park. Why did he take her to the park?
- Ⓐ He felt sorry that he missed the game and wanted to make it up to her.
  - Ⓑ He thought that she needed to practice basketball.
  - Ⓒ He wanted to play basketball with his friends.
  - Ⓓ He does not enjoy playing basketball.
32. The settlers in North Dakota lived under harsh conditions. They
- Ⓐ never had to worry about good harvests.
  - Ⓑ often had summer rainstorms.
  - Ⓒ had to follow the rules of the community.
  - Ⓓ had to struggle with freezing winters.
33. Owen was worried that his brother was acting remote. How was his brother acting?
- Ⓐ distant and isolated
  - Ⓑ childish and immature
  - Ⓒ forgetful and absent-minded
  - Ⓓ angry and cruel
34. Rachel resembles her grandmother in many ways. This means that Rachel
- Ⓐ does not get along with her grandmother.
  - Ⓑ is very fond of her grandmother.
  - Ⓒ takes care of her grandmother.
  - Ⓓ looks and acts like her grandmother.

35. Which of the following is rigid?

- Ⓐ ice cream
- Ⓑ a ball of twine
- Ⓒ a steel rod
- Ⓓ a bag of rice

36. What could make someone feel frigid?

- Ⓐ lying in the shade on a hot day
- Ⓑ waiting for the bus on a cold winter morning
- Ⓒ hearing a spooky sound in the night
- Ⓓ eating a very large meal

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

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

## Book 5, Lesson 8 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. Were you invited to attend the banquet?

- Ⓐ concert
- Ⓑ meeting
- Ⓒ feast
- Ⓓ barbecue

2. The three of them pledged to keep the secret forever.

- Ⓐ agreed
- Ⓑ promised
- Ⓒ decided
- Ⓓ failed

3. I was assigned a difficult task.

- Ⓐ job
- Ⓑ role
- Ⓒ route
- Ⓓ challenge

4. The kids' request for sprinkles seemed frivolous.

- Ⓐ reasonable
- Ⓑ confusing
- Ⓒ optimistic
- Ⓓ silly

5. The boat will sail as soon as the cargo is aboard.

- Ⓐ crew
- Ⓑ passengers
- Ⓒ fuel
- Ⓓ load

6. The olives were harvested last week.

- Ⓐ canned
- Ⓑ sprayed
- Ⓒ gathered
- Ⓓ shipped

7. What time is the assembly?

- Ⓐ departure
- Ⓑ meeting
- Ⓒ arrival
- Ⓓ movie

8. The travelers were in a desperate situation.

- Ⓐ hopeless
- Ⓑ unusual
- Ⓒ fortunate
- Ⓓ unexpected

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

9. The new Lebanese restaurant is likely to prosper.

- Ⓐ succeed
- Ⓑ cater
- Ⓒ fail
- Ⓓ grow

10. Mr. Harris decreased his sons' allowances.

- Ⓐ remembered
- Ⓑ discussed
- Ⓒ delayed
- Ⓓ raised

11. The class assembled in the courtyard after the first bell.

- Ⓐ shouted
- Ⓑ ran
- Ⓒ scattered
- Ⓓ hurried

12. If you are ever in France, you will see that it is not true that the French are hostile to tourists.
- Ⓐ cruel
  - Ⓑ welcoming
  - Ⓒ uninterested
  - Ⓓ usual
13. A celebrated author visited our class and talked about her books.
- Ⓐ unknown
  - Ⓑ untalented
  - Ⓒ well-liked
  - Ⓓ nonfiction
14. Her frivolity made a poor impression on the principal.
- Ⓐ intelligence
  - Ⓑ cleanliness
  - Ⓒ seriousness
  - Ⓓ promptness
- Choose the BEST way to complete each sentence or answer each question. Then fill in the circle next to your answer.*
15. Which of the following are edibles?
- Ⓐ magazines and newspapers
  - Ⓑ diamonds and pearls
  - Ⓒ computers and typewriters
  - Ⓓ apples and pears
16. Which of the following can be used as a cask?
- Ⓐ a wagon
  - Ⓑ a barrel
  - Ⓒ a small box
  - Ⓓ a coffin
17. What would someone use to hew a tree?
- Ⓐ a chainsaw
  - Ⓑ an ax
  - Ⓒ a crane
  - Ⓓ a strong rope

18. When it's harvest time, farmers

- Ⓐ sit down and have lunch.
- Ⓑ have a feast.
- Ⓒ gather crops.
- Ⓓ plant seeds.

19. Margot and her father assembled the swing set. What did Margot and her father do to the swing set?

- Ⓐ They took it apart.
- Ⓑ They put it together.
- Ⓒ They repaired it.
- Ⓓ They built it from scratch.

20. Many people celebrate the Chinese New Year in late January or early February. What does celebrate mean in this sentence?

- Ⓐ forget
- Ⓑ honor
- Ⓒ know about
- Ⓓ do not care about

21. The Pledge of Allegiance is

- Ⓐ a failure to be faithful.
- Ⓑ a promise to be faithful.
- Ⓒ beginning to be faithful.
- Ⓓ stopping being faithful.

22. A prosperous business has

- Ⓐ many products..
- Ⓑ many workers.
- Ⓒ much success.
- Ⓓ little success.

23. If a TV show experiences a decrease in viewers, it means that the show is being watched

- Ⓐ by fewer people.
- Ⓑ by more people.
- Ⓒ by younger people.
- Ⓓ by older people.

24. Alisha was desperate to find her lost dog. How did Alisha feel?

- Ⓐ satisfied
- Ⓑ joyous
- Ⓒ tired
- Ⓓ despairing

25. An edible mushroom is

- Ⓐ native to the region.
- Ⓑ safe to eat.
- Ⓒ poisonous.
- Ⓓ rare.

26. How might an audience show hostility?

- Ⓐ by clapping loudly
- Ⓑ by coughing
- Ⓒ by booing
- Ⓓ by falling asleep

27. A good harvest is

- Ⓐ a well-built machine.
- Ⓑ a large quantity of crops.
- Ⓒ a terrific party.
- Ⓓ an excellent book.

28. To hew a tree-trunk canoe is to

- Ⓐ paddle it quickly.
- Ⓑ paint decorations on it.
- Ⓒ carve it with an axe.
- Ⓓ push it into the water.

29. If “no assembly required” is written on a box, what does that mean?

- Ⓐ You will not have to put the contents together.
- Ⓑ You will have to put the contents together.
- Ⓒ The contents do not include batteries.
- Ⓓ The contents are heavy.



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

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

## Book 5, Lesson 9 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. My subscription will terminate at the end of the month.

- Ⓐ begin
- Ⓑ change
- Ⓒ end
- Ⓓ increase

2. Home prices are soaring.

- Ⓐ decreasing
- Ⓑ rising
- Ⓒ dropping
- Ⓓ changing

3. I have a significant reason for asking you here.

- Ⓐ secret
- Ⓑ personal
- Ⓒ embarrassing
- Ⓓ important

4. The heroic dog dragged the duckling to safety.

- Ⓐ huge
- Ⓑ weary
- Ⓒ brave
- Ⓓ strong

5. The experiment showed that Dr. Yuan was correct.

- Ⓐ test
- Ⓑ report
- Ⓒ article
- Ⓓ committee

6. We all saw through Nikki's flimsy excuse.

- Ⓐ rude
- Ⓑ feeble
- Ⓒ believable
- Ⓓ embarrassing

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

7. John came up with an absurd plan.

- Ⓐ detailed
- Ⓑ foolish
- Ⓒ ingenious
- Ⓓ simple

8. Uncle Ike lumbered into the room.

- Ⓐ stamped
- Ⓑ ran
- Ⓒ glided
- Ⓓ waddled

9. The spectators left the field.

- Ⓐ crowd
- Ⓑ players
- Ⓒ fans
- Ⓓ pigeons

10. Gerard's stunt kite was soaring.

- Ⓐ falling
- Ⓑ sailing
- Ⓒ rising
- Ⓓ bobbing

11. Federico felt dense because he hadn't done his homework.

- Ⓐ interested
- Ⓑ clever
- Ⓒ bored
- Ⓓ sleepy

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

12. An unwieldy suitcase is

- Ⓐ unmarked.
- Ⓑ sturdy.
- Ⓒ satisfactory.
- Ⓓ hard to handle.

13. A mimic is someone who

- Ⓐ is shorter than usual.
- Ⓑ is involved in the government.
- Ⓒ imitates the actions of others.
- Ⓓ is under the age of 21.

14. Maya suspended the hammock in the back yard. What does suspended mean in this sentence?

- Ⓐ wove
- Ⓑ sat on
- Ⓒ broke
- Ⓓ hung

15. Which of the following is a true accomplishment?

- Ⓐ taking a bath
- Ⓑ trying out for a play
- Ⓒ playing the piano well
- Ⓓ going shopping

16. The rain forest was dense. This means that

- Ⓐ no one lived in it.
- Ⓑ its trees grew close together.
- Ⓒ it was humid.
- Ⓓ it was being destroyed.

17. To experiment with sound waves is to

- Ⓐ design tests to discover more about sound waves.
- Ⓑ play a musical instrument.
- Ⓒ read about sound waves.
- Ⓓ show sound waves with diagrams.

18. When you ascend a flight of stairs, you are

- Ⓐ going up.
- Ⓑ coming down.
- Ⓒ taking an elevator.
- Ⓓ building a flight of stairs.

19. Classes might be suspended because

- Ⓐ the community has voted for longer school days.
- Ⓑ an important state official was visiting.
- Ⓒ a heavy snowfall has closed the roads.
- Ⓓ someone was fooling around in class.

20. At the zoo, Bernard mimicked the penguins. This means that he

- Ⓐ liked the penguins best.
- Ⓑ tried to attract the penguins.
- Ⓒ copied the behavior of the penguins.
- Ⓓ disliked the penguins.

21. You can accomplish many things if you

- Ⓐ are forgetful.
- Ⓑ live in a major city.
- Ⓒ join a committee.
- Ⓓ make a strong effort.

22. The school replaced the flimsy tables and chairs in the cafeteria. What does flimsy mean in this sentence?

- Ⓐ poorly made
- Ⓑ covered with fabric
- Ⓒ pale green
- Ⓓ sturdily built

23. What can lumber be used for?

- Ⓐ to season dishes
- Ⓑ to paint pictures
- Ⓒ to build houses
- Ⓓ to power lamps

24. A dense fog

- Ⓐ is difficult to see through.
- Ⓑ causes heavy rain.
- Ⓒ is a light fog.
- Ⓓ causes cold weather.

25. Paula was suspended from the girls lacrosse team. This means that

- Ⓐ she didn't make the team this year.
- Ⓑ she is off the team for now.
- Ⓒ her teammates dislike her.
- Ⓓ she got a cheer from her teammates.

26. Marco experimented with his hair. He

- Ⓐ brushed it more often than usual.
- Ⓑ put a blue streak in it.
- Ⓒ bought a new bottle of shampoo.
- Ⓓ complained about it to his friends.

27. The roofers made heroic efforts to put on the new roof during the storm. This means that the roofers

- Ⓐ were seldom on time.
- Ⓑ were fun to watch as they worked.
- Ⓒ failed to get the job done on time.
- Ⓓ worked especially hard to get the job done.

28. Brandon mimicked Mr. James. He was sent to the principal's office because

- Ⓐ he talked back to Mr. James.
- Ⓑ he refused to answer Mr. James.
- Ⓒ he made fun of Mr. James by imitating him.
- Ⓓ he annoyed Mr. James by fooling around.

29. Ryan didn't quite appreciate the significance of his graduation. His graduation was

- Ⓐ a terrible experience to get through.
- Ⓑ a tiresome activity.
- Ⓒ an important day in his life.
- Ⓓ a warning of worse things to come.

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

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

## Book 5, Lesson 10 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. Harold had a yearning for a pet.

- Ⓐ dislike
- Ⓑ longing
- Ⓒ location
- Ⓓ puppy

2. Mr. Lombardo thinks that this brand of peanut butter is superior.

- Ⓐ fine
- Ⓑ chunky
- Ⓒ worst
- Ⓓ best

3. We are reluctant to make the long trip.

- Ⓐ eager
- Ⓑ prepared
- Ⓒ unwilling
- Ⓓ anxious

4. Photography is one of Joab's pursuits.

- Ⓐ skills
- Ⓑ classes
- Ⓒ hobbies
- Ⓓ dislikes

5. Heather will donate a hundred dollars to the organization.

- Ⓐ give
- Ⓑ request
- Ⓒ repay
- Ⓓ lend

6. David gave his teacher an evasive answer.

- Ⓐ prompt
- Ⓑ careful
- Ⓒ incorrect
- Ⓓ indirect

Find an **ANTONYM** for each underlined word. Then fill in the circle next to your answer.

7. After 27 years, Nelson Mandela was finally liberated from prison.

- Ⓐ interviewed
- Ⓑ enslaved
- Ⓒ hired
- Ⓓ arrested

8. The twins have numerous interests.

- Ⓐ few
- Ⓑ celebrated
- Ⓒ usual
- Ⓓ boring

9. The *Emancipation Proclamation* released slaves from bondage.

- Ⓐ kindness
- Ⓑ freedom
- Ⓒ concern
- Ⓓ home

10. Park rules prohibit dogs.

- Ⓐ mention
- Ⓑ forbid
- Ⓒ allow
- Ⓓ ignore



Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

11. Someone who is your superior is

- Ⓐ smarter than you are.
- Ⓑ unpleasant to you.
- Ⓒ someone who teases you.
- Ⓓ higher in rank than you are.

