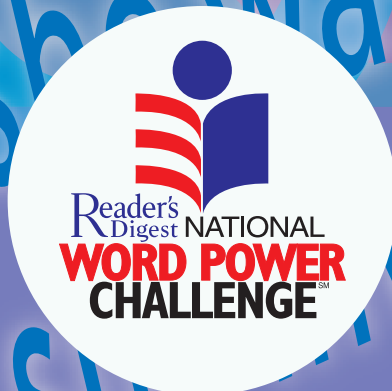


# Reader's Digest National Word Power Challenge™

Vocabulary  
Lesson Plans

8. The intruder came  
party because:  
A. she was the host  
B. she invited hers  
C. she invited her.



## Overview

*By Dr. H. Evan Powderly*

*Principal, H. C. Crittenden Middle School, Armonk, New York*

When you conducted the Reader's Digest National Word Power Challenge in your classroom, you saw how much your students enjoyed testing their vocabulary ability in an environment of friendly competition. You undoubtedly recognized that the Challenge words are aligned with curricula standards, selected from a variety of curricula materials at various grade levels. In fact, you probably saw some Challenge words that you had already introduced in your language arts classroom reading.

According to Robert Marzano, author of *A Handbook for Classroom Instruction That Works*: "Some researchers have concluded that systematic vocabulary instruction is one of the most important instructional interventions that teachers can use." One of the best ways to learn a new word is to associate an image with it. Marzano believes that the following process can be a powerful tool for teaching new vocabulary:

- Step 1:** Present students with a brief explanation or description of the new term or phrase. Using a word from this year's Word Power competition, *zeal*, you might start by giving the dictionary definition.
- Step 2:** Present students with a nonlinguistic representation of the new term or phrase. A useful and amusing book, *Vocabulary Cartoons* by Sam Burchers, demonstrates a playful and memorable way of associating nonlinguistic images with vocabulary words. For the word *zeal*, for instance, the cartoon shows a seal smiling as it catches a fish with a pole, with several other seals grinning and applauding. The caption is: "Sammy the SEAL catches fish with great ZEAL."
- Step 3:** Ask students to generate their own explanations or descriptions of the term or phrase. Their responses might include when the term might be used, who might use it, sample sentences containing the word, synonyms or antonyms of the word, etc.
- Step 4:** Ask students to create their own nonlinguistic representation of the term or phrase. Their responses might include a smell or taste or color associated with the word, a mental image that the word suggests to them, a kind of weather or song or movie that the word suggests, etc.
- Step 5:** Students' responses may be as creative and imaginative as they like; however, you should periodically ask them to review the accuracy of their explanations and representations to make sure that they fully grasp the word's meaning.

Reader's Digest wants to help you plan vocabulary lessons that are not only fun but also prepare your students to excel in next year's National Word Power Challenge. Some suggestions: Display the Word Power vocabulary words on a Word Wall and refer to them frequently in classroom lessons. Use the Preliminary Written Test from the 2005-2006 National Word Power Challenge (Appendix B for Grades 4 and 5, page 000; or Appendix F for Grades 6-8, page 000) as both a teaching tool, and as a summative assessment at the conclusion of an instructional unit based on the vocabulary in the test.

You may also use the four accompanying lesson plans, adapted from Alana Morris's highly creative book, *Vocabulary Unplugged: 30 Lessons That Will Revolutionize How You Teach Vocabulary K-12* (Discover Writing Press, P.O. Box 264, Shoreham, VT 05770; 1-800-613-8055; [www.discoverwriting.com](http://www.discoverwriting.com)).

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

Kathleen Bordelon  
Executive Director, National Word Power Challenge  
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## Lesson Plan 1: Word Connections

Adapted from “Plug-In 2,” from *Vocabulary Unplugged* by Alana Morris, published by Discover Writing Press, P.O. Box 264, Shoreham, VT 05770 ([www.discoverwriting.com](http://www.discoverwriting.com); 1-800-613-8055).

