

GRADES K-12



4th Edition

WORDLY WISE 3000[®]



PROGRAM OVERVIEW

Direct Academic Vocabulary Instruction

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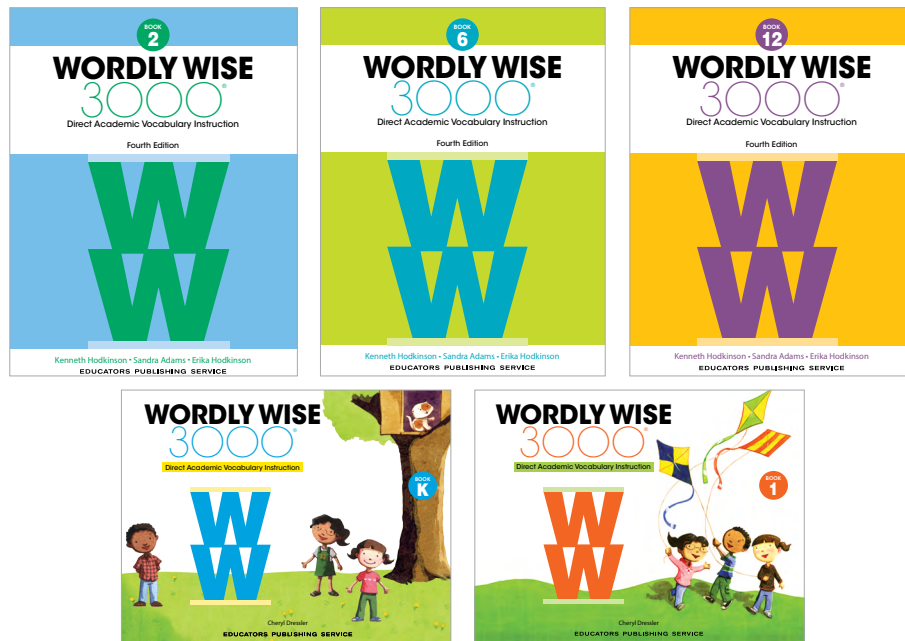




4th Edition WORDLY WISE 3000[®]

Go to eps.schoolspecialty.com to find:

- Overview video
- Research paper
- Sample lessons
- Sample word lists
- Passage Lexile[®] ranges
- Common Core State Standards correlations



What is Wordly Wise 3000[®]?

Wordly Wise 3000[®] provides direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The robust activities, peer sharing, and differentiated instruction allow the flexibility to meet the needs of today's varying student population.

- Research-based activities provide multiple exposures to vocabulary words
- Peer sharing allows students to apply and extend their learning
- Reading passages for each lesson are offered at two levels: below grade level and on grade level
- Includes access to Quizlet online games and study tools

Wordly Wise 3000 provides teachers with manageable, easy-to-use resources for delivering effective, direct vocabulary instruction along with word-learning strategies—all critical for high-stakes tests and content-area reading.

Where do the words come from?

exceptional
ek sep' shən əl

Every word in *Wordly Wise 3000* was selected to expand critical grade-level vocabulary and improve reading comprehension.

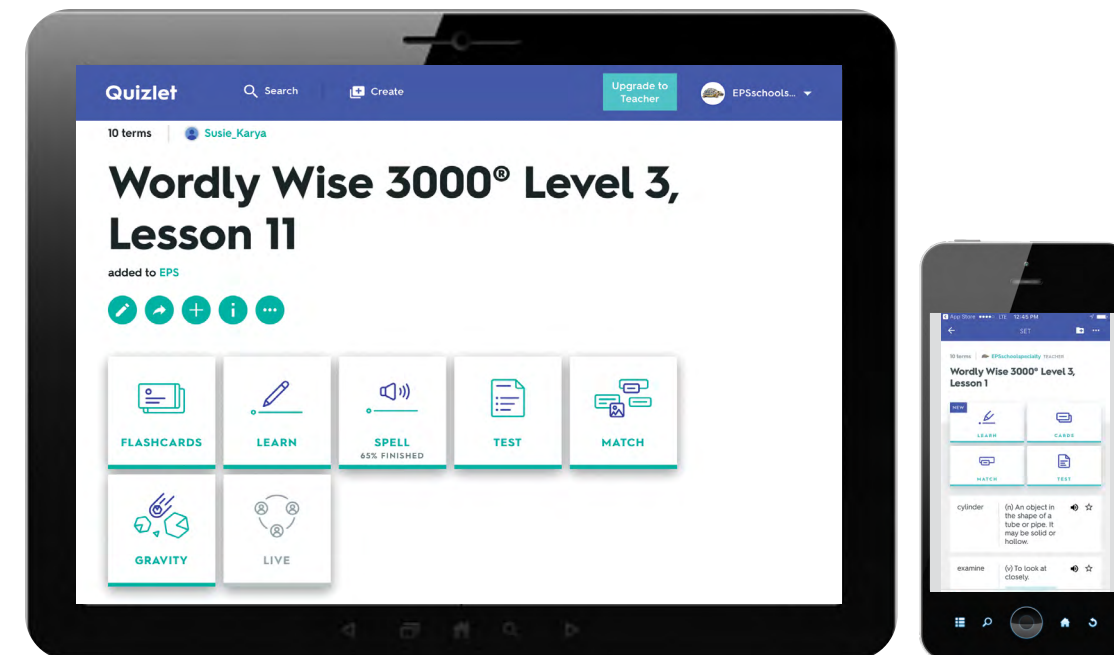
The chosen vocabulary words are commonly encountered in grade-level literature, textbooks, and state and national assessments. Word selection was based on word importance, usefulness, and/or difficulty. Knowledge of the selected words can greatly improve students' reading comprehension, as well as standardized test results.



Wordly Wise 3000[®] Partners with Quizlet!

Students can practice and master their vocabulary with Quizlet—a fun and engaging learning application that can be used anywhere at any time, providing added value for both teachers and students. All *Wordly Wise 3000* approved study sets are pre-loaded into Quizlet, saving valuable prep time for teachers.


Quizlet's games and study activities provide additional reinforcement for *Wordly Wise 3000* vocabulary words.




Students can study on the go, anywhere at any time!

“Quizlet is happy to provide more learning opportunities to *WordlyWise 3000* students and assist instructors in providing engaging activities,” said Matthew Glotzbach, Quizlet's CEO. “Combining School Specialty's trusted content with Quizlet's innovative study modes is a win-win for students and teachers.”

What Do You Know?


1. peak  

2. wild  

3. decay  

4. temperature  

5. volcano  

6. clear  

22 Directions: Have children fill in the bubble under the picture that matches the word you say.

What Do You Know? activities at the end of each lesson provide an opportunity for informal assessment.