12. To pursue an interest is to

- Ⓐ give time and energy to it.
- Ⓑ give it up.
- Ⓒ ask questions about it.
- Ⓓ talk about it often.

13. How could a cat evade a dog?

- Ⓐ by climbing a tree
- Ⓑ by hissing at the dog
- Ⓒ by scratching the dog's nose
- Ⓓ by becoming friends with the dog

14. Someone who establishes an organization is

- Ⓐ a frequent visitor to the organization.
- Ⓑ the person who created the organization.
- Ⓒ a worker for the organization.
- Ⓓ someone who respects the organization.

15. What could be a community occasion?

- Ⓐ litter on the streets
- Ⓑ a small population
- Ⓒ an Independence Day parade
- Ⓓ an after-school club

16. If you were in a debate, who would the opposition be?

- Ⓐ your teammates
- Ⓑ the audience
- Ⓒ the judges
- Ⓓ the other debate team

17. If tickets for a play are available, then
- Ⓐ they are very expensive.
  - Ⓑ there are only a certain number of them.
  - Ⓒ they are easy to get.
  - Ⓓ you can no longer buy them.
18. He evaded the question. What does evaded mean in this sentence?
- Ⓐ answered
  - Ⓑ avoided
  - Ⓒ resented
  - Ⓓ asked
19. When you feel reluctance to go someplace, you
- Ⓐ can't wait to go.
  - Ⓑ don't really want to go.
  - Ⓒ feel lucky to have been invited.
  - Ⓓ feel homesick.
20. Which of the following is a good example of an establishment?
- Ⓐ a street sign
  - Ⓑ a picnic table
  - Ⓒ a restroom
  - Ⓓ a hotel
21. What is the purpose of a pursuit?
- Ⓐ to capture someone or something
  - Ⓑ to check your account
  - Ⓒ to summarize information
  - Ⓓ to state a position
22. In the army, a general is superior to a captain. This means that
- Ⓐ a captain ranks higher than a general.
  - Ⓑ a general ranks higher than a captain.
  - Ⓒ a general is equal to a captain.
  - Ⓓ a general is an advisor to a captain.

23. The committee established that errors had been made in the lab. What does established mean?

- Ⓐ found it to be true
- Ⓑ charged wrongfully
- Ⓒ complained
- Ⓓ denied

24. You and I have spoken on several occasions. We have spoken

- Ⓐ on several committees.
- Ⓑ on several topics.
- Ⓒ several times.
- Ⓓ at several presidential elections.

25. An example of a donation is

- Ⓐ a check for \$50.
- Ⓑ a request for funds.
- Ⓒ a charity.
- Ⓓ a report on finances.

26. To yearn is to

- Ⓐ groan about something.
- Ⓑ long for something.
- Ⓒ plan something.
- Ⓓ struggle to get something.

27. To oppose something is to

- Ⓐ study it carefully.
- Ⓑ act out against it.
- Ⓒ prohibit it.
- Ⓓ support it.

28. What might a cat pursue?

- Ⓐ a dog
- Ⓑ cat food
- Ⓒ a long nap
- Ⓓ a mouse

29. To have occasional headaches is to have

- Ⓐ painful headaches.
- Ⓑ mild headaches.
- Ⓒ headaches every once in a while.
- Ⓓ frequent headaches.

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

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

## **Book 5, Midterm Test 1 (Lessons 1–10)**

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*Read the passage. Choose the best answer for each item that follows. Then fill in the circle next to your answer.*

### **THE EARLY DAYS OF AIR TRAVEL**

When passenger air travel was introduced to Europe in the 1920s, it was at first rough and uncomfortable. The planes were noisy, unheated, and able to hold only a few people. However, flying from England to France was much quicker than crossing the English Channel by boat. A plane could depart from London and arrive in Paris in a mere three hours. It was no wonder the number of Europeans traveling by plane soared during this decade.

Airlines did all they could to make flying attractive and to convince the public that air travel was a superior form of transportation. They emphasized, of course, the speed of planes. They also stressed that flying was safe. They tried many things to lure customers. Some airlines even called attention to some celebrated people who calmly traveled by air.

Over the next 20 years, substantial changes took place in air travel. The planes become quieter and more comfortable. Meals were served on the flights. In America, the first air “hostess,” a trained nurse, was hired in 1930. Traveling in an American DC3 was the height of luxury in the 1930s. DC3 airplanes carried no more than 14 passengers. Sleeping platforms folded down from a wall, and curtains provided privacy as the passengers slept. In the morning, they were roused by a crew member bringing breakfast foods and hot beverages on a tray. By 1932, the duration of a cross-country flight—with several stops—had been reduced to 24 hours.

Air travel has made taken great steps forward since its early days. After all, our gigantic planes cross the continent in no more than six hours. However, some passengers who have become accustomed to being cramped in narrow seats for the entire afternoon cannot help but wonder if every change has been for the better.

1. Read this sentence from the passage.

When passenger air travel was introduced to Europe in the 1920s, it was at first rough and uncomfortable. What does introduced mean in this passage?

- Ⓐ made known by name
- Ⓑ brought into use
- Ⓒ called to someone's attention
- Ⓓ welcomed a guest speaker

2. Read this sentence from the passage.

A plane could depart from London and arrive in Paris in a mere three hours. A synonym for depart is

- Ⓐ arrive
- Ⓑ rise
- Ⓒ leave
- Ⓓ escalate

3. Read these words from the passage.

the number of Europeans traveling by plane soared during this decade. In this passage, soared means

- Ⓐ suddenly became greater
- Ⓑ flew like a bird
- Ⓒ coasted
- Ⓓ began to descend

4. Read this sentence from the passage.

Airlines claimed that air travel was a superior form of transportation. What is another word for superior?

- Ⓐ speedy
- Ⓑ useful
- Ⓒ reasonable
- Ⓓ excellent

5. Read this sentence from the passage.

They tried many things to lure customers.

What is a synonym for lure?

- Ⓐ bait
- Ⓑ trick
- Ⓒ attract
- Ⓓ comfort

6. Read these words from the passage.

Some airlines even called attention to some celebrated people.

What is a synonym for celebrated?

- Ⓐ rich
- Ⓑ famous
- Ⓒ fearless
- Ⓓ remarkable

7. Read this sentence from the passage.

Over the next 20 years, substantial changes took place in air travel.

What does substantial mean in this passage?

- Ⓐ very heavy
- Ⓑ sudden
- Ⓒ expensive
- Ⓓ many

8. Read these words from the passage.

they were roused by a crew member

What is a synonym for roused?

- Ⓐ awakened
- Ⓑ fed
- Ⓒ excited
- Ⓓ called

9. Read these words from the passage.

bringing breakfast foods and hot beverages

A synonym for beverages is

- Ⓐ towels.
- Ⓑ water.
- Ⓒ drinks.
- Ⓓ cereals.

10. Read these words from the passage.

the duration of a cross-country flight

In this passage, duration means

- Ⓐ the speed of the flight.
- Ⓑ the length of the flight.
- Ⓒ the distance of the flight.
- Ⓓ the number of people on the flight.

11. Read this sentence from the passage.

After all, our gigantic planes cross the continent in no more than six hours.

What is a synonym for gigantic?

- Ⓐ huge
- Ⓑ noisy
- Ⓒ uncomfortable
- Ⓓ modern

12. Read these words from the passage.

some passengers who have become accustomed to being cramped in narrow seats

What does this mean?

- Ⓐ some passengers are directed to narrow seats.
- Ⓑ some passengers are hostile to narrow seats.
- Ⓒ some passengers are assigned to narrow seats.
- Ⓓ some passengers are used to sitting in narrow seats.



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

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

## **Book 5, Midterm Test 2 (Lessons 1–10)**

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*Read the passage. Choose the best answer for each item that follows. Then fill in the circle next to your answer.*

### **THE DONNER PARTY**

Though the pioneer times were an exciting era in American history, not all pioneer tales are success stories. In 1846, a wagon train of farm families led by George Donner left Illinois. Their destination was California—2,000 miles away. When they arrived in Utah, members of the group talked the others into using a shortcut. The route was supposed to be shorter and easier for the pioneers, but the land was unfamiliar to them and they wasted valuable time trying to find their way. Their wagons reached the Sierras just as heavy winter snows were due.

When the Donner party was deep in the mountains, a severe winter storm trapped them. They made camp where they were, moving into one deserted cabin and building several makeshift ones. Unfortunately, the winter was unusually harsh and their attempts to continue on were unsuccessful.

They soon consumed all the food that they had available, and they were unable to find much game or edible plants in the frozen mountains. They used extreme measures to stay alive. The party ate a thick soup made from the hides of their dead cattle.

After two grim months in the mountains, all were starving and feeling desperate. Fifteen people volunteered to go on snowshoes to California and get help. Of all those in the camp, they were the strongest. Many of their companions had died or were very ill. Eight members of this heroic band died along the way. When the remaining seven reached California, it was a month before rescue teams could reach the stranded party. Of the 78 people who had been trapped in the mountains, only 45 survived. Twelve-year-old Virginia Reed was one of them. When asked about her experience in the mountains, she gave this advice: “Never take no cut-offs and hurry along as fast as you can.”

1. According to this passage, what is a destination?

- Ⓐ a path to follow
- Ⓑ someone's home country
- Ⓒ someone's starting place
- Ⓓ the place to which someone is going

2. In this passage, route means

- Ⓐ the guide of a wagon train.
- Ⓑ the end of the wagon train.
- Ⓒ a course that one follows to get somewhere.
- Ⓓ a super highway.

3. A makeshift cabin is

- Ⓐ a cabin made out of stone.
- Ⓑ a mountain home.
- Ⓒ a place for hunters to stay.
- Ⓓ a temporary place to live.

4. A harsh winter is likely to be

- Ⓐ milder than usual.
- Ⓑ very cold with many blizzards.
- Ⓒ longer than usual.
- Ⓓ sometimes sunny and sometimes snowy.

5. In this passage, what does consumed mean?

- Ⓐ destroyed
- Ⓑ spent
- Ⓒ ate
- Ⓓ cooked

6. What does available mean in this passage?

- Ⓐ paid for
- Ⓑ carried along
- Ⓒ used up
- Ⓓ ready to use

7. Edible plants

- Ⓐ can be eaten.
- Ⓑ grow in the winter.
- Ⓒ are found in mountains.
- Ⓓ are easy to spot.

8. The party was trapped for two grim months. You can tell that those months must have been

- Ⓐ difficult and painful.
- Ⓑ between September and February.
- Ⓒ in the middle of winter.
- Ⓓ longer than usual.

9. Which of these words is the BEST synonym for desperate?

- Ⓐ angry
- Ⓑ trapped
- Ⓒ hopeless
- Ⓓ weak

10. A companion is

- Ⓐ someone who has to be cared for.
- Ⓑ someone you spend time with.
- Ⓒ a person whom you do not trust.
- Ⓓ a person in a dangerous situation.

11. What is a synonym for heroic?

- Ⓐ courageous
- Ⓑ foolhardy
- Ⓒ famous
- Ⓓ loyal

12. Only 45 people survived. What does survived mean in this passage?

- Ⓐ were still able to walk
- Ⓑ remained alive
- Ⓒ decided to continue
- Ⓓ perished

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

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

## Book 5, Lesson 11 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. New technologies accelerated change in the 20th century.

- Ⓐ challenged
- Ⓑ guided
- Ⓒ slowed
- Ⓓ hurried

2. She performed a methodical search for the missing report.

- Ⓐ nervous
- Ⓑ orderly
- Ⓒ optimistic
- Ⓓ careless

3. Kim exulted over her test score.

- Ⓐ rejoiced
- Ⓑ cried
- Ⓒ apologized
- Ⓓ repented

4. The sea air is bracing.

- Ⓐ windy
- Ⓑ smelly
- Ⓒ refreshing
- Ⓓ warm

5. Jessie is anxious to go on vacation.

- Ⓐ packing
- Ⓑ reluctant
- Ⓒ planning
- Ⓓ eager

6. Dr. Halloran sauntered down the street.

- Ⓐ darted
- Ⓑ strolled
- Ⓒ staggered
- Ⓓ waddled

7. One stall at the fair had bamboo plants for sale.

- Ⓐ booth
- Ⓑ person
- Ⓒ florist
- Ⓓ family

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

8. What is the maximum number of people that can be seated in this auditorium?

- Ⓐ average
- Ⓑ largest
- Ⓒ smallest
- Ⓓ usual

9. His solo skating routine received a lot of applause.

- Ⓐ dull
- Ⓑ dancing
- Ⓒ clumsy
- Ⓓ team

10. I have confidence in her ability to do the work.

- Ⓐ belief
- Ⓑ certainty
- Ⓒ doubt
- Ⓓ recommendations

11. We were exultant after the championship game.

- Ⓐ jubilant
- Ⓑ restless
- Ⓒ depressed
- Ⓓ tired

12. Quiet, everyone! It's time to proceed.

- Ⓐ begin
- Ⓑ pause
- Ⓒ eliminate
- Ⓓ continue

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

13. What is *MOST* likely to cause anxiety?

- Ⓐ giving a speech
- Ⓑ getting a haircut
- Ⓒ listening to music
- Ⓓ buying groceries

14. Justin tried to stall his punishment. This means that he tried to

- Ⓐ blame someone else for what he'd done.
- Ⓑ shorten his punishment.
- Ⓒ put his punishment off.
- Ⓓ get out of his punishment altogether.