### Lesson Plan Instructions

*Note: Please also refer to accompanying Lesson Plan Appendices A-H, beginning on page 7.*

**Rationale:** Understanding that the brain constantly and naturally seeks connections will greatly benefit word study. Students need to make numerous connections with words in order to truly comprehend the meaning(s) of acquired vocabulary. Increasing the number of neural areas within the brain where a word is stored (color, movement, music, and so forth) enhances the ability to remember and retrieve. The potential for blocking is lessened when the words are being stored in multiple locations within the brain, and when the words are used frequently.

**Objectives:** Students will explore words by making connections with weather conditions, colors, seasons, and music. They must be able to justify their answers. They can make these connections only when they understand the words at a deep conceptual level.

### Materials

- > Enough adhesive Velcro to give every student a one-inch piece (optional)
- > Transparency of Word Connection grid (see accompanying sample) or poster board
- > Markers, crayons or colored pencils
- > Several old magazines, scissors and glue sticks
- > Dictionary

**Presentation Guidelines:** Set up the lesson by discussing the importance of connecting new information to previously learned concepts. If you choose to use it, adhesive Velcro works well to illustrate this idea. Have students place one side of the Velcro on the left pointer finger and the corresponding piece of Velcro on the right pointer finger. The left side represents a previously learned concept; the right side represents new information that is to be learned. Show how when the two fingers come together,

the new information connects with the old information and sticks. This is how the process of learning occurs in the brain.

Model the process of Word Connections with a transparency or a poster board. Choose a word from the appropriate grade-level Reader's Digest National Word Power Challenge Vocabulary List or Supplementary Vocabulary List (Appendices A and C for Fourth and Fifth Grades; Appendices E and G for Sixth-Eighth Grades). Example: if the word is *scrumptious*, first elicit from students what they think the word means. Then read them the dictionary's definition. Continue by asking students what weather condition *scrumptious* is most like. Possible suggestions: sunny and warm, or just after a deep, powdery snowfall. The student should then be asked why *scrumptious* is like a sunny or a snowy day. The answer is meaningless without the justification.

Model using an illustration to make the connection visible. For *scrumptious*, someone might draw a cake, or someone eating. The illustration does not have to be incredibly artistic. Students who do not feel confident of their drawing abilities may draw a stick figure or clip and paste an illustration from a magazine.

At the completion of the modeling of this strategy, each box will include the appropriate connection (What weather condition, color, season and song is *scrumptious* most like?), an illustration for each connection, and the explanation, clearly written, of how the word connects to the concept in the box.

The characteristics of the word should be completed last. This step gives the students an opportunity to truly analyze the word at a high level. What is known about the word? Possible answers may include:

- > part of speech
- > sound patterns
- > syllables
- > country of origin
- > in what areas might it be used?

Characteristics of the word *scrumptious* might include: adjective; contains two syllables; perhaps derived from the word *sumptuous*; might be used to describe food or some other extremely pleasurable thing.

Students should now be guided to create their own Word Connection Grids, either with a partner or in a small group before moving to full independence. Ask them to choose a new word from the appropriate grade-level Reader's Digest National Word Power Challenge Vocabulary List or Supplementary Vocabulary List and to copy the grid format from the overhead transparency or the poster board that you used for the demonstration. Working with

others will help to clarify any misconceptions about the process of making connections in this way.

By modeling effectively and guiding the instruction, you will be helping your students to learn words at higher levels.

## Evaluation/Variations

A rubric or point system works well to measure mastery of the Word Connection activity.

24 points per quadrant: Answer = 5 points; Illustration = 4 points; Justification = 15 points.

Word Characteristics count for an additional 4 points.

Vary the concepts within the quadrants if you like (although it is certainly not necessary, as the words will change). Any of the four concepts within the quadrants might be changed to emotion, flower, book, etc.

The benefits of this strategy come from the multilayered examination of the word and the fact that students must know the word at the conceptual level to complete the tasks.

## Word Connections Grid

*Developed by Alana Morris*

from Vocabulary Unplugged, ©2005 Alana Morris [www.discoverwriting.com](http://www.discoverwriting.com)

Word: \_\_\_\_\_ Characteristic(s) of Word:

WEATHER CONDITION

Why?

COLOR

Why?

SEASON

Why?

SONG

Why?

## Lesson Plan 2: Vivid Vocabulary

Adapted from “Plug-In 16” from *Vocabulary Unplugged* by Alana Morris, published by Discover Writing Press, P.O. Box 264, Shoreham, VT 05770 (www.discoverwriting.com; 1-800-613-8055).