Review and Respond

Look for this icon throughout each lesson in your Teacher's Resource Book for further review and informal assessment opportunities.

Assessment Checklist • Lesson 3

desert	
bead	
stamp	
temperature	
dash	
emerge	
decay	
volcano	
delicious	
prehistoric	

Use this grid to track student level of understanding of each word.
 All understanding
 Some understanding
 No understanding

A formal assessment at the end of each lesson can be administered in small groups or one-on-one to assess each student's level of understanding of all words in the lesson.

How do I fit Books K-1 into my curriculum?

Lesson Structure

BOOK K	12 lessons	10 words/lesson	120 words	+ 48 Extend & Challenge words
BOOK 1	15 lessons	10 words/lesson	150 words	+ 59 Extend & Challenge words

Pacing

A unique two-week lesson plan reinforces words and concepts to ensure student mastery. All activities cited below are interactive, designed to give students multiple exposures to new vocabulary and ensure retention. Activities incorporate a variety of strategies and techniques, including collaborative groups, and whole-group and partner dialogues.

☐ 20-25 minutes a day ☐ 24 weeks (Book K) or 30 weeks (Book 1)

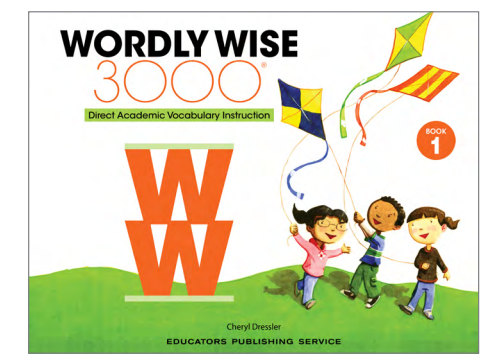
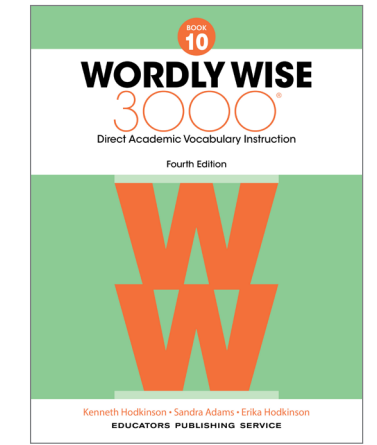
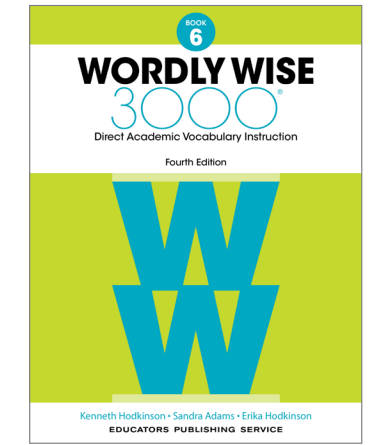
WEEK 1			
DAY 1 Introduce story and 5 words Read story aloud Check comprehension	DAY 2 Reread story Student Book Activity	DAY 3 Poem read-aloud Home-School Connection Activity	
WEEK 2			
DAY 1 Introduce next 5 words Review and reread story Student Book Activity	DAY 2 Review first 5 words Student Book Activity Extend & Challenge	DAY 3 Review next 5 words Student Book Activities Extend & Challenge	DAY 4 Cumulative Review Journal Drawing & Writing Activity Formal Assessment

Student Components

Student Books

A variety of exercises provide students with multiple exposures to every vocabulary word in an engaging, student-friendly format.

- Consistent, accessible lesson structure
- Turn-and-talk activities encourage peer interaction
- Nonfiction reading passages
- Review exercises



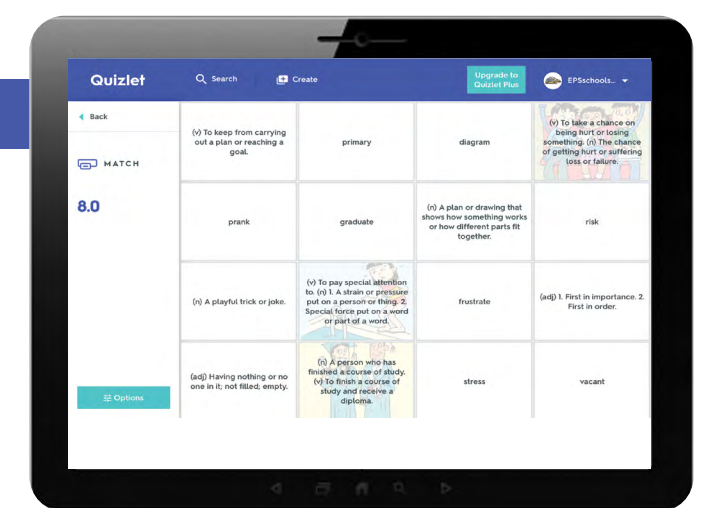
Student Access to Quizlet (2-12)



Student Book (2-12) includes access to pre-loaded *Wordly Wise 3000* approved study sets via Quizlet.

Students will:

- Practice learning words and definitions in an ad-free environment
- Test themselves on their knowledge
- Play motivating games to reinforce long-term retention of words



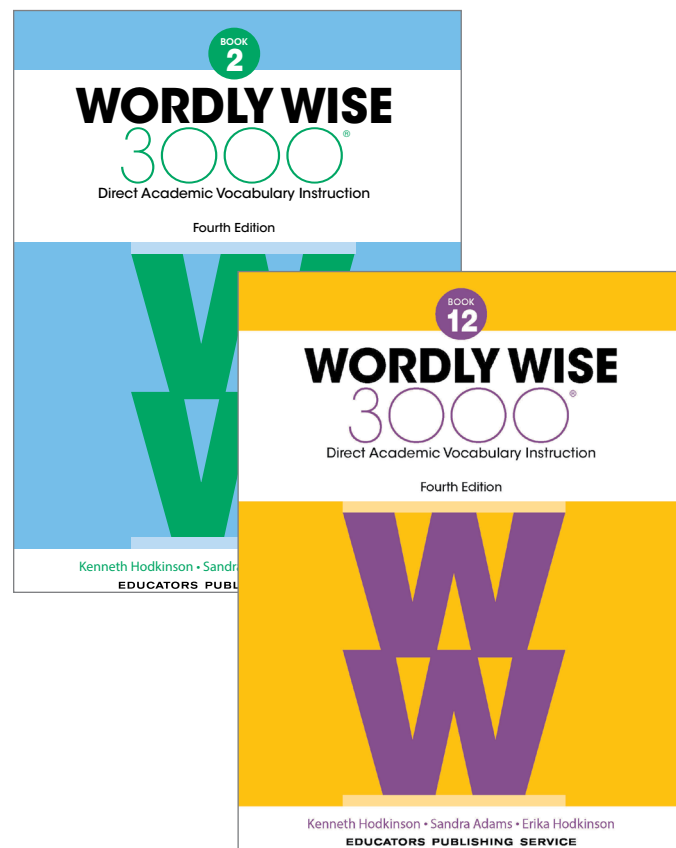
Word matching game

Teacher Components

Teacher's Resource Book

All resources are available in one easy-to-use book:

- Teaching techniques for differentiation
- Rate your word knowledge
- Reproducible secondary passages
- Lesson review exercises
- Reproducible tests
- Answer keys



Assessment

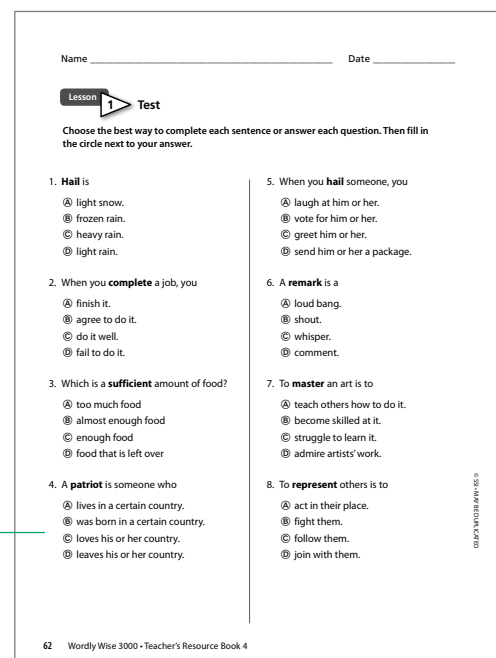
Monitor students' progress every step of the way with lesson, midterm, and final tests.

Reproducible Tests

(Teacher's Resource Book)

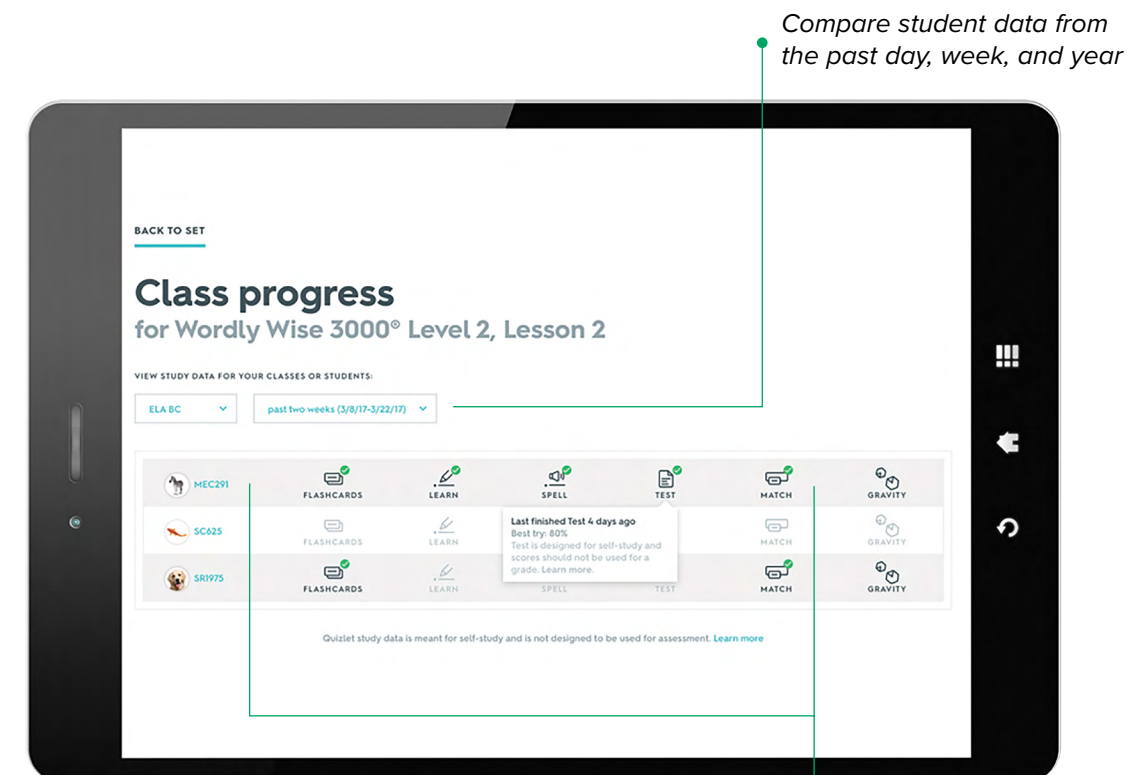
- Save valuable teacher prep time with ready-made reproducible tests
- Lesson Tests assess all lesson words, including multiple meanings

Lesson, midterm, and final tests are provided in each book



Teacher Access to Quizlet (2-12)

Included in each purchased Classroom Set (2-12) is an upgraded 12-month subscription to Quizlet Teacher, which gives access to pre-loaded *Wordly Wise 3000* approved study sets and student analytics.



Compare student data from the past day, week, and year

Quizlet Teacher

- View all student activity within Quizlet.com at-a-glance—can be sorted by the past day, week, or year
- Determine which words or concepts students are struggling with, and use class time wisely to reinforce those words
- Use Quizlet Live-Play collaborative games to enhance communication, focus, and learning

See what students are studying on Quizlet

Track Student Progress

See what your students are studying on Quizlet and how they're doing.

Quizlet Teacher is included in Small Group, Classroom, and Refill Sets.

How do I fit Books 2-12 into my curriculum?

Lesson Structure

BOOKS 2-3	15 lessons	10 words per lesson	150 words
BOOKS 4-12	20 lessons	15 words per lesson	300 words

Pacing

Maximum flexibility! Several typical plans are listed below. The implementation of these plans—or any plans—should be determined by class need.