15. Which of the following might need a brace?

- Ⓐ a sandwich
- Ⓑ a flat tire
- Ⓒ a broken lamp
- Ⓓ a sprained ankle

16. I am in contact with the baby-sitter. This means that

- Ⓐ the baby-sitter and I agree on most things.
- Ⓑ the baby-sitter and I communicate.
- Ⓒ the baby-sitter will be over shortly.
- Ⓓ the baby-sitter lives near me.

17. What could be scary about soloing?
- Ⓐ You might lose your music.
  - Ⓑ You could lose your balance.
  - Ⓒ The boat could tip over.
  - Ⓓ No one else is there to help you fly the plane.
18. Jorge and Christine took a saunter along the trail. They
- Ⓐ walked slowly.
  - Ⓑ rode their bikes.
  - Ⓒ took photographs.
  - Ⓓ took a guest.
19. A nonchalant person seems to
- Ⓐ be afraid of challenges.
  - Ⓑ take nothing seriously.
  - Ⓒ act rudely at times.
  - Ⓓ fear the worst.
20. Which of the following is MOST likely to be kept in a stall?
- Ⓐ a car
  - Ⓑ a horse
  - Ⓒ bags of flour
  - Ⓓ an airplane
21. What might be described in terms of its altitude?
- Ⓐ a racecar
  - Ⓑ a difficult student
  - Ⓒ a mountain
  - Ⓓ a sailboat
22. He tried to brace us by
- Ⓐ telling a silly joke.
  - Ⓑ announcing that he had bad news.
  - Ⓒ checking his wristwatch often.
  - Ⓓ asking a lot of questions.

23. How would you contact a classmate?

- Ⓐ by politely explaining he has made a mistake
- Ⓑ by choosing to be his partner
- Ⓒ by signing up for the same classes
- Ⓓ by calling or e-mailing him

24. Something told in confidence should be

- Ⓐ kept secret.
- Ⓑ reported honestly to others.
- Ⓒ immediately suspected.
- Ⓓ reported to the police.

25. When a car accelerates, it

- Ⓐ loses power.
- Ⓑ is getting old.
- Ⓒ goes faster.
- Ⓓ should be taken to a mechanic.

26. A bassoon solo is performed

- Ⓐ by an orchestra.
- Ⓑ very slowly.
- Ⓒ at the beginning of the program.
- Ⓓ by only one musician.

27. If a table seats a maximum of 12 diners, then

- Ⓐ at least 12 diners can sit there.
- Ⓑ no more than 12 people can sit there.
- Ⓒ no less than 12 diners should use the table.
- Ⓓ the 12 diners must share their table with others.

28. What might make you feel confident before a math test?

- Ⓐ being weak in math
- Ⓑ sleeping poorly the night before
- Ⓒ studying hard
- Ⓓ skipping breakfast



29. What could be used to brace a young lemon tree?

- Ⓐ a hose
- Ⓑ a shovel
- Ⓒ some plant food
- Ⓓ a wooden stake

30. What might make a motorcycle stall?

- Ⓐ polishing it
- Ⓑ having it tuned up
- Ⓒ driving at night
- Ⓓ running out of gas

31. A hangar is

- Ⓐ a building to shelter planes.
- Ⓑ an object that clothing is hung on.
- Ⓒ a flight school.
- Ⓓ something that holds up something else.

32. Sammy's parents are anxious. They often

- Ⓐ sleep very soundly.
- Ⓑ worry about him when he is late.
- Ⓒ plan exciting vacations.
- Ⓓ are very proud of him.

33. You should avoid contact with poison oak. In other words, you should not

- Ⓐ grow it.
- Ⓑ look at it.
- Ⓒ touch it.
- Ⓓ eat it.

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

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

## Book 5, Lesson 12 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. The tempestuous debate lasted for three hours.

- Ⓐ tiresome
- Ⓑ wild
- Ⓒ luke warm
- Ⓓ confusing

2. Newscasters predicted there'd be a rebellion against the new sales tax.

- Ⓐ opposition
- Ⓑ agreement
- Ⓒ law
- Ⓓ speech

3. The library restricts borrowing to five books.

- Ⓐ prohibits
- Ⓑ charges
- Ⓒ limits
- Ⓓ encourages

4. It seldom snows in that part of the country.

- Ⓐ frequently
- Ⓑ never
- Ⓒ repeatedly
- Ⓓ rarely

5. We are studying Julia de Burgos, a notable poet.

- Ⓐ musical
- Ⓑ outstanding
- Ⓒ unknown
- Ⓓ early

6. Marie Curie dedicated her life to science.

- Ⓐ sacrificed
- Ⓑ donated
- Ⓒ devoted
- Ⓓ introduced

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

7. The walk through Redwood National Park stimulated Mr. Lew's senses.

- Ⓐ excited
- Ⓑ irritated
- Ⓒ developed
- Ⓓ dulled

8. Rain is overdue for this time of the year.

- Ⓐ late
- Ⓑ early
- Ⓒ heavy
- Ⓓ light

9. Our teacher dictates the rules in our classroom.

- Ⓐ follows
- Ⓑ invents
- Ⓒ determines
- Ⓓ remembers

10. The speaker was in favor of the overthrow of the electoral college.

- Ⓐ expansion
- Ⓑ destruction
- Ⓒ preservation
- Ⓓ revision

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

11. Someone who is convalescing might be

- Ⓐ enjoying a school break.
- Ⓑ getting over the flu.
- Ⓒ having a relaxing weekend.
- Ⓓ taking college courses through the Internet.

12. A rebel is

- Ⓐ someone who lives in the Northeast.
- Ⓑ a revolutionary war.
- Ⓒ a government official.
- Ⓓ someone opposed to certain rules.

13. Land that is dedicated to a nature preserve is

- Ⓐ named for a nature preserve.
- Ⓑ located near a nature preserve.
- Ⓒ set aside for use as a nature preserve.
- Ⓓ is for sale as a nature preserve.

14. Our flashlights failed to penetrate the fog. This means that

- Ⓐ we could not throw our flashlights very far.
- Ⓑ the flashlights failed to shine deep into the fog.
- Ⓒ the batteries failed because of the dampness.
- Ⓓ the light shone right through the fog.

15. Which is an example of a portrait?

- Ⓐ a photograph of Mt. McKinley
- Ⓑ a painting of Martha Washington
- Ⓒ a miniature sculpture of the Taj Mahal
- Ⓓ a biography of Frederick Douglass

16. A tempest is

- Ⓐ an angry state of mind.
- Ⓑ a moderate climate.
- Ⓒ a violent storm.
- Ⓓ a defeat of the government.

17. Ashleigh had an unusual upbringing. This means that
- Ⓐ she grew up in unusual circumstances.
  - Ⓑ she had a way of bringing up unusual ideas.
  - Ⓒ she had an unusual imagination.
  - Ⓓ she had an unusual way of bringing up her children.
18. Nicole's questions exasperated her brother. He said,
- Ⓐ "Let's check the encyclopedia."
  - Ⓑ "I'm afraid I don't know the answers."
  - Ⓒ "Just be quiet for a while, will you?"
  - Ⓓ "Let's figure that out together."
19. What happens when a dictator rules a country?
- Ⓐ There is a lot of paperwork.
  - Ⓑ No one else has a say in the government.
  - Ⓒ The government has more work to do.
  - Ⓓ Everyone has an equal say in the government.
20. The Mexicans overthrew Spain's rule. They
- Ⓐ were grateful to be ruled by Spain.
  - Ⓑ complained about the Spanish.
  - Ⓒ ended Spain's control over their country.
  - Ⓓ were grateful for Spain's rule.
21. Which of the following could be dictated?
- Ⓐ the leader of a country
  - Ⓑ the population of a country
  - Ⓒ a letter
  - Ⓓ a computer
22. Which of the following messages is a restriction?
- Ⓐ "This trail goes to Silver Lake."
  - Ⓑ "Restrooms can be found at the picnic sites."
  - Ⓒ "Ask about times for daily nature walks."
  - Ⓓ "Don't bring dogs into the park."

23. What do rebellious children do?

- Ⓐ refuse to obey their parents
- Ⓑ make a lot of speeches
- Ⓒ read books about government
- Ⓓ enjoy active games

24. Nick's membership fees are long overdue. This means that

- Ⓐ they are overpriced.
- Ⓑ he did not pay them on time.
- Ⓒ it is almost time for them to be paid.
- Ⓓ he always pays his dues on time.

25. An exasperating situation is one that

- Ⓐ makes you feel excited and interested.
- Ⓑ makes you want it to last a long time.
- Ⓒ puzzles you.
- Ⓓ leaves you feeling annoyed and irritated.

26. A park bench was dedicated to my aunt. This means that

- Ⓐ it was given to her.
- Ⓑ it was sold to her.
- Ⓒ it has her name on it for all to see.
- Ⓓ it was brought by a shipping company.

27. Many colonies overthrow their governments overseas. To overthrow means

- Ⓐ to earn more money.
- Ⓑ to ask for better living conditions.
- Ⓒ to escape.
- Ⓓ to defeat.

28. What can you use to penetrate a tomato?

- Ⓐ salt
- Ⓑ a hot pan
- Ⓒ a pizza
- Ⓓ a knife

29. The yearbook club rebelled against the rules of the bossy president. The club
- Ⓐ forgot to pay their dues.
  - Ⓑ refused to obey the president's rules.
  - Ⓒ elected a new president.
  - Ⓓ respected and obeyed their president.

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

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

## **Book 5, Lesson 13 Test**

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

1. Which word is a synonym for conceal?

- Ⓐ hide
- Ⓑ show
- Ⓒ admit
- Ⓓ thicken

2. Which of the following could someone gorge on?

- Ⓐ a footstool
- Ⓑ a friend
- Ⓒ pancakes
- Ⓓ a movie

3. The noise tapered off as Mr. Cardera came in. What does tapered mean in this sentence?

- Ⓐ became annoying
- Ⓑ gradually lessened
- Ⓒ stopped immediately
- Ⓓ grew louder

4. A sluggish turtle crossed the road. The turtle

- Ⓐ moved like a duck.
- Ⓑ moved with a side-to-side motion.
- Ⓒ dragged itself on its belly like a slug.
- Ⓓ moved slowly.

5. Felix is an aggressive cat. What is an antonym for aggressive?

- Ⓐ mean
- Ⓑ timid
- Ⓒ home-loving
- Ⓓ sleepy



6. Lions began to gather around the antelope carcass. In this sentence, what does carcass mean?

- Ⓐ leader
- Ⓑ den
- Ⓒ young animal
- Ⓓ dead body

7. The restaurant can accommodate large groups. Accommodate means

- Ⓐ feed.
- Ⓑ provide jobs for.
- Ⓒ find room for.
- Ⓓ attract.

8. To bask in someone's praise is to

- Ⓐ feel warmed by it.
- Ⓑ listen closely to it.
- Ⓒ remember it.
- Ⓓ ask sometime to repeat it.

9. Smog limits the visibility in Los Angeles. This means that

- Ⓐ breathing is difficult in Los Angeles.
- Ⓑ the smog makes it hard to see distant objects.
- Ⓒ the smog keeps people indoors sometimes.
- Ⓓ the poor air has limited the growth of the city.

10. What can someone do with a taper?

- Ⓐ seal a package
- Ⓑ record a song
- Ⓒ use it to control the flow of water
- Ⓓ light a room

11. What might make you flail your arms?

- Ⓐ taking a shower
- Ⓑ being puzzled
- Ⓒ being surrounded by mosquitoes
- Ⓓ being hot

12. What could make a pond ripple?
- Ⓐ bright sunlight
  - Ⓑ a long hot spell
  - Ⓒ throwing a pebble into it
  - Ⓓ too many plants growing in it
13. Where would a lizard be likely to bask?
- Ⓐ in the shade of leaves
  - Ⓑ on a sunny rock
  - Ⓒ under a rock where insects live
  - Ⓓ in a gap under a cool rock
14. Where might you be MOST likely to find a gorge?
- Ⓐ in a rocky, mountainous area
  - Ⓑ in a prairie
  - Ⓒ in the ocean
  - Ⓓ on a sandy beach
15. Your hosts will accommodate you to the best of their ability. What does accommodate mean in this sentence?
- Ⓐ ignore you
  - Ⓑ ask you to leave
  - Ⓒ refer you to a hotel to stay in
  - Ⓓ do favors for you
16. Amber is an aggressive chess player. She
- Ⓐ is a new player.
  - Ⓑ is a bad player.
  - Ⓒ is a bold player.
  - Ⓓ is the best player in the country.
17. Something that is barely visible is
- Ⓐ difficult to hear.
  - Ⓑ difficult to smell.
  - Ⓒ difficult to understand.
  - Ⓓ difficult to see.

18. Which of the following protrudes from a door?
- Ⓐ a hinge
  - Ⓑ a peephole
  - Ⓒ a doorknob
  - Ⓓ a visitor
19. What is an antonym for sluggish?
- Ⓐ dry
  - Ⓑ lively
  - Ⓒ attractive
  - Ⓓ slow
20. To slither is to move like
- Ⓐ a rhinoceros.
  - Ⓑ a snake.
  - Ⓒ a seagull.
  - Ⓓ a rabbit.
21. Marina had a morsel of cake. Which of the following means the same as a morsel?
- Ⓐ a small piece
  - Ⓑ a large piece
  - Ⓒ a regular serving
  - Ⓓ an entire cake
22. Mr. Borges is looking for pants that taper. What kind of pants will he be likely to buy?
- Ⓐ pants that he can wear to the gym
  - Ⓑ pants that have a designer label
  - Ⓒ pants that are less wide at the ankles than the waist
  - Ⓓ pants that are very wide throughout
23. The insect's leaf-like wings decrease its visibility. This means that it
- Ⓐ has trouble flying.
  - Ⓑ is less tasty to birds.
  - Ⓒ is less able to hide itself.
  - Ⓓ is hard to spot.