### Lesson Plan Instructions

*Note: Please also refer to accompanying Lesson Plan Appendices A-H, beginning on page 7.*

**Rationale:** The brain loves color, and naturally seeks connections and associations.

**Objective:** Students will use color to enhance their ability to spell newly learned words, and to find words within the new words. The use of color adds depth to the words being explored and increases memory connections.

#### Materials

- > Markers, colored pencils, gel pens, etc.
- > Paper
- > Lists of words (below)
- > One or more dictionaries

#### Presentation Guidelines:

(The following activities can either be done in class, or as homework.)

Explain to students that by using various colors to identify the different syllables in words and different words-within-words, their spelling will improve.

#### Technique 1: Color Syllables

**Step 1:** Ask students each to choose ten words from the appropriate grade-level Reader's Digest National Word Power Challenge Vocabulary List or Supplementary Vocabulary List (Appendices A and C for Fourth and Fifth Grades; Appendices E and G for Sixth-Eighth Grades), and to write them on a sheet of paper, leaving at least one line between each word. Before giving the additional

instructions below, ask students to look each of their words up in a dictionary and write its definition. Explain to students that if there is more than one definition, the first is the one most commonly used, but they may choose any of the definitions that they like.

**Step 2:** The first technique in the Spelling Workshop is to divide words into syllables.

Example: (Grades 4-5) Binoculars Bin oc u lars  
(Grades 6-8) Incredulously In cred u lous ly

Ask students to go down their list of ten words, writing each word's syllables in a different color. (One-syllable words should be written in one color.) They should not use the dictionary for this part of the exercise. No black or blue ink or pencils should be used for this part of the workshop; the vivid colors help to enhance memory.

After they have completed this exercise, ask students to look up the words in the dictionary to see if their syllable divisions are correct. If they are not, the students should make the corrections.

**Evaluation:** Students may be evaluated on the accuracy of their syllable divisions once they have had the chance to look up the words in a dictionary and make corrections.

#### Technique 2: Words Within Words

**Step 1:** Ask students to choose five words from their list and, on another sheet of paper, to write as many words within those words as they can find.

Example: (Grades 4 and 5): Tethered: the, teeth, red, reed, there, etc.  
(Grades 6-8): Melancholy: calm, name, holy, an, clam, loan, etc.

Ask them to write each of the words-within-words in a different color.

**Evaluation:** Students may be evaluated on the number of words-within-words that they are able to find, and on the accuracy of the words' spellings.

## Lesson Plan 3: Mental Mingling

Adapted from “Plug-In 25” from *Vocabulary Unplugged* by Alana Morris, published by Discover Writing Press, P.O. Box 264, Shoreham, VT 05770 (www.discoverwriting.com; 1-800-613-8055).

### Lesson Plan Instructions

*Note: Please also refer to accompanying Lesson Plan Appendices A-H, beginning on page 7.*

**Objective:** Students will explore the meaning of words in an interactive way.

#### Materials

- > As many Post-it notes (3x5 size) as there are students in your class. On each Post-it note, write beforehand a different word from the appropriate grade-level Reader's Digest National Word Power Challenge Vocabulary List or Supplementary Vocabulary List (Appendices A and C for Fourth and Fifth Grade; Appendices E and G for Sixth-Eighth Grades).
- > Index cards.

#### Presentation Guidelines

Distribute a Post-it note with a vocabulary word on it to each student. Then ask students to write on their index cards the inferred definition of the word they've been assigned (without revealing the word itself). Ask them to write their name on their index cards and then pass them in.

Students should place the Post-it notes on their own backs.

After the index cards have been mixed up, they will be redistributed, making sure that students do not get their own card.

The next portion of the lesson requires some preplanned management. You might use the analogy of a nice dinner party or get-together. Discuss with students what “mingling” means. Rather than having multiple conversations as they mingle around the room, suggest that their mingling for this activity will be “Mental Mingling.” Students will not talk to one another as they mingle

around the room trying to match the inferred definition from the card they receive to a Post-it note on one of their peers' backs.

Playing a classical musical selection may set a congenial tone for the mental mingling.