- Teachers can use some (or all) of the techniques, activities, and enrichments suggested in the Teacher’s Resource Book
- 20–60 minute lessons (vary with the number and nature of activities and enrichments selected)

1-DAY LESSON PLAN—30–40 minutes, once a week

DAY 1 Complete the Rate Your Word Knowledge worksheet Introduce the word list with turn-and-talk activities Homework: Use the lesson’s accompanying study set on Quizlet	DAY 2 Homework: Complete practice activities	DAY 3 Homework: Read the Vocabulary in Context passage and answer comprehension questions	DAY 4 Homework: Complete the Vocabulary Extension activity Students use the lesson’s accompanying study set on Quizlet to prepare for the Lesson Test	DAY 5 Students take the Lesson Test
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3-DAY LESSON PLAN—15 minutes, 3 times a week

DAY 1 Complete the Rate Your Word Knowledge worksheet Introduce the word list with turn-and-talk activities Complete practice activity A in class Homework: Complete the remaining practice activities	DAY 2 Homework: Use the lesson’s accompanying study set on Quizlet	DAY 3 Review answers to practice activities Read Vocabulary in Context passage and answer comprehension questions Homework: Use the lesson’s accompanying study set on Quizlet	DAY 4 Use the lesson’s accompanying study set on Quizlet to prepare for the Lesson Test	DAY 5 Complete the Vocabulary Extension activity Students take the Lesson Test
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5-DAY LESSON PLAN—10 minutes, 5 times a week

DAY 1 Introduce the word list with turn-and-talk activities Complete practice activities A and B Homework: Use the lesson’s accompanying study set on Quizlet	DAY 2 Complete remaining practice activities Review answers to practice activities Homework: Use the lesson’s accompanying study set on Quizlet	DAY 3 Read Vocabulary in Context passage and answer comprehension questions Homework: Use the lesson’s accompanying study set on Quizlet	DAY 4 Review answers to the comprehension questions Complete the Vocabulary Extension activity Homework: Use the lesson’s accompanying study set on Quizlet to prepare for the Lesson Test	DAY 5 Students take the Lesson Test
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Advancing into reading and writing vocabulary

Lesson Overview

Rate Your Word Knowledge

Before each lesson, teachers can have students complete a self-assessment of word knowledge, then review the information to target in-class instruction, and focus on least familiar words during the introduction of the Word List.

Name _____ Date _____

Rate Your Word Knowledge

Write the words from Lesson _____ in the spaces provided.
Fill in the circle to rate your knowledge of each word.

1. _____ I don't know this word.
 I know a little about this word.
 I know this word, and I can use it.

2. _____ I don't know this word.
 I know a little about this word.
 I know this word, and I can use it.

3. _____ I don't know this word.
 I know a little about this word.
 I know this word, and I can use it.

4. _____ I don't know this word.
 I know a little about this word.
 I know this word, and I can use it.

5. _____ I don't know this word.
 I know a little about this word.
 I know this word, and I can use it.

6. _____ I don't know this word.
 I know a little about this word.
 I know this word, and I can use it.

7. _____ I don't know this word.
 I know a little about this word.
 I know this word, and I can use it.

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Wordly Wise 3000 • Resource Book 2 23

Word List


Each lesson includes a word list with dictionary-style definitions and sentences that present words in context to help students understand the multiple meanings of words.

Word List Student Book 2

Lesson 1 Word List


Study the words. Then do the exercises that follow.

calf
n. 1. The back part of the leg between the knee and the ankle.
My left **calf** itches where the poison ivy touched it.
2. A young cow or bull.
The baby **calf** stays close to its mother.

 Show your partner the sound you think a calf might make.

claw
n. 1. The sharp curved nail on the toe of a bird or animal.
Karl held out his hand, and the parrot wrapped its **claws** around his finger.
2. The part of a crab or lobster used for gripping.
The lobster grabbed the clam with its big **claw** and held it.
v. To scratch or dig with sharp nails.
Our dog **clawed** at the back door so she could come into the house.

couple
n. 1. Two things of the same kind.
There are a **couple** of cups on the shelf. Will you bring me one?
2. Two people who do things together.
The **couple** skated slowly around the rink, moving with the music.

 Point to a couple of things near you and tell your partner about them.

Wordly Wise 3000 • Book 2 1

Students are introduced to the new words and interact with peers during turn-and-talk activities

Key academic words are underlined for easy visibility

Pictures and sentences help students understand word meanings

FOR SAMPLE LESSONS
visit eps.schoolspecialty.com/ww4th

Practice Activities

A wide variety of activities provide multiple exposures and critical practice for a deep understanding of vocabulary words.

Making Connections
Student Book 2

2B Making Connections
Circle the letter next to the correct answer.

- Which word goes with *ball*?
(a) accident (b) bounce (c) support (d) alarm
- Which word goes with *circus*?
(a) tangle (b) gap (c) scoop (d) acrobat
- Which word goes with *ice cream*?
(a) scoop (b) yard (c) flap (d) weigh
- Which word goes with *whale*?
(a) claw (b) shelter (c) enormous (d) support
- Which word goes with *carry*?
(a) support (b) share (c) alarm (d) tangle

2C Using Context Clues
Circle the letter next to the word that correctly completes the sentence.

- The _____ hat didn't fit my small head.
(a) supported (b) tangled (c) enormous (d) groomed
- A stack of bricks can be used as a(n) _____.
(a) support (b) scoop (c) cushion (d) alarm
- A(n) _____ belongs at a circus.
(a) acrobat (b) groom (c) calf (d) accident

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Completing Sentences
Student Book 2

2A Completing Sentences
Circle each answer choice that correctly completes the sentence. Each question has three correct answers.

- The accident**
(a) would not have happened if you had been careful.
(b) was taken to the nearest hospital.
(c) happened when I hit the tree with my bike.
(d) was caused by the driver talking on his cell phone.
- The tangle**
(a) of hooks and fishing lines had been left in a pile on the floor.
(b) in my foot was so bad that I had to scratch it.
(c) of knots in my sister's hair was impossible to brush.
(d) of bed sheets had somehow wrapped itself around me.
- It alarmed me**
(a) when no one answered the phone.
(b) when the caller refused to give her name.
(c) of certain facts that I had not known about.
(d) that no one seemed worried about the coming storm.
- The gap**
(a) we had to climb was over two hundred feet high.
(b) in the fence had been covered with a piece of wood.
(c) in the diary ran from June to July.
(d) was wide enough for me to peek through.
- We know that the weight**
(a) of the rock is over two tons.
(b) of the feather is almost nothing.
(c) can be measured in pounds.
(d) will be over an hour, but we still have to stay.

14 Lesson 2

Students read a sentence starter that includes a vocabulary word, and then choose endings that correctly complete the sentence.

This activity deeply embeds vocabulary words in students' memory by requiring them to relate new words with words they already know.

Application Activities

Students interact with their peers and write about their experiences to apply and extend their learning.

Each vocabulary extension word is illustrated to make its meaning more accessible to all students

Students engage in meaningful discussions with peers

Students have the space to take notes or draw their own visual representations of words

Vocabulary Extension Activity
Student Book 2

1 Vocabulary Extension

share
verb To use or enjoy with others.
noun A part that each person gets of a whole.

Academic Context
In school, **sharing** is telling others something. You can **share** stories or ideas or read something aloud that you wrote.

Discussion & Writing Prompt
Tell about a time you or someone else **shared** a story in class.

2 min. 1. Turn and talk to your partner or group.
Use this space to take notes or draw your ideas.