24. How do ripples move on a pond?

- Ⓐ in a spiral, like a tornado
- Ⓑ gently, making shallow waves
- Ⓒ all over, in an unordered fashion
- Ⓓ fiercely, like ocean waves

25. Which of the following animals has a snout?

- Ⓐ a fish
- Ⓑ an elephant
- Ⓒ a pig
- Ⓓ an eagle

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

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

## Book 5, Lesson 14 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. The north gate gives you access to the zoo.
  - Ⓐ view
  - Ⓑ entry
  - Ⓒ shortcut
  - Ⓓ directions
  
2. Two of his classmates taunted the new student.
  - Ⓐ helped
  - Ⓑ jeered
  - Ⓒ greeted
  - Ⓓ accompanied
  
3. Height is actually not a requirement for professional basketball players.
  - Ⓐ necessity
  - Ⓑ advantage
  - Ⓒ compensation
  - Ⓓ feature
  
4. The proposed contract provides good health coverage.
  - Ⓐ lacks
  - Ⓑ describes
  - Ⓒ supplies
  - Ⓓ abolishes
  
5. Though she'd been a delicate child, Rebekkah became a star athlete.
  - Ⓐ lazy
  - Ⓑ serious
  - Ⓒ strong
  - Ⓓ feeble

6. A brilliant light was visible at the bridge.

- Ⓐ dim
- Ⓑ weak
- Ⓒ bright
- Ⓓ flickering

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

7. The children grew more boisterous as the evening passed.

- Ⓐ hungry
- Ⓑ quiet
- Ⓒ lively
- Ⓓ cheerful

8. Huckleberry Finn was an idle boy.

- Ⓐ active
- Ⓑ smart
- Ⓒ unsatisfactory
- Ⓓ disliked

9. Johnny Appleseed traveled through the wilderness spreading seeds.

- Ⓐ canyons
- Ⓑ mountains
- Ⓒ foothills
- Ⓓ city

10. Malcolm's parents raised him to be tolerant.

- Ⓐ unhealthy
- Ⓑ patient
- Ⓒ ashamed
- Ⓓ narrow-minded

11. Of course, Jones Beach is accessible from the highway.

- Ⓐ hidden
- Ⓑ visible
- Ⓒ unreachable
- Ⓓ approachable

12. The street was illuminated for the festival.

- Ⓐ undecorated
- Ⓑ dirtied
- Ⓒ deserted
- Ⓓ darkened

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

13. Which two items are easiest to associate?

- Ⓐ elevators and windows
- Ⓑ shoes and t-shirts
- Ⓒ peanut butter and jelly
- Ⓓ fish and deer

14. Uncle Saul commented on Kyle's transformation. He said,

- Ⓐ "Your posture needs improving."
- Ⓑ "How you've changed since I last saw you!"
- Ⓒ "This is a lovely story, Kyle."
- Ⓓ "I hear that you have changed schools."

15. Employ common sense when riding your bike. In this sentence, employ means

- Ⓐ use.
- Ⓑ assign.
- Ⓒ conquer.
- Ⓓ cultivate.

16. The plane idled on the runway. This means that

- Ⓐ it was slowly moving forward for take-off.
- Ⓑ its engine was not running, and it was doing nothing.
- Ⓒ its engine was running, but it was not moving.
- Ⓓ it was gently touching down on the runway.

17. A worker's associates are

- Ⓐ previous bosses.
- Ⓑ only workers higher in rank.
- Ⓒ people with whom he works closely.
- Ⓓ the tasks he performs daily.

18. If you have access to a tennis court, you

- Ⓐ live behind it.
- Ⓑ are free to use it when you like.
- Ⓒ must get permission to use it.
- Ⓓ can take public transportation to it.

19. Which of the following is most delicate?

- Ⓐ a cobweb
- Ⓑ a chair
- Ⓒ a good book
- Ⓓ a peacock

20. Can someone illuminate this article for me? In this sentence, illuminate means

- Ⓐ shine a lamp on the page.
- Ⓑ make drawings to go with it.
- Ⓒ make its meaning clear to me.
- Ⓓ make a copy of it.

21. If you require a library card, you

- Ⓐ get one.
- Ⓑ need one.
- Ⓒ stop using one.
- Ⓓ ask questions about one.

22. Which of the following is a taunt?

- Ⓐ "Don't swing if the pitch is low!"
- Ⓑ "You're out!"
- Ⓒ "You can't hit the ball to save your life!"
- Ⓓ "Run for home!"

23. It is often difficult, but Ms. Putnam always tolerates her noisy neighbors. What does tolerate mean in this sentence?

- Ⓐ adores them.
- Ⓑ gives them a lecture.
- Ⓒ evades them.
- Ⓓ puts up with them.



24. To provide lunch is to

- Ⓐ supply it.
- Ⓑ plan it.
- Ⓒ purchase it.
- Ⓓ break it up into parts.

25. Malik associates with artists. This means that he

- Ⓐ thinks of himself as an artist.
- Ⓑ spends time with artists.
- Ⓒ sometimes does business with artists.
- Ⓓ works across the street from some artists.

26. We idled in the back yard all afternoon. This means that we

- Ⓐ took care of small chores.
- Ⓑ relaxed and did nothing.
- Ⓒ repaired a car.
- Ⓓ dug up weeds.

27. A delicate situation calls for someone to

- Ⓐ care for a sick person.
- Ⓑ move brittle objects.
- Ⓒ act immediately.
- Ⓓ act with care and skill.

28. Which of the following can employ people?

- Ⓐ an insult
- Ⓑ a challenge
- Ⓒ a shop
- Ⓓ a television

29. A brilliant idea is

- Ⓐ reasonable.
- Ⓑ clever.
- Ⓒ foolhardy.
- Ⓓ confusing.

30. The couple required a quiet hotel. This means that they

- Ⓐ demanded a quiet hotel.
- Ⓑ reserved rooms in a quiet hotel.
- Ⓒ stayed in a quiet hotel.
- Ⓓ ran a quiet hotel.

31. What is an example of a decade?

- Ⓐ 1800–1900
- Ⓑ 1950–2000
- Ⓒ 500 B.C.
- Ⓓ 1920–1930

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

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

## Book 5, Lesson 15 Test

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

1. A synonym for immense is

- Ⓐ strong
- Ⓑ deep
- Ⓒ gigantic
- Ⓓ extinct

2. Jon is a minor. This means that

- Ⓐ he works in a mine.
- Ⓑ he is not yet an adult.
- Ⓒ he is an army officer.
- Ⓓ he writes music.

3. As a tree petrifies, its

- Ⓐ growth slows down.
- Ⓑ leaves begin to uncurl.
- Ⓒ plant matter is replaced by stone.
- Ⓓ roots grow deeper into the earth.

4. Mr. Singh is prone to sunburns. This means that

- Ⓐ he gets sunburns only when he lies on his stomach.
- Ⓑ he rarely gets sunburns.
- Ⓒ he is accustomed to sunburns.
- Ⓓ he is likely to get sunburns.

5. One synonym for major is

- Ⓐ accurate.
- Ⓑ important.
- Ⓒ skillful.
- Ⓓ vast.

6. The car gave a quick lurch. A lurch is
- Ⓐ a noise.
  - Ⓑ a crash.
  - Ⓒ a jerk.
  - Ⓓ a shiver.
7. Baby Luis toppled Donna's pile of blocks. What did Luis do?
- Ⓐ He carefully piled the blocks up.
  - Ⓑ He helped Donna build the pile.
  - Ⓒ He stacked the pile too high.
  - Ⓓ He pushed Donna's pile over.
8. The director's words were intense. This means that her words
- Ⓐ showed strong feelings.
  - Ⓑ were aggressive.
  - Ⓒ were formal.
  - Ⓓ filled the room.
9. Which of the following is a natural disaster?
- Ⓐ the summertime
  - Ⓑ an earthquake
  - Ⓒ a national park
  - Ⓓ a breezy day
10. If an audience is sparse, that means that
- Ⓐ it is reluctant to leave.
  - Ⓑ it is completely involved in the play.
  - Ⓒ the performers are doing a good job.
  - Ⓓ there are many empty seats in the theater.
11. You might flee your classroom if
- Ⓐ there is a fire drill.
  - Ⓑ it is the end of the day.
  - Ⓒ you need to use the bathroom.
  - Ⓓ you are going to lunch.

12. Where are you most likely to meet a major?

- Ⓐ on an army base
- Ⓑ in elementary school
- Ⓒ in a city hall
- Ⓓ on a football field

13. Which of the following statements is a prediction?

- Ⓐ "I had a terrible weekend."
- Ⓑ "It's going to rain this weekend."
- Ⓒ "Emile left me behind."
- Ⓓ "I didn't really cause the accident."

14. A minor problem might be

- Ⓐ losing your job.
- Ⓑ running out of milk.
- Ⓒ crashing your car.
- Ⓓ breaking your leg.

15. An antonym for investigate is

- Ⓐ search.
- Ⓑ question.
- Ⓒ distract.
- Ⓓ ignore.

16. The intensity of the fire made us

- Ⓐ put more wood on it.
- Ⓑ comment on its size.
- Ⓒ move away from the heat.
- Ⓓ feel chilly.

17. Samantha fractured the sculpture she made in art class. Samantha

- Ⓐ broke the sculpture.
- Ⓑ gave the sculpture as a gift.
- Ⓒ was proud of the sculpture.
- Ⓓ lost the sculpture.

18. When the kingdom topped, the king and queen
- Ⓐ became very rich.
  - Ⓑ called for a celebration.
  - Ⓒ lost all their powers.
  - Ⓓ became dictators.
19. Yolanda was absolutely petrified by the movie. What kind of movie was Yolanda probably watching?
- Ⓐ a comedy
  - Ⓑ a horror movie
  - Ⓒ an action movie
  - Ⓓ a foreign movie
20. Someone choosing a major in college might choose
- Ⓐ her best friend.
  - Ⓑ softball.
  - Ⓒ mathematics.
  - Ⓓ the college her mother went to.
21. If you predict a victory for your team, you are
- Ⓐ worried about your team's chances of winning.
  - Ⓑ longing for your team to win.
  - Ⓒ guessing that your team will win.
  - Ⓓ writing about a winning game.
22. Which is the opposite of an urban area?
- Ⓐ downtown
  - Ⓑ a shopping mall
  - Ⓒ a harbor
  - Ⓓ the countryside
23. What might have a fracture in it?
- Ⓐ a salad
  - Ⓑ a sock
  - Ⓒ a cement sidewalk
  - Ⓓ a pile of sand

24. Grandfather Rasmussen's hair was sparse. A synonym for sparse is
- Ⓐ gray.
  - Ⓑ thin.
  - Ⓒ shaggy.
  - Ⓓ tidy.
25. Dominic used an intense red in his painting. What kind of color was he using?
- Ⓐ a pinkish-orange
  - Ⓑ a reddish-brown
  - Ⓒ a strong, bright red
  - Ⓓ a dark, dull red
26. When the ferry lurched forward, I was
- Ⓐ surprised by its slowness.
  - Ⓑ amazed at its speed.
  - Ⓒ almost thrown out of my seat.
  - Ⓓ worried that we would be late.
27. Someone in a prone position is
- Ⓐ lying face-down.
  - Ⓑ absolutely vertical.
  - Ⓒ huddled.
  - Ⓓ sitting in a chair.
28. Neville majored in history. This means that
- Ⓐ he failed his history tests.
  - Ⓑ he did well on his history tests.
  - Ⓒ he was not interested in history.
  - Ⓓ history was his main subject in college.
29. The disastrous voyage ended
- Ⓐ in a tropical place.
  - Ⓑ in a shipwreck.
  - Ⓒ with a party on board the ship.
  - Ⓓ a day later than was planned.

30. The passengers fled the ship when

- Ⓐ they docked in the harbor.
- Ⓑ the workday ended.
- Ⓒ they hit an iceberg.
- Ⓓ the fishing boats arrived.

31. It took immense self-control to be quiet during the ceremony. Immense means

- Ⓐ a great deal of.
- Ⓑ very little.
- Ⓒ anxious.
- Ⓓ confident.



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

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

## **Book 5, Lesson 16 Test**

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. The shortage of bread caused public riots.