Once students have found a match, they should take the Post-it note from their classmate's back, stick it to the index card, and then have a seat. Allow time for most of the students to find a match for their index card.

It is often the case that the words and definitions do not accurately match. This is where the discussion and optimal instruction occur.

Ask students to brainstorm possible reasons that all of the words and definitions do not match.

- > Definition not accurate.
- > Someone took the wrong word for his or her definition.

As a class, make appropriate changes to correct any mismatches.

#### Evaluation

Grades can be given for the original definition given on the index card and/or the matched card and Post-it note after the mingling. The learning from this activity is in the process. Monitoring and feedback should be offered throughout the learning episode.

## Lesson Plan 4: Word Slam

Adapted from “Plug-In 22” from *Vocabulary Unplugged* by Alana Morris, published by Discover Writing Press, P.O. Box 264, Shoreham, VT 05770 (www.discoverwriting.com; 1-800-613-8055).

### Lesson Plan Instructions

*Note: Please also refer to accompanying Lesson Plan Appendices A-H, beginning on page 7.*

**Rationale:** Poetry slams have been gaining in popularity for many years. In small cafés, coffee shops and bookstores across the country, the sound of words is luring audiences of all ages to stop and listen. Word Slams provide a gallery of sound—ear training, if you will—for students so that they can learn to listen and weigh words, and learn to appreciate that an author used sauntered as opposed to walked, or used walked because it was, in fact, the perfect word.

**Objective:** Students will learn the elements of the spoken word genre and create poems to read out loud. Though topics for poems written for poetry slams vary, as with any other genre, for the Word Slam students will write poems about specific vocabulary words.

#### Materials:

- > Many CDs are available for spoken word and numerous Web sites now focus on poetry slams and open-mike readings (you must review these materials and sites carefully for appropriate content).
- > Props and materials to host your class's own Word Slam.

#### Presentation Guidelines

- > Discuss with students the fact that poetry began as an oral tradition. Provide a printed copy of a spoken word poem that you have available on tape or CD. Ask students to silently read the poem. For the purpose of contrast, it is important that students first read the poem silently. Then play the recorded version of the selection out loud.
- > As a class, brainstorm and discuss the differences between the two readings. This discussion is crucial to help students understand and appreciate the importance of exploring words and language patterns through the sense of hearing rather than simply through sight. The ears enhance the brain's ability to perceive many more layers of meaning.

> Ask each student to choose a different word from the appropriate grade-level Reader's Digest National Word Power Vocabulary List or Supplementary Vocabulary List. Students should then be given time to explore the word, noting such information as:

- Facts about their word: (part of speech, synonyms, antonyms, homonyms, origins, etc.)
- Uses for this word: (In what context might it be used and by whom?)
- Figurative language: (How can the word be described figuratively?)
- Words that sound great with this word: (Alliteration, rhyme, repetition, etc.)
- Other brilliant ideas:

> Incorporating the entire writing process, including revision and editing, scaffold students through the writing of a spoken word poem. Peer feedback is a crucial aspect of this process. The teacher's involvement in modeling the process is one of the most critical instructional elements.

> Once the poems have been written, conduct an open-mike Word Slam reading. Invite guests—other faculty members or students—to observe and participate. Create the atmosphere of a coffeehouse; ask your students to bring favorite mugs and serve hot chocolate and cookies.

#### Evaluation

Feedback and evaluation occur throughout the Word Slam experience. However, for the final Word Slam performance, a rubric should be created, focusing on all the elements taught through the writing process.

## Lesson Plan Appendices A-H

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## Appendix A: Grades 4 and 5 Vocabulary List

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

arrest  
 binoculars  
 blur  
 brawny  
 bubbly  
 clumsy  
 cram  
 despicable  
 diary  
 discard  
 gloomy  
 heed  
 insulted  
 jostle  
 scrumptious  
 severe  
 splendid  
 squishy  
 stern  
 stout  
 stuffy  
 tease  
 tethered  
 twitch  
 vital

## Appendix B: Grades 4 and 5 Preliminary Written Test

From the Classroom Round of the 2005-2006 Reader's Digest National Word Power Challenge (Answer key is at end.)