3 min. 2. Write 1-3 sentences.
Be ready to share what you have written.

10 Lesson 1

Students complete a brief writing activity

Guidance for Differentiating Instruction

Each vocabulary extension activity comes with a page of suggestions to guide you in differentiation so that every student can benefit.

Vocabulary Extensions

LESSON 1: share

Differentiation Options for the Vocabulary Extension
The following suggestions are provided to help you differentiate instruction to student groups.

Support Strategies

- Once students are in groups or pairs, have them use their own words to describe what **share** (the verb, not the noun) means.
- Give an anecdotal example of someone **sharing** in class, such as: "The other day, [student's name] **shared** a story about her little brother."
- Ask students what things they enjoy **sharing** with another person.
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starters in the writing space. Then have them complete the sentences in their own words.
- I shared a story about _____. (Sample response: *my hamster*)
- Someone shared a story about _____. (Sample response: *their parrot*)

EL Strategies
Use any of the activities from Support Strategies or those below to help English learners understand and practice the new vocabulary word.

- Use gestures and simple language to introduce the word **sharing**.
- Have students use available language (single words, phrases, or simple sentences) to describe the meaning of **share**.
- Tell students words or phrases that express a similar idea:
Sharing is like ...
- telling
- talking
- saying
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starters in the writing space. Then have them complete the sentences in their own words.
- I shared a story about _____. (Sample response: *my hamster*)
- Someone shared a story about _____. (Sample response: *their parrot*)

Enrichment Strategies
Ask students to add at least one sentence telling exactly what they or someone else **shared**, using quotation marks to show that they are quoting themselves or someone else.

Vocabulary Extensions 3

Vocabulary in Context

Students read an original passage that incorporates all of the vocabulary words from the lesson.

The reading passage is offered at two levels: on grade level and below grade level, written at a lower Lexile® measure.

The passage included in the Student Book is intended for on-level students who do not require reading support. A secondary passage is available in the Teacher's Resource Book as a differentiation resource for students who require support.

On-level passage
Student Book 2

Secondary passage
Teacher's Resource Book 2

4D Vocabulary in Context
Read the passage.

Sa-so Says Hello

What do you think life was like long, long ago? What if you could travel back in time thousands of years? What if you could meet someone your own age from back then? Imagine what that person might say to you.

Hello! My name is Sa-so. I live in a time that you call the Ice Age. That is because ice covers much of the land. But not the part where I live. My family and I and some other families live in a **cavern**. We enter through a small opening. Inside there is a lot of room. We always have a fire burning. This keeps us warm and dry. At night, the **flames** give us light to see by. Our large cave has a hole in the ceiling. It acts as a **chimney**. This keeps our shelter cozy.

For now, I use a **net** to catch fish, birds, and small animals. In my family, I'm the youngest. My job is to keep our fire burning while the others are busy. Some are out hunting.

Wordly Wise 3000 • Book 2

4d Vocabulary in Context
Read the passage.

Sa-so Says Hello

What was life like long ago? What if you could travel back in time thousands of years? What if you met someone your age from back then? Imagine what that person might say.

Hello! My name is Sa-so. I live in a time you call the Ice Age. Ice covers the land. But not where I live. My family lives in a **cavern**. We enter through a hole. Inside there is a lot of room. A fire burns. This keeps us warm and dry. The **flames** give us light. Our cave has a hole in the ceiling. It acts as a **chimney**. This keeps our shelter cozy.

I'm the youngest in my family. My job is to keep our fire burning. Others are busy. Some hunt. Some look for berries and other food. When the fire gets low, I add dry **branches** to the fire goes out. The way we get a new fire

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Hello! My name is Sa-so. I live in a time that you call the Ice Age. That is because ice covers much of the land. But not the part where I live. My family and I and some other families live in a **cavern**. We enter through a small opening. Inside there is a lot of room. We always have a fire burning. This keeps us warm and dry. At night, the **flames** give us light to see by. Our large cave has a hole in the ceiling. It acts as a **chimney**. This keeps our shelter cozy.

Hello! My name is Sa-so. I live in a time you call the Ice Age. Ice covers the land. But not where I live. My family lives in a **cavern**. We enter through a hole. Inside there is a lot of room. A fire burns. This keeps us warm and dry. The **flames** give us light. Our cave has a hole in the ceiling. It acts as a **chimney**. This keeps our shelter cozy.

Comprehension Questions

Students who use the secondary passage are able to answer the same open-response questions as peers.

Answer each of the following questions with a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. Explain why the story of Tokoyo and the evil sea god has a happy ending.
2. Was Tokoyo an **orphan**? Explain your answer.
3. What does "misfortune struck" mean as it is used in the passage?
4. Why did the emperor need doctors?
5. How does the passage make clear that Tokoyo's friends were kind to her?
6. Where did the evil sea god live?
7. Explain why Tokoyo's fight with the sea god was a **deliberate** act.
8. Why didn't Tokoyo's father write to her?
9. Why was Tokoyo's father living on the island of Ok?

all
banish
communicate
console
cover
deliberate
depth
desire
livelihood
misfortune
orphan
prestige
regain
slay
symptom

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Increasing the Challenge

Lesson Overview

Rate Your Word Knowledge

Before each lesson, teachers can have students complete a self-assessment of word knowledge, then review the information to target in-class instruction, and focus on least familiar words during the introduction of the Word List.

Name _____ Date _____

Rate Your Word Knowledge

Write the words from Lesson _____ in the spaces provided. Fill in the circle to rate your knowledge of each word.

1. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
2. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
3. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
4. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
5. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
6. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
7. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.

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Word List

Each lesson includes a word list with dictionary-style definitions and sentences that present words in context to help students understand the multiple meanings of words.

Students are introduced to the new words and interact with peers during turn-and-talk activities

Key academic words are underlined for easy visibility

Sentences present words in context to help students understand the multiple meanings of words

Word List Student Book 4

Lesson 10 Word List

Study the definitions of the words. Then do the exercises that follow.

ail v. To cause sickness, pain, or trouble.
"What **ails** you?" the doctor asked.

ailment n. An illness; a disease.
The flu is a common childhood **ailment**.

ailing adj. In poor health.
I have been **ailing** all winter.

Show your partner how you would look if you had an ailment.

banish v. 1. To force someone out of the country.
After the revolution, France **banished** the royal family.
2. To get rid of completely.
Joe was such a cheerful person, he **banished** gloom wherever he went.

Talk with your partner about what you could do to banish a bad mood.

communicate v. To make known; to give or exchange information.
Because I hate to write letters, we **communicate** mostly by telephone.
communication (ka myoo' ni ka' shan) n. The exchange of information between people.
The fight was caused by a lack of **communication** between us.
communicative adj. Willing to speak; eager to talk.
When I asked her where she had been, she was not very **communicative**, replying only, "Out."