- Ⓐ hunger
- Ⓑ disorder
- Ⓒ despair
- Ⓓ complaints

2. War was proclaimed in 1941.

- Ⓐ abolished
- Ⓑ conquered
- Ⓒ announced
- Ⓓ ended

3. Erik pardoned his sister for her lateness.

- Ⓐ nagged
- Ⓑ blamed
- Ⓒ lectured
- Ⓓ forgave

4. All our kin will be at the picnic.

- Ⓐ relatives
- Ⓑ friends
- Ⓒ neighbors
- Ⓓ community

5. The movers hoisted the piano to the second floor.

- Ⓐ pushed
- Ⓑ lowered
- Ⓒ dropped
- Ⓓ raised

6. Ms. Yee is the former board president.

- Ⓐ present
- Ⓑ correct
- Ⓒ previous
- Ⓓ elected

7. Dermott intercepted his sister's letter.

- Ⓐ read
- Ⓑ seized
- Ⓒ translated
- Ⓓ preserved

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

8. Justin dominated every conversation.

- Ⓐ whined
- Ⓑ surrendered
- Ⓒ shouted
- Ⓓ controlled

9. Stacia's remarks provoked her brother.

- Ⓐ annoyed
- Ⓑ calmed
- Ⓒ exasperated
- Ⓓ forgave

10. William assumes that Kayla will help him with his homework.

- Ⓐ doubts
- Ⓑ promises
- Ⓒ understands
- Ⓓ establishes

11. Of trains and airplanes, I prefer riding in the former.

- Ⓐ faster
- Ⓑ slower
- Ⓒ first
- Ⓓ last

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

12. Which of the following reigns?

- Ⓐ a horse
- Ⓑ a president
- Ⓒ a queen
- Ⓓ dark clouds

13. A dragon was the guardian of the cave. The dragon

- Ⓐ protected the cave.
- Ⓑ lived in the cave.
- Ⓒ took care of its baby dragons in the cave.
- Ⓓ never left the cave for any reason.

14. Fiona received a pardon from the president even though

- Ⓐ she was employed by the government.
- Ⓑ she had no prior offenses.
- Ⓒ she was innocent.
- Ⓓ she was guilty.

15. Jackson Pollock's paintings are a riot of color and shapes. His paintings are probably

- Ⓐ very small.
- Ⓑ very orderly and precise.
- Ⓒ blank or sparse.
- Ⓓ seemingly wild and disordered.

16. At the awards ceremony, the boys assumed the manners of fine gentlemen.  
This means that they

- Ⓐ observed the manners of fine gentlemen.
- Ⓑ jeered at the manners of fine gentlemen.
- Ⓒ were actually fine gentlemen.
- Ⓓ pretended they were fine gentlemen.

17. Ty's next of kin is MOST likely to be

- Ⓐ his best friend.
- Ⓑ his school principal.
- Ⓒ his parent.
- Ⓓ his stepbrother.

18. A guardian is someone who

- Ⓐ patrols a shopping mall.
- Ⓑ legally acts as a parent.
- Ⓒ works in a jail.
- Ⓓ looks after someone's estate.

19. A hoist is used to

- Ⓐ welcome people to an event.
- Ⓑ lift heavy objects.
- Ⓒ commit a robbery.
- Ⓓ keep a horse from straying.

20. The article provoked a lively discussion on the Middle East. This means that

- Ⓐ it brought about a discussion.
- Ⓑ it analyzed previous discussions.
- Ⓒ it stopped further discussion.
- Ⓓ it angered the people who were already discussing.

21. A jubilee celebration is most likely to take place

- Ⓐ on the day after a holiday.
- Ⓑ on New Year's Day.
- Ⓒ on the fiftieth anniversary of an event.
- Ⓓ on someone's sixtieth birthday.

22. Sunni Ali Ber reigned over his small kingdom in Western Africa for twenty-eight years.  
For twenty-eight years, Sunni Ali Ber

- Ⓐ lived in the kingdom.
- Ⓑ was not allowed in the kingdom.
- Ⓒ fought with the kingdom.
- Ⓓ ruled the kingdom.

23. The Australian desert is dominated by snakes and lizards. This means that
- Ⓐ snakes and lizards are always preyed upon in the Australian desert.
  - Ⓑ snakes and lizards are found only in the Australian desert.
  - Ⓒ there are very many snakes and lizards in the Australian desert.
  - Ⓓ there are very few snakes and lizards in the Australian desert.
24. To abdicate the presidency is to
- Ⓐ long for it.
  - Ⓑ try to be elected to it.
  - Ⓒ give it up.
  - Ⓓ be awarded it.
25. Someone who is kin to you is
- Ⓐ tolerant.
  - Ⓑ good-hearted.
  - Ⓒ helpful to you.
  - Ⓓ related to you.
26. When Caspar Weinberger was pardoned by George H. W. Bush, he
- Ⓐ posed for a photograph.
  - Ⓑ received a gold medal.
  - Ⓒ was freed from punishment.
  - Ⓓ was invited to live in the White House.
27. When Jason assumed the role of secretary, he
- Ⓐ challenged the secretary.
  - Ⓑ took on the secretary's duties.
  - Ⓒ refused to be the secretary anymore.
  - Ⓓ wondered if the group needed a secretary.
28. If a film has a provocative ending, the ending
- Ⓐ makes the audience think.
  - Ⓑ is a disappointment.
  - Ⓒ bores the audience.
  - Ⓓ is easy to predict.

29. When taxes were raised, the people rioted. Rioted means

- Ⓐ wrote letters of complaint.
- Ⓑ shouted angrily in the streets.
- Ⓒ overthrew the government.
- Ⓓ lost hope.

30. High spirits reign during the annual carnival. Reign means

- Ⓐ are dampened.
- Ⓑ ride in a parade.
- Ⓒ are widespread.
- Ⓓ rebel.

31. Brandon bungled the job and had to do it again. Bungled means that he

- Ⓐ forgot to do the job.
- Ⓑ stole the job from a friend.
- Ⓒ told everyone what a hateful job it was.
- Ⓓ did not do a skillful job.

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

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

## Book 5, Lesson 17 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. Antonio has a fertile mind.

- Ⓐ quick
- Ⓑ inventive
- Ⓒ restless
- Ⓓ forgetful

2. Will Kevin revert to his old habits?

- Ⓐ return
- Ⓑ mention
- Ⓒ change
- Ⓓ regret

3. Much of the tundra is barren land.

- Ⓐ rocky
- Ⓑ icy
- Ⓒ bare
- Ⓓ broad

4. Westward expansion finally reached the Pacific coast.

- Ⓐ transportation
- Ⓑ exploration
- Ⓒ trail-building
- Ⓓ growth

5. The leaves withered on the grape vine.

- Ⓐ uncurled
- Ⓑ sprouted
- Ⓒ dried
- Ⓓ trembled

Find an *ANTONYM* for each underlined word. Then fill in the circle next to your answer.

6. Near-sightedness is a very common affliction.
- Ⓐ problem
  - Ⓑ trait
  - Ⓒ responsibility
  - Ⓓ benefit
7. The museum was showing an exhibit on primitive art.
- Ⓐ old-fashioned
  - Ⓑ modern
  - Ⓒ ugly
  - Ⓓ unexciting
8. Heavy rains eroded the adobe walls.
- Ⓐ stained
  - Ⓑ beat
  - Ⓒ painted
  - Ⓓ repaired
9. Heat expands the air in a hot-air balloon.
- Ⓐ explodes
  - Ⓑ enlarges
  - Ⓒ darkens
  - Ⓓ shrinks
10. The family survived many years of famine.
- Ⓐ rioting
  - Ⓑ toil
  - Ⓒ plenty
  - Ⓓ ease



Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

11. Advin's parents were refugees from Bosnia. His parents

- Ⓐ were soldiers in their country.
- Ⓑ were farmers in their country.
- Ⓒ left their country seeking protection.
- Ⓓ were on vacation from their country.

12. Advin's parents found refuge in Canada. Refuge means

- Ⓐ other relatives.
- Ⓑ well-paying jobs.
- Ⓒ a protected place to live.
- Ⓓ rejection.

13. Which of the following can be pastured?

- Ⓐ pencils
- Ⓑ goats
- Ⓒ milk
- Ⓓ walls

14. Which of these places is probably the LEAST fertile?

- Ⓐ a farm
- Ⓑ a meadow
- Ⓒ a desert
- Ⓓ a garden

15. In oases, you will find

- Ⓐ shopping malls.
- Ⓑ wells or springs.
- Ⓒ cacti.
- Ⓓ gorges.

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

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- (B) wells or springs.
- (C) cacti.
- (D) gorges.

16. The old emperor was afflicted with
- Ⓐ a treasure house full of gold.
  - Ⓑ his favorite sister.
  - Ⓒ two selfish daughters.
  - Ⓓ a vast kingdom.
17. What happens during a drought?
- Ⓐ rivers dry up
  - Ⓑ hurricanes come in from the sea
  - Ⓒ people take vacations
  - Ⓓ young men become soldiers
18. What is an effect of erosion?
- Ⓐ the land wears away
  - Ⓑ skyscrapers are built
  - Ⓒ increased trade between nations
  - Ⓓ increased temperatures throughout the world
19. The pasture was teeming with
- Ⓐ four cows.
  - Ⓑ hundreds of field mice.
  - Ⓒ two loud roosters.
  - Ⓓ an old apple tree.
20. What does fruit salad consist of?
- Ⓐ dessert
  - Ⓑ someone's only snack
  - Ⓒ bananas, cherries, and peaches
  - Ⓓ whipped cream
21. A fertile hamster is one that
- Ⓐ produces offspring.
  - Ⓑ is afraid of people.
  - Ⓒ eats a lot of food.
  - Ⓓ has not been tamed.

22. Which is another word for a pasture?

- Ⓐ river
- Ⓑ farm
- Ⓒ meadow
- Ⓓ fruit

23. The teacher told Jasmine to expand upon her idea. What should Jasmine do?

- Ⓐ debate her idea with someone else
- Ⓑ give more information about her idea
- Ⓒ write a story about her idea
- Ⓓ forget about her idea

24. A good refuge on a hot day is

- Ⓐ a playground.
- Ⓑ the back yard.
- Ⓒ a cool library.
- Ⓓ the beach.

25. The area outside of an oasis is

- Ⓐ thickly settled.
- Ⓑ farm land.
- Ⓒ tropical.
- Ⓓ dry.

26. Dad and Henri built a very primitive tree house. In this sentence, primitive means

- Ⓐ small.
- Ⓑ old.
- Ⓒ crude.
- Ⓓ ancient.

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

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

## Book 5, Lesson 18 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. She fixed a meager breakfast.

- (A) edible
- (B) bland
- (C) insufficient
- (D) delicious

2. Ana was animated during the conversation.

- (A) silent
- (B) thoughtful
- (C) lively
- (D) offended

3. It was a somber occasion for the Ruiz family.

- (A) sad
- (B) unforgettable
- (C) joyous
- (D) unusual

4. This computer is now obsolete.

- (A) repaired
- (B) expensive
- (C) portable
- (D) outdated

5. Jacob met the vice president at a subsequent meeting.

- (A) earlier
- (B) later
- (C) important
- (D) summit

6. She remembered her vow to her brother.

- Ⓐ unkindness
- Ⓑ promise
- Ⓒ insult
- Ⓓ loan

7. Jules declined the invitation to the ballet.

- Ⓐ sent
- Ⓑ accepted
- Ⓒ forgot
- Ⓓ refused

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

8. Gillian's mischief made it difficult to find a babysitter.

- Ⓐ silence
- Ⓑ carefulness
- Ⓒ helpfulness
- Ⓓ patience

9. Dan convinced his sister to sign up for the football team.

- Ⓐ ignored
- Ⓑ persuaded
- Ⓒ prohibited
- Ⓓ distracted

10. The trapeze act was sensational.

- Ⓐ ordinary
- Ⓑ thrilling
- Ⓒ inventive
- Ⓓ makeshift

11. Don't betray Lula's hiding place.

- Ⓐ hunt
- Ⓑ conceal
- Ⓒ discover
- Ⓓ reveal

12. The road declined just beyond the bridge.

- (A) curved
- (B) widened
- (C) started
- (D) rose

13. The museum retained a scientist and a curator.

- (A) showed
- (B) fired
- (C) hired
- (D) used

*Choose the BEST way to complete each sentence or answer each question. Then fill in the circle next to your answer.*

14. You might have to negotiate your way if you are

- (A) trying to cross a crowded city street.
- (B) visiting your mother at work.
- (C) waiting in line to see a movie.
- (D) swimming in an empty pool.

15. Her health declined when she changed her diet. Declined means

- (A) went up and down.
- (B) became worse.
- (C) stayed the same.
- (D) improved.

16. A mischievous person is

- (A) hostile to strangers.
- (B) boisterous but tired.
- (C) naughty but playful.
- (D) loud and aggressive.

17. The movie is a sensation! All the reviews say,
- Ⓐ “Don’t waste your time going.”
  - Ⓑ “Dress warmly because the theater’s unheated.”
  - Ⓒ “The book was better.”
  - Ⓓ “It’s the best movie of the year!”
18. Filmmakers use new technology to make ordinary figures seem animated. This means that the figures
- Ⓐ seem much larger than they are.
  - Ⓑ are very colorful.
  - Ⓒ move as if they were alive.
  - Ⓓ are three-dimensional.
19. Lee negotiated with his mother. The results were that
- Ⓐ he was grounded for a month.
  - Ⓑ his grades went down.
  - Ⓒ he got a higher allowance in exchange for doing more chores.
  - Ⓓ he refused to go to school for a week.
20. Mexico retained Baja California. This means that Mexico
- Ⓐ gave the area to another country.
  - Ⓑ sold the area to another country.
  - Ⓒ took over the area.
  - Ⓓ kept possession of the area.
21. The sensational headline announced,
- Ⓐ “More Rain Due This Week.”
  - Ⓑ “Buses Add More Routes.”
  - Ⓒ “Noted Author to Speak at Book Shop.”
  - Ⓓ “Giant Gorilla Climbs Chicago Skyscraper.”
22. An example of making mischief is
- Ⓐ forgetting to wear your coat.
  - Ⓑ spreading unkind and untrue gossip.
  - Ⓒ sharing your notes with a classmate.
  - Ⓓ accidentally spilling your chocolate milk.