**For questions 1-15 choose the best answer:**

- If you're under **arrest**, you might end up:
  - in bed.
  - in jail.
  - getting tired.
  - getting crushed.
- Mrs. Barclay brought her **binoculars** to the opera so that she could:
  - hear the music better.
  - buy refreshments.
  - see the hunky singers.
  - plug up her ears.
- "What happened on the night my purse got snatched is a **blur**, Inspector," said Rose. She meant:
  - She can barely remember what happened.
  - It was a terrible night.
  - She remembers the night clearly.
  - There were lots of people around.
- This person has a **bubbly** personality:
  - Crying Christine
  - Hardworking Henry
  - Cheerful Charles
  - Nervous Nancy
- Which character is **clumsy**?
  - Jack be nimble, Jack be quick.
  - Sleep, baby, sleep.
  - Little Bo Peep has lost her sheep.
  - Humpty Dumpty had a great fall.
- If you **cram** your backpack, you:
  - stuff it.
  - rough it.
  - bluff it.
  - muff it.
- A **diary** is where you keep your:
  - money.
  - most valued possessions.
  - milk, butter, and yogurt.
  - secrets.
- When you **discard** a piece of paper, you:
  - write all over it.
  - should recycle it.
  - buy it.
  - fold it.
- It was a **gloomy** night when we went for a walk, so we needed:
  - umbrellas.
  - heavy coats.
  - flashlights.
  - bodyguards.
- If you **heed** a red light, you:
  - laugh at it.
  - ignore it.
  - yell at it.
  - stop at it.
- If you've been **insulted**, you've been:
  - won over.
  - taken in.
  - fed up.
  - put down.
- If you **jostle** somebody, you:
  - kid around with him.
  - confuse him.
  - push and shove him.
  - run rings around him.
- If you step on something **squishy**, you'll hear:
  - Pop!
  - Goosh!
  - Boing!
  - Creak!
- A **tease** might say:
  - I've got time.
  - I've got a secret.
  - I've got an idea.
  - I've got a cold.
- A **twitch** is the same as a:
  - jerk.
  - bounce.
  - wiggle.
  - wink.

**For questions 16-20, choose the synonym:**

- Despicable**
  - Indecisive
  - Contemptible
  - Charitable
  - Picky
- Stern**
  - Funny
  - Excited
  - Harsh
  - Relaxed
- Stout**
  - Hefty
  - Strong
  - Studious
  - Talkative
- Tethered**
  - Stirred up
  - Riled up
  - Closed up
  - Tied up

20. **Vital**  
 A. Essential  
 B. Colorful  
 C. Tasty  
 D. Pointless

**For questions 21-25, choose the antonym:**

21. **Brawny**  
 A. Corny  
 B. Thorny  
 C. Scrawny  
 D. Tawny

22. **Scrumptious**  
 A. Delicious  
 B. Bad-tasting  
 C. Low-calorie  
 D. Overcooked

23. **Severe**  
 A. Stern  
 B. Cloudy  
 C. Easygoing  
 D. Disgusting

24. **Splendid**  
 A. Formal  
 B. Glowing  
 C. Simple  
 D. Exhausted

25. **Stuffy**  
 A. Well ventilated  
 B. Well fed  
 C. Well dressed  
 D. Well spoken

## Answer Key, Preliminary Written Test, Grades 4 and 5

1. B
2. C
3. A
4. C
5. D
6. A
7. D
8. B
9. C
10. D
11. D
12. C
13. B

14. B
15. A
16. B
17. C
18. A
19. D
20. A
21. C
22. B
23. C
24. C
25. A

## Appendix C: Supplementary Grades 4 and 5 Vocabulary List

(Note: For questions using these words, please see Appendix D)

adjacent  
 basin  
 countenance  
 crevices  
 diagonal  
 faltered  
 hovered  
 intruder  
 leased  
 lugubrious  
 pagoda  
 pensive  
 prose  
 ruffian  
 rummaged  
 satellite  
 shriveled  
 skirted  
 strewn  
 suppose

## Appendix D: Supplementary Grades 4 and 5 Vocabulary Questions

(Answer key is at end.)