Show your partner how you might act if you are not feeling communicative.

console v. To make less sad; to comfort.
My parents tried to **console** me when my best friend moved away.
consolation (koin sa la' shan) n. Comfort.
I knew I could always turn to my aunt for **consolation** whenever I was upset.

Discuss with your partner how to give consolation to someone who is sad.

cover v. To shrink from, as if from fear.
Our poor dog **covers** every time Dad turns the vacuum cleaner on.

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FOR SAMPLE LESSONS
visit eps.schoolspecialty.com/ww4th

Practice Activities

A wide variety of activities provide multiple exposures and critical practice for a deep understanding of vocabulary words.

Using Words in Context Student Book 4

10A Using Words in Context

Read the following sentences. If the word in bold is used correctly, write C on the line. If the word is used incorrectly, write I on the line.

all
banish
communicate
console
cower
deliberate
depth
desire
livelihood
misfortune
orphan
precipice
regain
slay
symptom

1. (a) I thought Jaclynn tripped by accident, but it was a **deliberate** prank to make us laugh. _____
- (b) France was **deliberated** in 1944 after the war. _____
- (c) We **deliberated** for some time before deciding to stay. _____
- (d) The quarry was **deliberated** by the hunters after it had been caught. _____

2. (a) Her secret **desire** was to someday be an astronaut. _____
- (b) Jason twisted his **desires** and hung them up to dry. _____
- (c) A person who has everything usually **desires** nothing. _____
- (d) Tell me your **desires** for your birthday this year. _____

3. (a) She made her first **misfortune** trying to win the game. _____
- (b) **Misfortune** seemed to follow him everywhere he went. _____
- (c) There's a **misfortune** on page 5 that needs correcting. _____
- (d) It was his **misfortune** to be in the wrong place at the wrong time. _____

4. (a) The bighorn sheep took a **precipitous** tumble down the mountain. _____
- (b) Our first climb was up a steep **precipice**. _____
- (c) The drawings had been done in a very **precipice** manner. _____
- (d) Su Nu has always been **precipitous** in the way she acts. _____

5. (a) The prisoner was not allowed to **communicate** with others. _____
- (b) Our school year was **communicated** to six months. _____
- (c) The news caused great **communication** in the sports world. _____
- (d) **Communications** with the outside world were cut off by the hurricane. _____

6. (a) By the time he saw the doctor he had been **ailing** for weeks. _____
- (b) My tooth was **ailing** so badly I had to see a dentist. _____
- (c) The cat has been **ailing** ever since the big storm. _____
- (d) You have to be able to **ail** before you become a doctor. _____

Determining Meanings Student Book 4

10C Determining Meanings

Circle the letter next to each answer choice that correctly completes the sentence. There may be more than one correct answer.

all
banish
communicate
console
cower
deliberate
depth
desire
livelihood
misfortune
orphan
precipice
regain
slay
symptom

1. We were **consoled**
 - (a) when the class came to cheer us up.
 - (b) into giving money to the food drive.
 - (c) by the news that the children were safe.
 - (d) from joining the club because of our ages.

2. We **communicated**
 - (a) the news that our friend won the spelling bee.
 - (b) with the children by using sign language.
 - (c) the amount down to two thousand dollars.
 - (d) mostly by e-mail.

3. They were **banished**
 - (a) from the game after being caught cheating.
 - (b) so they ate until they were sick.
 - (c) to an island far from land.
 - (d) until they shone like mirrors.

4. They **cower**
 - (a) under umbrellas to stay dry.
 - (b) in groups so they can talk all night.
 - (c) because they are afraid of you.
 - (d) when you yell at them.

5. It was my **misfortune**
 - (a) until I sold it to a friend.
 - (b) to have a scoundrel for a friend.
 - (c) to lose a portion of my tooth to decay.
 - (d) to lose my towel at the beach.

6. The **orphans**
 - (a) come in three different flavors.
 - (b) are helped by the people in town.
 - (c) now have four wheels, although the earlier ones had two.
 - (d) lost their parents during the tornado.

Students complete sentences based on their understanding of a word in its various forms. Words may be presented as they are in the word list, or altered by the addition of a prefix or suffix.

Students determine whether words are used correctly in sentences, strengthening their ability to determine meaning from context clues.

Application Activities

Students interact with their peers and write about their experiences to apply and extend their learning.

Each vocabulary extension word is illustrated to make its meaning more accessible to all students

Students engage in meaningful discussions with peers

Students have the space to take notes or draw their own visual representations of words

Vocabulary Extension Student Book 4

1 Vocabulary Extension

develop
verb 1. To go through a process of growth.
2. To bring or come into being.
3. To apply chemicals to photographic film to bring out the picture.

Academic Context
When you **develop** an idea, you add details to help others understand it. The more you explain or describe your idea, the more **developed** it becomes.

Discussion & Writing Prompt
If your teacher asked you to **develop** an idea in your writing some more, what would you do?

1 min.

1. Turn and talk to your partner or group.
Use this space to take notes or draw your ideas.

1 min.

2. Write 1-3 sentences.
Be ready to share what you have written.

Students complete a brief writing activity

Vocabulary Extensions

LESSON 1: develop

Differentiation Options for the Vocabulary Extension

The following suggestions are provided to help you differentiate instruction to student groups.

Support Strategies

- 1) Once students are in groups or pairs, ask them to use their own words to tell you what they think **develop** means.
- 2) Read the definitions and the Academic Context sentences on the Vocabulary Extension page. Invite partners to think about and discuss other things that **develop**.
- 3) Have students look at the image of a plant **developing** on the Vocabulary Extension page. Have them describe how the plant is **developing**.
- 4) Read the prompt aloud and give students extra time to discuss before they write, if needed.
- 5) To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starter in the writing space. Then have them complete the sentence in their own words.
- I would develop my writing by _____. (Sample response: adding more information)

EL Strategies

Use any of the activities from Support Strategies or those below to help English learners understand and practice the new vocabulary word.

- 1) Have students look at the image of a plant **developing** on the Vocabulary Extension page. Ask them what is happening to the plant. Use students' responses to help you introduce the meaning of **develop**.
- 2) Have students use available language (single words, phrases, or simple sentences) to define **develop**.
- 3) Read the prompt aloud and give students extra time to discuss before they write, if needed.
- 4) To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starter in the writing space. Then have them complete the sentence in their own words.
- I would add _____ to develop my writing. (Sample response: details)

Enrichment Strategies

Encourage students to **develop** their response to the prompt by adding more details. Suggest they add an example or anecdote from real life of a moment when they added details to **develop** an idea.

Vocabulary in Context

Students read an original passage that incorporates all of the vocabulary words from the lesson.