23. Her somber face told us that

- Ⓐ she had good news.
- Ⓑ she had not gotten enough sleep.
- Ⓒ she was sad and serious.
- Ⓓ she was furious about something.

24. Benedict Arnold betrayed his country when he

- Ⓐ became a soldier in its army.
- Ⓑ fought off the enemy in several important battles.
- Ⓒ became a citizen.
- Ⓓ sold secrets to the enemy.

25. A decline in sales is

- Ⓐ a temporary rise in sales.
- Ⓑ a decrease in sales.
- Ⓒ an increase in sales.
- Ⓓ an expansion of sales.

26. Rosies's hilarious story made us

- Ⓐ admire what she had been through.
- Ⓑ reluctant to speak.
- Ⓒ laugh out loud.
- Ⓓ cry quietly.

27. Tyler vowed to change his exercise habits. Vowed means

- Ⓐ promised.
- Ⓑ refused.
- Ⓒ tried.
- Ⓓ expected.

28. What could produce an unpleasant sensation?

- Ⓐ imagining a hot day
- Ⓑ stepping on a slug while barefooted
- Ⓒ having an argument with your brother
- Ⓓ forgetting to do your homework

29. What could be a likeness of Martin Luther King, Jr.?

- Ⓐ a portrait of Martin Luther King, Jr.
- Ⓑ an article about Martin Luther King, Jr.
- Ⓒ a friend of Martin Luther King, Jr.
- Ⓓ a speech given by Martin Luther King, Jr.

30. The children got into mischief and

- Ⓐ were not hungry at lunch time.
- Ⓑ played hide-and-seek for half an hour.
- Ⓒ dressed the dog in the baby's clothes.
- Ⓓ had to take a bath.

31. The decline of the Anasazi civilization was thought to be because of problems with the turquoise trade. In this sentence, decline means

- Ⓐ expansion.
- Ⓑ aggression.
- Ⓒ blooming.
- Ⓓ weakening.

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

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

## Book 5, Lesson 19 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. How many people perished in the Civil War?
  - Ⓐ fought
  - Ⓑ enlisted
  - Ⓒ died
  - Ⓓ starved
  
2. The riots were a prelude to the revolution.
  - Ⓐ conclusion
  - Ⓑ symptom
  - Ⓒ introduction
  - Ⓓ disadvantage
  
3. The explorers came upon a stupendous waterfall.
  - Ⓐ amazing
  - Ⓑ concealed
  - Ⓒ tall
  - Ⓓ dangerous
  
4. I felt a tremor of nervousness as I stepped onto the stage.
  - Ⓐ lack
  - Ⓑ decrease
  - Ⓒ increase
  - Ⓓ feeling
  
5. The economy is dormant now.
  - Ⓐ prosperous
  - Ⓑ inactive
  - Ⓒ expanding
  - Ⓓ convalescing

6. Dr. Kim and her students excavated the site.

- Ⓐ dug
- Ⓑ removed
- Ⓒ studied
- Ⓓ concealed

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

7. Excelsior Geyser produces 4,000 gallons of scalding water each minute.

- Ⓐ hot
- Ⓑ icy
- Ⓒ salty
- Ⓓ dirty

8. It's likely that Corey will be expelled from school.

- Ⓐ bored
- Ⓑ admitted
- Ⓒ prohibited
- Ⓓ rewarded

9. Erika is a painstaking carpenter.

- Ⓐ healthy
- Ⓑ generous
- Ⓒ careless
- Ⓓ careful

10. Brian writes elegant prose.

- Ⓐ unconvincing
- Ⓑ sloppy
- Ⓒ complicated
- Ⓓ superior

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

11. He encountered the fumes of
- (A) the garden.
  - (B) the boiling water.
  - (C) the burning rubber.
  - (D) his angry sister.
12. To find out the squirrel population of your neighborhood, you should
- (A) find out what draws them there.
  - (B) find a means of counting them.
  - (C) find out what they are eating.
  - (D) identify their habits.
13. The bears are dormant now. They will
- (A) attack anyone who comes near.
  - (B) ignore you as long as you stay out of their way.
  - (C) take a rest after they have stopped eating.
  - (D) stay in a sleeplike state until spring.
14. When we pour the molten syrup in the mold, it will
- (A) cool and harden.
  - (B) soon become liquid.
  - (C) freeze our hands if we touch it.
  - (D) resemble sand.
15. What did scientists do to excavate Pompeii?
- (A) wrote about its history
  - (B) uncovered its buried ruins
  - (C) took a tour
  - (D) moved there and settled
16. The baby expelled a mouthful of strained peas. In this sentence, expelled means
- (A) spit out.
  - (B) swallowed.
  - (C) chewed slowly.
  - (D) enjoyed.

17. Suffocation is

- Ⓐ being in a sleeplike state.
- Ⓑ suffering from pain.
- Ⓒ dying for lack of air.
- Ⓓ being pleased with something.

18. The geyser erupted, and

- Ⓐ a mist floated over it.
- Ⓑ the earth was illuminated.
- Ⓒ a column of steaming water burst up.
- Ⓓ snow began to fall.

19. That excavation is the site of the future community pool, Excavation means

- Ⓐ marked-off area.
- Ⓑ platform.
- Ⓒ place where there are ruins.
- Ⓓ dug-out area.

20. Where are you MOST likely to hear a prelude?

- Ⓐ at a baseball game
- Ⓑ in a movie theater
- Ⓒ at a concert
- Ⓓ in a shopping mall

21. Oregon is not as heavily populated as California. This means that

- Ⓐ Oregon is not an attractive place to live.
- Ⓑ fewer people live in Oregon.
- Ⓒ the air is purer in Oregon.
- Ⓓ Oregon does not have as much wildlife as California.

22. Brittany was scalded when she

- Ⓐ heard the insult.
- Ⓑ said those unpleasant things.
- Ⓒ spilled hot tea on her hand.
- Ⓓ was late to class.

23. Someone is most likely to fume over

- Ⓐ steak for dinner.
- Ⓑ a hilarious joke.
- Ⓒ a thoughtful question.
- Ⓓ a mean remark.

24. To keep the fireflies he had captured from suffocating, Tito

- Ⓐ gave them plenty of water.
- Ⓑ punched air holes in their container.
- Ⓒ fed them regularly.
- Ⓓ put the container in a dark room.

25. The population of a city refers to

- Ⓐ the number of people living in it.
- Ⓑ the problems that it has.
- Ⓒ the animals living in it.
- Ⓓ the wealth of its citizens.

26. The eruption of kindness surprised everyone in the city. What does eruption mean in this sentence?

- Ⓐ slight increase
- Ⓑ gradual decrease
- Ⓒ sudden burst
- Ⓓ quick approval

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

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

## Book 5, Lesson 20 Test

Find a *SYNONYM* for each underlined word. Then fill in the circle next to your answer.

1. Are you going to comply with the rules of the game?

- Ⓐ tamper
- Ⓑ argue
- Ⓒ agree
- Ⓓ leave

2. Vincent's distress could be seen on his face.

- Ⓐ jubilation
- Ⓑ sorrow
- Ⓒ anger
- Ⓓ boredom

3. The strange encounter took place at the bank.

- Ⓐ meeting
- Ⓑ robbery
- Ⓒ deposit
- Ⓓ discovery

4. The children understood the moral of the fable.

- Ⓐ plot
- Ⓑ setting
- Ⓒ lesson
- Ⓓ characters

5. His brother ridiculed him for buying the old bicycle.

- Ⓐ congratulated
- Ⓑ envied
- Ⓒ lectured
- Ⓓ taunted



6. Their conversation left her indignant.

- Ⓐ illuminated
- Ⓑ angry
- Ⓒ anxious
- Ⓓ unchanged

*Find an ANTONYM for each underlined word. Then fill in the circle next to your answer.*

7. Jaime has a compassionate nature.

- Ⓐ unsympathetic
- Ⓑ compatible
- Ⓒ patient
- Ⓓ meticulous

8. We could see his ample figure in the doorway.

- Ⓐ short
- Ⓑ reassuring
- Ⓒ skinny
- Ⓓ threatening

9. The performance resumed at 7:30 p.m.

- Ⓐ continued
- Ⓑ escalated
- Ⓒ deteriorated
- Ⓓ paused

10. The sounds of mirth filled the dance hall.

- Ⓐ mischief
- Ⓑ weeping
- Ⓒ jubilation
- Ⓓ relief

11. Camping always causes a great deal of exertion.

- Ⓐ foolhardiness
- Ⓑ carelessness
- Ⓒ knowledge
- Ⓓ relaxation

12. The three dogs eventually became a burden to Mr. Schmidt.

- Ⓐ problem
- Ⓑ failure
- Ⓒ help
- Ⓓ disaster

Choose the *BEST* way to complete each sentence or answer each question. Then fill in the circle next to your answer.

13. Because the trunk was cumbersome, I

- Ⓐ couldn't wait to open it.
- Ⓑ put a new coat of paint on it.
- Ⓒ put it in the kitchen.
- Ⓓ needed help carrying it.

14. A jest is

- Ⓐ an airplane.
- Ⓑ a stream of water.
- Ⓒ an insult.
- Ⓓ a joke.

15. Which of the following is a moral issue?

- Ⓐ deciding what to eat for lunch
- Ⓑ deciding whether to play basketball or handball
- Ⓒ deciding whether to cheat on an exam
- Ⓓ deciding when to go to bed

16. The package Hiroko was carrying was a burden. What was most likely to be inside?

- Ⓐ a bag of marbles
- Ⓑ a volume of encyclopedias
- Ⓒ several magazines
- Ⓓ a letter

17. The encounter at Bunker Hill was costly for both sides. Encounter means
- Ⓐ battle
  - Ⓑ reunion
  - Ⓒ feast
  - Ⓓ mistake
18. Brandon's indignation was caused by
- Ⓐ finishing his report ahead of time.
  - Ⓑ bending over for too long.
  - Ⓒ hearing Aaron insult him.
  - Ⓓ working in the sun without a shirt.
19. After intermission, Sela resumed her place in the back row. This means that
- Ⓐ she offered it to an elderly woman.
  - Ⓑ she moved to an empty seat in the front row.
  - Ⓒ she took someone else's seat.
  - Ⓓ she sat in the same place she was sitting before.
20. How might you react to a ridiculous idea?
- Ⓐ by discussing it
  - Ⓑ by laughing
  - Ⓒ by supporting it
  - Ⓓ by frowning
21. Haley was distressed to learn that
- Ⓐ there would be an exam tomorrow morning.
  - Ⓑ she didn't have to do the dishes.
  - Ⓒ she'd been accepted to play in the band.
  - Ⓓ her experiment had worked.
22. An ample supply of food will
- Ⓐ run out quickly.
  - Ⓑ feed only a few people.
  - Ⓒ provide more than enough for everyone.
  - Ⓓ be acceptable to vegetarians.

23. Compassion for the stray animals caused Larisa to
- Ⓐ forget about them.
  - Ⓑ complain about them.
  - Ⓒ joke about them.
  - Ⓓ give them shelter.
24. Damien had never encountered flamenco dancing until he took a trip to Spain. This means that Damien
- Ⓐ rarely practiced flamenco.
  - Ⓑ had never seen or tried flamenco.
  - Ⓒ had never liked flamenco.
  - Ⓓ had never had a good dance partner.
25. Madison didn't want to exert herself so she
- Ⓐ spent the day doing work in the yard.
  - Ⓑ taught her cousin to swim.
  - Ⓒ repaired the leaky sink.
  - Ⓓ took a long nap in the shade.
26. Which of the following could be a moral duty?
- Ⓐ brushing your teeth
  - Ⓑ preserving the environment
  - Ⓒ doing your homework
  - Ⓓ e-mailing your friend
27. Sergio lives on the outskirts of St. Petersburg. Sergio lives
- Ⓐ in the next town over.
  - Ⓑ at the feet of mountains.
  - Ⓒ not far from the center of St. Petersburg.
  - Ⓓ miles away from St. Petersburg.
28. Which of the following is considered ridicule of Abraham Lincoln?
- Ⓐ visiting his monument in Washington, D.C.
  - Ⓑ printing cartoons that made fun of his looks
  - Ⓒ debating his ideas
  - Ⓓ reciting his speeches at public events

29. To burden your friend with a problem is to

- Ⓐ work with her to solve it.
- Ⓑ challenge her to solve it.
- Ⓒ add your problem to her problems.
- Ⓓ give her advice.

30. The horse encountered a stone wall. Encountered means

- Ⓐ came to.
- Ⓑ jumped over.
- Ⓒ circled.
- Ⓓ threw itself against.

31. Rachel was only jesting when she said she'd paint the house purple. Jesting means

- Ⓐ thinking aloud.
- Ⓑ planning ahead.
- Ⓒ joking.
- Ⓓ lying down.

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

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

## **Book 5, Final Test 1 (Lessons 1–20 )**

---

Read the passage. Choose the best answer for each item that follows. Then fill in the circle next to your answer.

### ***THE TEMPEST***

The main character in Shakespeare's play *The Tempest* is Prospero, who was once the Duke of Milan. With the aid of King Alonso, Prospero's brother overthrew Prospero and made himself Duke. He then sent Prospero and his daughter, Miranda, out to sea in an old boat. Fortunately, Prospero and Miranda found refuge on an island. While Miranda was growing up, Prospero became an accomplished magician and employed spirits to do his bidding.