1. If one car is **adjacent** to another, this means:  
 A. one vehicle is smaller than the other.  
 B. the two cars are far apart.  
 C. the drivers may get annoyed with each other.  
 D. the two cars are near each other.
2. In the old days, people used a **basin**. Instead, we use a:  
 A. towel.  
 B. medicine cabinet.  
 C. sink.  
 D. drain stopper.
3. Our teacher told us that she would not **countenance** lateness. She would not:  
 A. overlook it.  
 B. permit it.  
 C. punish it.  
 D. keep track of it.
4. When Lizzie searched the **crevices** of the couch for her retainer, she was looking:  
 A. on the cushions.  
 B. on the armrests.  
 C. between the cushions.  
 D. under the couch.
5. Ross was wearing a bicycle jersey with **diagonal** stripes. The stripes:  
 A. went sideways.  
 B. went lengthwise.  
 C. were slanted.  
 D. were zigzagged.

6. When she spoke to the crowd, Grace **faltered**. What happened?  
 A. She stumbled over her words.  
 B. She was a big success.  
 C. She talked too fast.  
 D. She fainted.
7. The teachers **hovered** at the middle school dance. They:  
 A. gossiped.  
 B. scolded.  
 C. hung around.  
 D. complained.
8. The **intruder** came to our party because:  
 A. she was the host.  
 B. she invited herself.  
 C. we invited her.  
 D. she was the guest of honor.
9. The creepy old house was **leased**, or:  
 A. fixed up.  
 B. torn down.  
 C. rented out.  
 D. abandoned.
10. Many poems by Edgar Allan Poe seem **lugubrious** today, or:  
 A. gloomy.  
 B. odd.  
 C. rhythmical.  
 D. difficult to understand.
11. A pagoda would not be a **pagoda** without its distinguishing:  
 A. towers.  
 B. roofs.  
 C. doors.  
 D. windows.
12. "Why so **pensive**?" asked Eduardo when he saw Joe looking:  
 A. thoughtful.  
 B. upset.  
 C. angry.  
 D. perplexed.

13. **Prose** has to do with:  
 A. art.  
 B. flowers.  
 C. words.  
 D. baseball.
14. If you see a **ruffian** in your neighborhood, you should:  
 A. buy dog food.  
 B. call the police.  
 C. call the exterminator.  
 D. find out what it is worth.
15. Emily **rummaged** through the house because she was:  
 A. chasing a mouse.  
 B. searching for her sister's diary.  
 C. getting ready for company.  
 D. hearing strange noises.
16. Where would you be likely to see a **satellite**?  
 A. On a neighbor's rooftop  
 B. At the drive-in  
 C. In a cave  
 D. Blinking in the night sky
17. Your skin can get **shriveled** if you:  
 A. stay in the pool too long.  
 B. put perfume on it.  
 C. get the shivers.  
 D. eat too much chocolate.
18. When asked where he was on the night of the robbery, the suspect **skirted** the question, or:  
 A. took offense at it.  
 B. answered it.  
 C. avoided it.  
 D. ignored it.

19. You might see stuff **strewn**:  
 A. in the dead of night.  
 B. on a Web site.  
 C. in a food fight.  
 D. by candlelight.
20. "I **suppose** I can lend you \$10," Dave said. Dave means:  
 A. "I insist . . ."  
 B. "I wonder if . . ."  
 C. "I guess . . ."  
 D. "I doubt . . ."

## Answer Key, Grades 4 and 5 Supplementary Questions

1. D
2. C
3. B
4. C
5. C
6. A
7. C
8. B
9. C
10. A
11. B
12. A
13. C
14. B
15. B
16. D
17. A
18. C
19. C
20. C

## Appendix E: Grades 6-8 Vocabulary List

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

apprehensive  
 candidly  
 consolation  
 disgruntled  
 flinch  
 futility  
 gloat  
 hilarious  
 illustrious  
 incorporate  
 incredulously  
 inept  
 intricate  
 jovial  
 jubilant  
 melancholy  
 mull  
 ostentatious  
 phenomenal  
 raucous  
 sarcastic  
 scorn  
 stalwart  
 subdued  
 timidly

## Appendix F: Grades 6-8 Preliminary Written Test

from the Classroom Round of  
the 2005-2006  
Reader's Digest National  
Word Power Challenge  
(Answer key is at end.)