The reading passage is offered at two levels: on grade level and below grade level, written at a lower Lexile® measure.

The passage included in the Student Book is intended for on-level students who do not require reading support. A secondary passage is available in the Teacher's Resource Book as a differentiation resource for students who require support.

On-level passage
Student Book 4

Secondary passage
Teacher's Resource Book 4

10E Vocabulary in Context
Read the passage.

Tokoyo and the Sea Monster

Folktales are legends of past events that are passed on from adults to children without ever being written down. Every country has its folktales, and this one from Japan comes to mind. It tells of the adventures of a young pearl diver named Tokoyo who lived in Japan. The people of Tokoyo's village earned their livelihood by diving for pearls. They searched for the one oyster in a thousand that contained a precious pearl. Tokoyo was the youngest of the divers. She could stay



once echoed with laughter was now filled with misery. Tokoyo's one desire was to be reunited with her father. On her fifteenth birthday she left her village and set off for Oki. Soon after landing on the island, Tokoyo saw a group of people gathered at the edge of a cliff. With them was a girl about her own age dressed all in white. People explained to Tokoyo that an evil sea god made his home in the waters off the island. This god demanded the life of a young girl once a year. They told Tokoyo that a girl covering before them had been selected as the sea god's victim. Tokoyo had cast a spell on the emperor, causing his many ailments. She heard this, Tokoyo saw a chance to help her father. She begged the people to let her take the girl's place. They began to deliberate while Tokoyo waited anxiously. Finally, to her great relief,

118 Lesson 10

Folktales are legends of past events that are passed on from adults to children without ever being written down. Every country has its folktales, and this one from Japan comes to mind. It tells of the adventures of a young pearl diver named Tokoyo who lived in Japan.

Comprehension Questions

Students who use the secondary passage are able to answer the same open-response questions as peers.

Answer each of the following questions with a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. Explain why the story of Tokoyo and the evil sea god has a happy ending.
2. Was Tokoyo an orphan? Explain your answer.
3. What does "misfortune struck" mean as it is used in the passage?
4. Why did the emperor need doctors?
5. How does the passage make clear that Tokoyo's friends were kind to her?
6. Where did the evil sea god live?
7. Explain why Tokoyo's fight with the sea god was a deliberate act.
8. Why didn't Tokoyo's father write to her?
9. Why was Tokoyo's father living on the island of Oki?


all
banish
communicate
console
cover
deliberate
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desire
livelihood
misfortune
orphan
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regain
slay
symptom

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10E Vocabulary in Context
Read the passage.

Tokoyo and the Sea Monster

Folktales are stories passed from adults to children. They are not written down. Every country has its folktales. This one comes from Japan. It tells the story of a young pearl diver named Tokoyo. People in Tokoyo's village made their livelihood by diving for pearls. They searched for one oyster in a thousand with a precious pearl. Tokoyo was the youngest, but she could stay underwater longer and collect more oysters than anyone. The sea was a second home to her. She swam easily through its depths. She cut oysters from rocks with her razor-sharp



her spirits. She felt like an orphan. Her house, once filled with laughter, was now filled with sadness. Tokoyo's one desire was to see her father. On her fifteenth birthday she left her village to go to Oki. On the island, Tokoyo saw people gathered at the edge of a cliff. With them was a girl her age dressed in white. People told Tokoyo that an evil sea god lived in the waters off the island. This god demanded the life of a young girl once a year. They told Tokoyo the girl who was chosen as the sea god's victim. She was about to go to the sea. They told Tokoyo the sea god had cast a spell on her, causing his ailments. When she heard this, Tokoyo saw a chance to help her father, and she begged the people to let her take the girl's place. They began to deliberate among themselves. To her great relief,

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Folktales are stories passed from adults to children. They are not written down. Every country has its folktales. This one comes from Japan. It tells the story of a young pearl diver named Tokoyo.

Increasing the Challenge

Lesson Overview

Rate Your Word Knowledge

Before each lesson, teachers can have students complete a self-assessment of word knowledge, then review the information to target in-class instruction, and focus on least familiar words during the introduction of the Word List.

Name _____ Date _____

Rate Your Word Knowledge

Write the words from Lesson _____ in the spaces provided. Fill in the circle to rate your knowledge of each word.

1. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
2. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
3. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
4. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
5. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
6. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.
7. _____
 I've never seen this word before.
 I've seen this word before, but I don't know what it means.
 I think I know what this word means.
 I know what this word means and can use it in a sentence.

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Word List

Each lesson includes a word list with dictionary-style definitions and sentences that present words in context to help students understand the multiple meanings of words.

Students are introduced to the new words and interact with peers during turn-and-talk activities

Key academic words are underlined for easy visibility

Sentences present words in context to help students understand the multiple meanings of words

Word List Student Book 10

Lesson 6 Word List

Study the definitions of the words. Then do the exercises that follow.

ameliorate
a mi li o' ya rat
v. To make better; to become better; to improve.
The snowplows were put to work to ameliorate the dangerous driving conditions that resulted from the storm.
Ask your partner what could ameliorate this school day.

bane
bi' nal
n. Expressing hatred or evil; harmful, ominous.
Rodrigo gave me a bane look when I accused him of lying.

berate
bi' rat
v. To criticize vigorously; to scold vehemently.
Mr. Alonso told the older students not to berate the younger ones when they made mistakes.
Tell your partner how you might feel if someone berated you.

circumvent
sar kam vent
v. To avoid through craftiness.
She boasted that she was able to circumvent the rules with some creative interpretation.
Chat with your partner about ways you could circumvent crowds in a mall.

compunction
kam purk' shan
n. A feeling of uneasiness or anxiety caused by guilt.
Robin Hood had no compunction about stealing from the rich to give to the poor.

condone
kan don
v. To overlook or accept without punishment; to pardon or excuse.
Mr. Hagopian said that he could not condone keeping a library book for the whole school year, because that made it unavailable to other students.

diminutive
di min' yoo tiv
adj. Very small; tiny.
On the dollhouse kitchen table there was a diminutive bowl of fruit.
Discuss with your partner why people think diminutive animals are cute.

euphemism
yoo' fa miz am
n. A polite term used to avoid directly naming something considered offensive or unpleasant.
"Pass away" is a euphemism for "die."

expendable
ek span' da bal
adj. Able to be used up and then discarded or replaced.
Paper, envelopes, and pencils are expendable office items.

heresy
her' ee se
n. The expression of unacceptable views, especially those that are in conflict with established religious teaching.
Galileo was suspected of heresy by the Catholic Church because he believed the sun was at the center of the solar system.
heretical
adj. The woman held the heretical belief that only the rich should be allowed to have children.