The play begins on a ship during a tempest. On board are Prospero's enemies—his brother Sebastian and King Alonso—along with King Alonso's son Ferdinand. When the ship is wrecked, the crew and passengers are all washed ashore.

King Alonso fears that his son Ferdinand has perished. However, Ferdinand has landed alone on another part of the island. There Ferdinand encounters Miranda and falls in love with her. Miranda takes Ferdinand to her father.

As Alonso and Sebastian search for Ferdinand, they become very hungry. They are frightened by a magical banquet that appears and then disappears. Becoming visible to them, the spirit Ariel tells them that they deserve to be punished for their earlier crimes. They begin to regret what they have done to Prospero and his daughter.

The play ends when all of the characters come face to face. Alonso is overjoyed to see his son alive but ashamed that he has discovered what he'd done in the past. It is agreed that Ferdinand and Miranda will marry and that all earlier wrongs will be pardoned and made right. Prospero once again becomes Duke of Milan. He vows to give up his magic and he sets his magical spirits free.

1. What does character mean in this passage?

- Ⓐ a person in a story
- Ⓑ the qualities that make up a person
- Ⓒ a symbol used in printing
- Ⓓ a ridiculous person

2. In this passage, overthrew means

- Ⓐ threw past the target.
- Ⓑ threw overboard.
- Ⓒ ended someone's rule.
- Ⓓ rejected a sweetheart.

3. When they found refuge on the island, they found

- Ⓐ shelter from bad weather.
- Ⓑ a safe place to live.
- Ⓒ another runaway.
- Ⓓ spirits living there.

4. Prospero was an accomplished magician. A synonym for accomplished is

- Ⓐ well-known.
- Ⓑ substantial.
- Ⓒ assumed.
- Ⓓ expert.

5. In this passage, employed means

- Ⓐ enslaved.
- Ⓑ brought in.
- Ⓒ paid a wage to.
- Ⓓ used.

6. A tempest is

- Ⓐ a ship that is sinking.
- Ⓑ a riot.
- Ⓒ a wild storm with wind and rain.
- Ⓓ a blizzard.

7. Read this sentence from the passage.

King Alonso fears that his son Ferdinand has perished.

What is an antonym for perished?

- Ⓐ survived
- Ⓑ drowned
- Ⓒ complied
- Ⓓ despaired

8. Read this sentence from the passage.

There Ferdinand encounters Miranda and falls in love with her.

What does encounters mean in this passage?

- Ⓐ introduces himself.
- Ⓑ meets unexpectedly.
- Ⓒ pledges himself to.
- Ⓓ holds a long conversation with.

9. Read these words from the passage.

a magical banquet that appears and then disappears.

What does banquet mean in this passage?

- Ⓐ a bunch of flowers.
- Ⓑ a frightening spirit.
- Ⓒ a feast.
- Ⓓ a small band of musicians.

10. Read this sentence from the passage.

Becoming visible to them, the spirit Ariel tells them that they deserve to be punished for their earlier crimes.

Before Ariel becomes visible to the men, they

- Ⓐ argue with him.
- Ⓑ are scared by his monstrous appearance.
- Ⓒ are unable to see him.
- Ⓓ run from him.

11. Read these words from the passage.

all earlier wrongs will be pardoned

In this passage, pardoned means

- Ⓐ set free from jail.
- Ⓑ set free from slavery.
- Ⓒ punished.
- Ⓓ forgiven.



12. Read these words from the passage.

he vows to give up his magic

What is a synonym for vow?

- Ⓐ promise
- Ⓑ agree
- Ⓒ refuse
- Ⓓ hesitate

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

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

## **Book 5, Final Test 2 (Lessons 1–20)**

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Read the passage. Choose the best answer for each item that follows. Then fill in the circle next to your answer.

### **PETRIFIED FOREST NATIONAL PARK**

In northeastern Arizona, the Petrified Forest National Park includes six forests of “stone trees”—one of the world’s largest and most colorful displays of petrified wood. The park covers over 93,533 acres and consists of six separate “forests” that took over 200 million years to form. Long ago, this area was a flood plain dominated by groves of tall trees. As the giant trees died naturally, they topped and rolled down slight slopes into shallow swamps. There they formed dense log jams. Before the logs could deteriorate, they became water-logged and sank into the swamps.

Flood waters and streams proceeded to flow into the swamps, bringing minerals and ashes from nearby volcanic eruptions. About four hundred feet of sandy mud covered the logs, turning into sandstone and shale.

Far below, the logs were undergoing a mysterious transformation. Minerals, mostly quartz, were penetrating the logs and replacing the cells made of vegetable matter. As the logs petrified, they retained their original shapes.

For millions of years the logs were concealed under layers of sandstone. Over time, erosion wore away the soft sandstone but not the hard quartz logs. Today these stone forests draw thousands of visitors a year to this desert area. The visitors are fascinated by the variety of colors of quartz seen there—red, brown, green, yellow, blue, and purple. If you decide to visit the site, you may hear a park ranger or tour guide refer to the petrified trees as the Rainbow Forest.

1. In this passage, dominated means

- Ⓐ clouded.
- Ⓑ rose high above.
- Ⓒ had an important position.
- Ⓓ reigned over.

2. What does topped mean in this passage?

- Ⓐ rotted
- Ⓑ lost their powers
- Ⓒ fell over
- Ⓓ catapulted

3. A dense log jam is

- Ⓐ tightly packed.
- Ⓑ hard to see through.
- Ⓒ increasing.
- Ⓓ immense.

4. What does proceeded mean in this passage?

- Ⓐ went in front of
- Ⓑ happened before
- Ⓒ was forced
- Ⓓ went on

5. In this passage, eruptions are

- Ⓐ outbursts of anger.
- Ⓑ bursts of molten rock.
- Ⓒ visible volcanoes.
- Ⓓ poisonous fumes.

6. A synonym for transformation is

- Ⓐ combination.
- Ⓑ movement.
- Ⓒ change.
- Ⓓ excavation.

7. What does penetrating mean in this passage?

- Ⓐ stabbing
- Ⓑ piercing
- Ⓒ investigating
- Ⓓ passing into

8. The logs petrified in the swamp. The logs

- Ⓐ became frightening to look at.
- Ⓑ turned to stone.
- Ⓒ sank deeper.
- Ⓓ slowly fell apart.

9. Read these words from the passage.

they retained their original shapes

What is an antonym for retained?

- Ⓐ lost
- Ⓑ kept
- Ⓒ established
- Ⓓ preserved

10. Read this sentence from the passage.

For millions of years the logs were concealed under layers of sandstone.

In this passage, concealed means

- Ⓐ weighted down.
- Ⓑ forgotten.
- Ⓒ hidden.
- Ⓓ put away in a safe place.

11. According to this passage, what happened during the process of erosion?

- Ⓐ The trees began turning to stone.
- Ⓑ Wind and rain wore away the soft sandstone.
- Ⓒ The quartz turned into different colors.
- Ⓓ The logs were dug up by park rangers.

12. Read these words from the passage.

The visitors are fascinated by the variety of colors.

This means that

- Ⓐ the visitors feel small in the forest.
- Ⓑ the visitors are illuminated by the forest.
- Ⓒ the visitors are made nostalgic by the forest.
- Ⓓ the forest hold the visitors' attention and interest.

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

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

## **Book 5, Final Test 3 (Lessons 1–20)**

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Read the passage. Choose the best answer for each item that follows. Then fill in the circle next to your answer.

### **THE REMARKABLE NELLY BLY**

Elizabeth Cochran was born into a large prosperous family in 1864. However, her father died when she was six, and the family fortunes declined. At fifteen, she started teachers' college but had to drop out for lack of money. It seemed unjust that her poorly educated brothers landed jobs as clerks but jobs for women were mostly restricted to work as servants and factory hands.

For five years she helped her mother run a boarding house. One day she read an upsetting article in the *Pittsburgh Dispatch*. It was written by a man who looked at the past with great deal of nostalgia. He stated that women belonged in the home and that it was monstrous for a woman to try to make a living outside of it. Elizabeth was so indignant that she wrote a long letter to the editor pointing out that many women had no choice but to work for a living. Impressed by her spirit, the editor asked her to see him.

He offered her a job, and she took the pen name Nellie Bly. At first, she was able to write the stories that she wanted. She tried to bring moral issues—poverty, child labor, and the poor treatment of factory girls—to the public's attention. When she was asked to work on the women's pages, she went to Mexico instead and sent back stories that reflected her aggressive attitude toward getting news.

Back home, she went to see the editor of the *New York World*. She proposed a story to him: she would investigate conditions in an institution for mad people—from the inside. She assumed madness and was easily admitted to an institution. After several days, she tried to convince the doctors that she was sane, but they refused to believe her. Once the newspaper's lawyer got her released, she wrote a shocking story about the staff's cruelty.

All her life, Nellie continued to do things and write stories that amazed the public. She was among the most brilliant and well-known newspaper writers of her time. She died in 1922, on the same day that one of her closest friends died—the man who had written the same exasperating article about women belonging in the home.

1. What does prosperous mean in this passage?

- Ⓐ respected.
- Ⓑ wealthy.
- Ⓒ well-known.
- Ⓓ celebrated.

2. A synonym for restricted is

- Ⓐ given.
- Ⓑ reserved.
- Ⓒ limited.
- Ⓓ dedicated.

3. Nostalgia is the feeling that

- Ⓐ the past was a better time.
- Ⓑ the past is better forgotten.
- Ⓒ the world is always getting better.
- Ⓓ women should be homemakers.

4. In this passage, monstrous means

- Ⓐ huge.
- Ⓑ shocking.
- Ⓒ deformed.
- Ⓓ frightening.

5. What does indignant mean?

- Ⓐ angry about something that seems unfair
- Ⓑ cold and indifferent
- Ⓒ better informed
- Ⓓ miserable

6. Nelly Bly addressed moral issues in her newspaper articles. These articles had to do with

- Ⓐ recipes and cooking.
- Ⓑ her family.
- Ⓒ questions of right and wrong.
- Ⓓ secrets and gossip.

7. Nelly Bly was an aggressive reporter. In this passage, aggressive means

- Ⓐ fierce.
- Ⓑ bold.
- Ⓒ beginning.
- Ⓓ uneducated.

8. To investigate conditions is to

- Ⓐ look into them closely.
- Ⓑ wish they were better.
- Ⓒ do nothing about them.
- Ⓓ make improvements to them.

9. How did Nelly Bly assume madness?

- Ⓐ She understood madness.
- Ⓑ She took madness for granted.
- Ⓒ She pretended to be mad.
- Ⓓ She pretended to be a doctor.

10. A synonym for convince is

- Ⓐ propose.
- Ⓑ persuade.
- Ⓒ alert.
- Ⓓ proclaim.

11. In this passage, brilliant means

- Ⓐ shining.
- Ⓑ heroic.
- Ⓒ under appreciated.
- Ⓓ clever.

12. The exasperating article in this passage caused Nelly Bly to feel

- Ⓐ annoyed.
- Ⓑ hilarious.
- Ⓒ ridiculous.
- Ⓓ foolhardy.

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

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

## **Book 5, Final Test 4 (Lessons 1–20)**

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Read the passage. Choose the best answer for each item that follows. Then fill in the circle next to your answer.

### **VERY GRIM FAIRY TALES**

Folk tales and fairy tales are often considered children's entertainment. You are probably familiar with such stories as Cinderella and Rumpelstiltskin. As originally told, these folk tales were different from the stories that you know. Many of our long-ago ancestors told these stories to entertain their friends and families, but also to establish guidelines for proper behavior.

In 1806, two brothers named Jacob and Wilhelm Grimm were inspired to start collecting and preserving the stories of their homeland. Very methodically, they collected and recorded more than 200 tales. Today we know this collection as *Grimm's Fairy Tales*.

The original stories bear a general likeness to the versions you probably know. The most significant characters have some sort of hardship, poverty, or disaster to overcome. They are certain to overcome their afflictions, however, because they are kind-hearted, clever, and hardworking. And in the end, they do. They become wealthy, notable, or they liberate their loved ones from horrible spells or villains.

The losers are foolhardy and greedy. In both the older and newer versions, the wicked live unhappily ever after, but the original tales were much more grim. In painstaking detail, the story-tellers described the horrible punishments inflicted on the wicked. The lesson of the story and the price of ignoring it could not be easily forgotten.

1. Which of the following could be your ancestors?

- Ⓐ your closest friends
- Ⓑ your teachers
- Ⓒ your children and grandchildren
- Ⓓ your grandparents and great-grandparents



2. In this passage, establish means

- Ⓐ prove.
- Ⓑ found.
- Ⓒ set up.
- Ⓓ remove.

3. What did the brothers Grimm do to preserve the stories of their homeland?

- Ⓐ They collected and recorded them.
- Ⓑ They read them aloud.
- Ⓒ They gave them away.
- Ⓓ They made movies out of them.

4. The Grimms were methodical about their task. What does this mean?

- Ⓐ They did not want to complete their task.
- Ⓑ They did not tell anyone about their task.
- Ⓒ They would not allow anyone to help with their task.
- Ⓓ They were careful and orderly with their task.

5. In this passage, likeness means

- Ⓐ similarity.
- Ⓑ portrait.
- Ⓒ photograph.
- Ⓓ difference.