**For questions 1-5, choose  
the synonym:**

- Incredulously**  
A. Approvingly  
B. Disbelievingly  
C. Distractedly  
D. Harshly
- Intricate**  
A. Exotic  
B. Huge  
C. Complex  
D. Frayed
- Raucous**  
A. Crowded  
B. Dull  
C. Noisy  
D. Quiet
- Stalwart**  
A. Strong  
B. Stiff  
C. Short-tempered  
D. Silly
- Timidly**  
A. Courteously  
B. Awkwardly  
C. Confidently  
D. Fearfully

**For questions 6-10, choose  
the antonym:**

- Apprehensive**  
A. Nervous  
B. Relaxed  
C. Resigned  
D. Excited

- Jovial**  
A. Comical  
B. Humorless  
C. Unfair  
D. Old-fashioned

- Melancholy**  
A. Lazy  
B. Grouchy  
C. Cheerful  
D. Greedy

- Phenomenal**  
A. Meager  
B. Outstanding  
C. Unexpected  
D. Ordinary

- Subdued**  
A. Hilarious  
B. Loud  
C. Cautious  
D. Angry

**For questions 11-25, choose  
the best answer:**

- "If you cracked a book once in a while you'd get better grades," Nick told Chris **candidly**. To be candid is to be:  
A. mean.  
B. flattering.  
C. honest.  
D. sarcastic.
- After the contest, the **consolation** prize of a year's supply of canned beans:  
A. was presented to the first-prize winner.  
B. was worth lots of money.  
C. was given to the loser.  
D. had to be returned.
- Who or what might be described as **disgruntled**?  
A. A kid with too many chores  
B. A pig with laryngitis  
C. A puzzled person  
D. A dashing adventurer

- What would make a Grinch **flinch**?  
A. A pinch  
B. A winch  
C. A cinch  
D. An inch

- Trying to learn a whole semester of geometry the night before a test can be an exercise in **futility**. Futility means:  
A. hard work.  
B. a useless action.  
C. flexible planning.  
D. competitive spirit.

- The advice columnist for *The Daily Planet* wrote, "Don't **gloat** over the misfortunes of others." A person who gloats:  
A. becomes easily confused.  
B. plunges into gloom.  
C. smirks with pleasure.  
D. gives insincere flattery.

- The **hilarious** cartoon about a turtle falling in love with an army helmet was:  
A. offensive.  
B. insensitive.  
C. animated.  
D. funny.

- Michael Jordan's **illustrious** career in basketball was:  
A. famous and distinguished.  
B. openly controversial.  
C. marked by overcoming great obstacles.  
D. the subject of many illustrations.

- Brad Pitt plans to **incorporate** speeches from several Shakespearean plays into his next movie. He'll:  
A. explain them.  
B. copy them.  
C. exclude them.  
D. include them.

- My sister says that when it comes to fixing stuff, I am completely **inept**. She thinks I'm:  
A. skillful.  
B. incompetent.  
C. noisy.  
D. secretive.

- When the radio announced school closings because of bad weather, students were **jubilant**. They were:  
A. joyful.  
B. disappointed.  
C. bored.  
D. grateful.

- When asked what she wanted for her birthday, Jen said she'd have to **mull** it over. She wanted to:  
A. put it out of her mind.  
B. get control of her emotions.  
C. think long and hard.  
D. talk about it with other people.

- The **ostentatious** costumes worn by many officials in the Mardi Gras Parade were:  
A. revealing.  
B. expensive.  
C. flashy.  
D. soiled.

24. When the critic said *Attack of the Killer Tomatoes* was the greatest movie ever made, she was being **sarcastic**, or:
- mocking.
  - truthful.
  - foolish.
  - persuasive.

25. To **scorn** Brussels sprouts is to:
- be indifferent to them.
  - avoid them.
  - eat them whenever possible.
  - detest them.

### Answer Key, Preliminary Written Test, Grades 6-8

- B
- C
- C
- A
- D
- B
- B
- C
- D
- B
- C
- C
- A
- A
- B
- C
- D
- A
- D
- B
- A
- C
- C
- A
- D

### Appendix G: Supplementary Grades 6-8 Vocabulary List

(Note: For questions using these words, please see Appendix H)

belfry  
coalition  
correspond  
curtly  
desolate  
despondent  
disclosed  
elaborate  
foliage  
genesis  
haughtily  
jauntily  
loitering  
meddlesome  
palpable  
panorama  
recoiled  
rendezvous  
revenue  
topography

### Appendix H: Grades 6-8 Supplementary Questions

(Answer key is at end.)

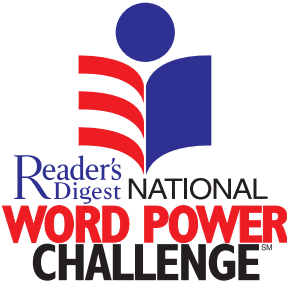
- What kind of noise would you expect to hear in a **belfry**?
  - A wild cackling
  - Clanging
  - A marching band
  - Whispering
- The **coalition** that joined the U.S. forces when they invaded Iraq was:
  - a mechanized army unit.
  - an alliance of different factions.
  - a coal-mining operation.
  - an airborne division.
- Steve and Kamal promised to **correspond** when Steve moved to another state. They would:
  - visit each other.
  - keep watching their favorite TV shows.
  - write or email each other.
  - both start exercising.
- A customer service representative who treated people **curtly** might be:
  - respected by his coworkers.
  - considered very polite.
  - voted "Employee of the Month."
  - told, "You're fired!"
- Seeing his friend looking **desolate**, Anthony said:
  - "I see you guys won the game."
  - "Want to let me in on the joke?"
  - "Cheer up. It can't be that bad."
  - "You really do need a haircut."
- When our cat was missing for four days, my family felt **despondent**. We were:
  - sad.
  - panic-stricken.
  - shocked.
  - lonely.
- Luke Skywalker's father's identity was not **disclosed** to him as a child. This means that his identity was:
  - obvious.
  - kept secret.
  - not important.
  - a cheap trick.
- When Jane claimed that her father was a secret agent, her friends begged her to **elaborate**. They wanted her to:
  - quit boasting.
  - exaggerate.
  - explain more fully.
  - tell only part of the truth.
- In October, when city folk drive into the countryside to view the **foliage**, they are looking at:
  - old farms.
  - corn.
  - newborn horses.
  - leaves.

10. The **genesis** of a solution to the problem of threading the needle came in a dream to sewing machine inventor Elias Howe. Genesis means:
- beginning.
  - ending.
  - middle.
  - postscript.
11. The mayor reacted **haughtily** when:
- the mother held her baby up for a photo.
  - the sun beat down on the podium.
  - protesters kept interrupting his speech.
  - he won a medal for civic service.
12. Jamie wore his baseball cap **jauntily**. He wore it:
- during a jaunt.
  - with stylish flair.
  - constantly.
  - only outdoors.
13. The owner of the candy store doesn't allow **loitering**, which means:
- buying on credit.
  - littering paper.
  - hanging around.
  - playing loud radios.
14. When interviewing people, journalists need to avoid being **meddlesome**, or:
- full of crazy ideas.
  - vain about the medals they've won.
  - lazy and careless.
  - pushy and intrusive.
15. In *Hamlet*, a servant calls out during the duel, "A hit, a very **palpable** hit." Something that is palpable is:
- sharp and pointed.
  - extremely fragile.
  - capable of being seen
  - or touched.
  - D. not visible to the naked eye.
16. Many western movies open with a shot showing a **panorama**, which is a:
- detailed map.
  - scenic painting.
  - wide view.
  - desert scene.
17. Sean **recoiled** when he:
- wound up a hose.
  - got bopped in the nose.
  - smelled a rose.
  - touched his toes.
18. The **rendezvous** of the starship *Enterprise* with the space station refers to a:
- meeting.
  - departure.
  - refueling.
  - battle.
19. The bake sale was a big source of **revenue** for the school trip. Revenue is:
- hysteria.
  - money.
  - excitement.
  - publicity.
20. Before his expedition, the explorer studied the **topography** of the region, which refers to:
- history and folklore.
  - local customs and etiquette.
  - natural resources.
  - surface features of the land.

## Answer Key, Grades 6-8 Supplementary Questions

- B
- B
- C
- D
- C
- A
- B
- C
- D
- A
- C
- B
- C
- D
- C
- C
- B
- A
- B
- D

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