6. What are the most significant characters?

- Ⓐ the characters that appear most often
- Ⓑ the oldest characters
- Ⓒ the most important characters
- Ⓓ the most wicked characters

7. What does disaster mean in this passage?

- Ⓐ a brief meeting
- Ⓑ a great misfortune
- Ⓒ a slight illness
- Ⓓ a foreign language

8. The story characters must overcome their afflictions. A synonym for affliction is

- Ⓐ suffering.
- Ⓑ fear.
- Ⓒ nervousness.
- Ⓓ tiredness.

9. Some characters liberate their loved ones from spells. What is a synonym for liberate?

- Ⓐ lose
- Ⓑ transform
- Ⓒ teach
- Ⓓ free

10. An antonym for foolhardy is

- Ⓐ mischievous.
- Ⓑ hilarious.
- Ⓒ wise.
- Ⓓ strong.

11. According to the passage, the original tales were more grim. This means that the original tales were more

- Ⓐ interesting.
- Ⓑ frivolous.
- Ⓒ true.
- Ⓓ disturbing.

12. Painstaking details

- Ⓐ are not important.
- Ⓑ show great effort.
- Ⓒ are easy to collect.
- Ⓓ are hurtful to read.

# Answer Key

## Lesson 1

1. C
2. B
3. D
4. A
5. C
6. B
7. A
8. C
9. C
10. D
11. A
12. C
13. A
14. A
15. B
16. C
17. C
18. A
19. B
20. D
21. C
22. A
23. B
24. A
25. B
26. C
27. D

## Lesson 2

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

25. A
26. B
27. A
28. C
29. C
30. B
31. B
32. C
33. C
34. C

## Lesson 3

1. A
2. C
3. B
4. C
5. D
6. B
7. A
8. C
9. A
10. D
11. C
12. B
13. B
14. A
15. D
16. C
17. C
18. B
19. A
20. C
21. B
22. C
23. D
24. D
25. C
26. B
27. A
28. C
29. C
30. D

## Lesson 4

1. C
2. B
3. A
4. B
5. A
6. D
7. C
8. A
9. B
10. D
11. C

12. C
13. B
14. A
15. B
16. C
17. D
18. B
19. C
20. A
21. D
22. A
23. C
24. D
25. A
26. B
27. C
28. D
29. C

## Lesson 5

1. C
2. B
3. D
4. B
5. C
6. D
7. B
8. C
9. A
10. C
11. D
12. C
13. B
14. A
15. B
16. C
17. C
18. D
19. B
20. A
21. D
22. D
23. A
24. B
25. A
26. C
27. D
28. B
29. A

## Lesson 6

1. A
2. D
3. C
4. B

5. B
6. C
7. A
8. D
9. B
10. D
11. A
12. C
13. D
14. C
15. A
16. B
17. C
18. D
19. B
20. C
21. C
22. D
23. A
24. A
25. C
26. D
27. B
28. C

## Lesson 7

1. D
2. B
3. D
4. A
5. D
6. B
7. A
8. A
9. B
10. C
11. D
12. B
13. C
14. C
15. D
16. A
17. A
18. B
19. D
20. B
21. C
22. A
23. D
24. C
25. B
26. D
27. C
28. A
29. C

# Answer Key

- 30. B
- 31. A
- 32. D
- 33. A
- 34. D
- 35. C
- 36. B

## Lesson 8

- 1. C
- 2. B
- 3. A
- 4. D
- 5. D
- 6. C
- 7. B
- 8. A
- 9. C
- 10. D
- 11. C
- 12. B
- 13. A
- 14. C
- 15. D
- 16. B
- 17. B
- 18. C
- 19. B
- 20. B
- 21. B
- 22. C
- 23. A
- 24. D
- 25. B
- 26. C
- 27. B
- 28. C
- 29. A

## Lesson 9

- 1. C
- 2. B
- 3. D
- 4. C
- 5. A
- 6. B
- 7. C
- 8. C
- 9. B
- 10. A
- 11. B
- 12. D
- 13. C
- 14. D

- 15. C
- 16. B
- 17. A
- 18. A
- 19. C
- 20. C
- 21. D
- 22. A
- 23. C
- 24. A
- 25. B
- 26. B
- 27. D
- 28. C
- 29. C

## Lesson 10

- 1. B
- 2. D
- 3. C
- 4. C
- 5. A
- 6. D
- 7. B
- 8. A
- 9. B
- 10. C
- 11. D
- 12. A
- 13. A
- 14. B
- 15. C
- 16. D
- 17. C
- 18. B
- 19. B
- 20. D
- 21. A
- 22. B
- 23. A
- 24. C
- 25. A
- 26. B
- 27. B
- 28. D
- 29. C

## Midterm Test 1 (Lessons 1-10)

- 1. B
- 2. C
- 3. A
- 4. D
- 5. C

- 6. B
- 7. D
- 8. A
- 9. C
- 10. B
- 11. A
- 12. D

## Midterm Test 2 (Lessons 1-10)

- 1. D
- 2. C
- 3. D
- 4. B
- 5. C
- 6. D
- 7. A
- 8. A
- 9. C
- 10. B
- 11. A
- 12. B

## Lesson 11

- 1. D
- 2. B
- 3. A
- 4. C
- 5. D
- 6. B
- 7. A
- 8. C
- 9. D
- 10. C
- 11. C
- 12. B
- 13. A
- 14. C
- 15. D
- 16. B
- 17. D
- 18. A
- 19. B
- 20. B
- 21. C
- 22. B
- 23. D
- 24. A
- 25. C
- 26. D
- 27. B
- 28. C
- 29. D
- 30. D

- 31. A
- 32. B
- 33. C

## Lesson 12

- 1. B
- 2. A
- 3. C
- 4. D
- 5. B
- 6. C
- 7. D
- 8. B
- 9. A
- 10. C
- 11. B
- 12. D
- 13. C
- 14. B
- 15. B
- 16. C
- 17. A
- 18. C
- 19. B
- 20. C
- 21. C
- 22. D
- 23. A
- 24. B
- 25. D
- 26. C
- 27. D
- 28. D
- 29. B

## Lesson 13

- 1. A
- 2. C
- 3. B
- 4. D
- 5. B
- 6. D
- 7. C
- 8. A
- 9. B
- 10. D
- 11. C
- 12. C
- 13. B
- 14. A
- 15. D
- 16. C
- 17. D
- 18. C

# Answer Key

19. B
20. B
21. A
22. C
23. D
24. B
25. C

## Lesson 14

1. B
2. B
3. A
4. C
5. D
6. C
7. B
8. A
9. D
10. D
11. C
12. D
13. C
14. B
15. A
16. C
17. C
18. B
19. A
20. C
21. B
22. C
23. D
24. A
25. B
26. B
27. D
28. C
29. B
30. A
31. D

## Lesson 15

1. C
2. B
3. C
4. D
5. B
6. C
7. D
8. A
9. B
10. D
11. A
12. A

13. B
14. B
15. D
16. C
17. A
18. C
19. B
20. C
21. C
22. D
23. C
24. B
25. C
26. C
27. A
28. D
29. B
30. C
31. A

## Lesson 16

1. B
2. C
3. D
4. A
5. D
6. C
7. B
8. B
9. B
10. A
11. D
12. C
13. A
14. D
15. D
16. D
17. C
18. B
19. B
20. A
21. C
22. D
23. C
24. C
25. D
26. C
27. B
28. A
29. B
30. C
31. D

## Lesson 17

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

## Lesson 18

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

26. C
27. A
28. B
29. A
30. C
31. D

## Lesson 19

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

## Lesson 20

1. C
2. B
3. A
4. C
5. D
6. B
7. A
8. C
9. D
10. B
11. D
12. C
13. D
14. D
15. C
16. B
17. A
18. C

# Answer Key

19. D
20. B
21. A
22. C
23. D
24. B
25. D
26. B
27. C
28. B
29. C
30. A
31. C

## Final Test 1 (Lessons 1-20)

1. A
2. C
3. B
4. D
5. D
6. C
7. A
8. B
9. C
10. C
11. D
12. A

## Final Test 2 (Lessons 1-20)

1. B
2. C
3. A
4. D
5. B
6. C
7. D
8. B
9. A
10. C
11. B
12. D

## Final Test 3 (Lessons 1-20)

1. B
2. C
3. A
4. B
5. A
6. C
7. B
8. A

9. C
10. B
11. D
12. A

## Final Test 4 (Lessons 1-20)

1. D
2. C
3. A
4. D
5. A
6. C
7. B
8. A
9. D
10. C
11. D
12. B

# Word List

(Numbers in parentheses refer to the lesson in which the word appears.)

abdicate (16)	colony (7)	establish (10)	intercept (16)	pasture (17)	significant (9)
abolish (6)	combine (2)	evade (10)	introduce (2)	patient (1)	slither (13)
absurd (9)	companion (1)	evident (3)	investigate (15)	pedestrian (1)	sluggish (13)
accelerate (11)	compatible (1)	exasperate (12)	jest (20)	penetrate (12)	snout (13)
access (14)	compassion (20)	excavate (19)	jostle (1)	perish (19)	soar (9)
accommodate (13)	compensate (7)	exert (20)	jubilation (4)	petrify (15)	solitary (7)
accomplish (9)	comply (20)	expand (17)	jubilee (16)	pledge (8)	solo (11)
accurate (4)	comprehend (3)	expel (19)		population (19)	somber (18)
accustom (1)	conceal (13)	experiment (9)	kin (16)	portrait (12)	sparse (15)
afflict (17)	concept (1)	export (2)	liberate (10)	predict (15)	spectator (9)
aggressive (13)	confident (11)	extinct (3)	likeness (18)	prelude (19)	stall (11)
agony (6)	conquer (5)	extract (2)	loathe (6)	premature (3)	steadfast (6)
alert (1)	consist (17)	exult (11)	lumber (9)	preserve (3)	stimulate (12)
altitude (11)	consume (2)		lurch (15)	previous (5)	stupendous (19)
ample (20)	contact (11)	famine (17)	lure (5)	prey (3)	subsequent (18)
ancestor (3)	convalesce (12)	fascinate (7)		primitive (17)	substantial (7)
animated (18)	convince (18)	feeble (7)	major (15)	proceed (11)	suffocate (19)
anxious (11)	course (4)	ferocious (3)	makeshift (5)	proclaim (16)	summit (5)
approximate (4)	crave (2)	fertile (17)	maximum (11)	prohibit (10)	superior (10)
aroma (2)	crevice (5)	flail (13)	meager (18)	prone (15)	survive (3)
ascend (9)	cultivate (2)	flee (15)	meddle (6)	prosper (8)	suspend (9)
assemble (8)	cumbersome (20)	flimsy (9)	methodical (11)	protrude (13)	
assign (1)		foolhardy (5)	mimic (9)	provide (14)	taper (13)
associate (14)	decade (14)	formal (7)	minor (15)	provoke (16)	task (8)
assume (16)	decline (18)	former (16)	mirth (20)	puny (3)	taunt (14)
available (10)	decrease (8)	fracture (15)	mischievous (18)	purchase (2)	teem (17)
avalanche (5)	dedicate (12)	frigid (7)	molten (19)	pursue (10)	tempest (12)
	delicate (14)	frivolous (8)	monstrous (6)		terminate (9)
banquet (8)	denounce (6)	fume (19)	moral (20)	reassure (10)	terse (5)
barren (17)	dense (9)		morsel (13)	rebel (12)	thwart (5)
bask (13)	depart (4)	gale (4)		refuge (17)	tolerant (14)
betray (18)	deposit (7)	gigantic (3)	navigate (4)	reign (16)	topple (15)
beverage (2)	despair (4)	gorge (13)	negotiate (18)	reluctant (10)	transform (14)
bland (2)	desperate (8)	grim (6)	nonchalant (11)	remote (7)	translate (6)
blizzard (5)	destination (4)	guardian (16)	nostalgia (4)	require (14)	tremor (19)
boisterous (14)	deteriorate (4)		notable (12)	resemble (7)	tropical (2)
bondage (10)	dictate (12)	hangar (11)	numerous (10)	restrict (12)	
brace (11)	disaster (15)	harbor (6)		resume (20)	unwieldy (9)
brilliant (14)	distract (1)	harsh (7)	oasis (17)	retain (18)	upbringing (12)
brittle (2)	distress (20)	harvest (8)	obedient (1)	retire (1)	urban (15)
budge (1)	dominate (16)	heroic (9)	obscure (3)	revert (17)	
bungle (16)	donate (10)	hew (8)	obsolete (18)	revive (4)	vertical (5)
burden (20)	dormant (19)	hilarious (18)	obstacle (1)	ridicule (20)	visible (13)
burly (1)	drought (17)	hoist (16)	occasion (10)	rigid (7)	vow (18)
	duration (3)	horizon (4)	oppose (10)	riot (16)	voyage (4)
carcass (13)		hostile (8)	optimist (5)	ripple (13)	
cargo (8)	edible (8)	huddle (7)	option (3)	rouse (6)	waddle (7)
carnivore (3)	elegant (19)		outskirts (20)	route (5)	wilderness (14)
cash (8)	employ (14)	idle (14)	overdue (12)	saunter (11)	wither (17)
catapult (6)	encounter (20)	illuminate (14)	overthrow (12)	scald (19)	yearn (10)
celebrate (8)	equivalent (2)	immense (15)		seldom (12)	
challenge (5)	erode (17)	indignant (20)	painstaking (19)	sensation (18)	
character (6)	erupt (19)	inflict (6)	pardon (16)	sever (4)	
cluster (2)	escalate (6)	intense (15)			