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FOR SAMPLE LESSONS
visit eps.schoolspecialty.com/ww4th

Practice Activities

A wide variety of activities provide multiple exposures and critical practice for a deep understanding of vocabulary words.

Understanding Word Relationships
Student Book 10

6B Understanding Word Relationships
Circle the letter next to each correct answer. There may be more than one correct answer.

- Which word or words are related to *worldly*?
(a) profane
(b) baleful
(c) acrimonious
(d) temporal
- Which word or words are related to *religion*?
(a) heresy
(b) dogma
(c) proselytize
(d) euphemism
- Which word or words are related to *superfluous*?
(a) profane
(b) expendable
(c) exacerbate
(d) expedite
- Which word or words are related to *language*?
(a) contemporary
(b) infirmity
(c) enclave
(d) euphemism
- Which word or words are related to *size*?
(a) colossal
(b) infirm
(c) diminutive
(d) expendable
- Which word or words are related to *improve*?
(a) berate
(b) augment
(c) enhance
(d) ameliorate
- Which word or words are related to *harmful*?
(a) indigenous
(b) humid
(c) dire
(d) baleful

Word Bank:
ameliorate, baleful, berate, circumvent, compunction, condone, diminutive, euphemism, expendable, heresy, infirmity, profane, recompense, repast, servitude

60 Lesson 6

Determining Precise Meanings
Student Book 10

6A Determining Precise Meaning
Choose the most accurate paraphrase for each sentence.

- The exchange student enjoyed the **repast** with her host family.
(a) The exchange student enjoyed the **discussion** with her host family.
(b) The exchange student enjoyed the **meal** with her host family.
- The candidate's **baleful** speeches lost her the election.
(a) The candidate's **hate-filled** speeches lost her the election.
(b) The candidate's **self-pitying** speeches lost her the election.
- The author describes what ten years of **servitude** felt like.
(a) The author describes what ten years of **prison** felt like.
(b) The author describes what ten years of **public service** felt like.
- The quarterback **circumvented** the opposing team's attempt to steal the ball.
(a) The quarterback **organized** the opposing team's attempt to steal the ball.
(b) The quarterback **thwarted** the opposing team's attempt to steal the ball.
- He volunteered to do the job without **recompense**.
(a) He volunteered to do the job without **being asked**.
(b) He volunteered to do the job without **being paid**.
- Those who were **infirm** were evacuated first.
(a) Those who were **sick** were evacuated first.
(b) Those who were **poor** were evacuated first.
- The new measures will **ameliorate** the danger of an epidemic.
(a) The new measures will **increase** the danger of an epidemic.
(b) The new measures will **decrease** the danger of an epidemic.
- We asked the mayor if she **condoned** the governor's action.
(a) We asked the mayor if she **supported** the governor's action.
(b) We asked the mayor if she **opposed** the governor's action.
- The emperor had no **compunction** about sending the peasants away.
(a) The emperor had no **feelings of uneasiness** about sending the peasants away.
(b) The emperor had no **feelings of anger** about sending the peasants away.
- The man **berated** his son for driving dangerously below the speed limit.
(a) The man **praised** his son for driving dangerously below the speed limit.
(b) The man **scolded** his son for driving dangerously below the speed limit.
- A **diminutive** figure appeared on the movie screen.
(a) A **threatening** figure appeared on the movie screen.
(b) A **tiny** figure appeared on the movie screen.

58 Lesson 6

Students read a sentence in which a vocabulary word is used correctly, and then they read two paraphrases of that sentence and select the one that conveys the same contextual meaning.

This activity deeply embeds vocabulary words in students' memory by requiring them to relate new words with words they already know.

Application Activities

Each vocabulary extension word is illustrated to make its meaning more accessible to all students

Students engage in meaningful discussions with peers

Students have the space to take notes or draw their own visual representations of words

Vocabulary Extension
Student Book 10

6 Vocabulary Extension

circumvent
verb To avoid in a clever or dishonest way.
Yasmin wasn't in the mood to wait, so she circumvented the line by skipping to the front.

Word Parts
The Latin prefix *circum-* means "around."
Another example of a word with this prefix is *circumference*.
What other words do you know that have the prefix *circum-*?

Discussion & Writing Prompt
Some people try to circumvent the rules so they can obtain something more easily. Do you think this is fair? Explain.

2 min. 1. Turn and talk to your partner or group.
Use this space to take notes or draw your ideas.

3 min. 2. Write 3-5 sentences.
Be ready to share what you have written.

66 Lesson 6

Students complete a brief writing activity

Guidance for Differentiating Instruction

Each vocabulary extension activity comes with a page of suggestions to guide you in differentiation so that every student can benefit.

LESSON 6: circumvent

Differentiation Options for the Vocabulary Extension
The following suggestions are provided to help you differentiate instruction to student groups.

Support Strategies

- Once students are in groups or pairs, ask them to use their own words to tell you what they think **circumvent** means.
- Read the Word Parts section on the Vocabulary Extension page. Challenge students to come up with other examples of words with the prefix *circum-* and define them. Suggested words: *circumnavigate*, *circumscribe*, and *circumstance*.
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starter in the writing space. Then have them complete the sentence in their own words.
 - If someone tries to circumvent the rules, I feel that _____.
 - (Sample response: *this is unfair*)

EL Strategies
Use any of the activities from Support Strategies or those below to help English learners understand and practice the new vocabulary word.

- Use gestures to demonstrate **circumvent**. For example, walk "through" a group of students and then walk "around" the group to demonstrate **circumvent**.
- Review the contextual sentence under the definition on the Vocabulary Extension page. Then have students look at the image of a woman who has **circumvented** a line on the Vocabulary Extension page. Ask students to use available language (single words, phrases, or simple sentences) to describe the image. Once students are in groups or pairs, have them use their own words to define **circumvent** to a partner.
- Write **circumvent** on the board and underline the letters *circ*. Ask students in what other common, familiar word they see these letters. (*circle*) Connect the meaning of *circle* ("a round shape") with the meaning of **circumvent** ("to go around").
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starter in the writing space. Then have them complete the sentence in their own words.
 - It is (fair/unfair) if someone tries to circumvent the rules. (Sample response: *unfair*)

Enrichment Strategies
Have students write a short narrative, real or imaginary, about a time when a person tried to **circumvent** the rules.

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Vocabulary in Context

Students read an original passage that incorporates all of the vocabulary words from the lesson.

The reading passage is offered at two levels: on grade level and below grade level, written at a lower Lexile® measure.

The passage included in the Student Book is intended for on-level students who do not require reading support. A secondary passage is available in the Teacher's Resource Book as a differentiation resource for students who require support.

On-level passage
Student Book 10

Secondary passage
Teacher's Resource Book 10

5E Vocabulary in Context
Read the passage.

A Vanishing Species

In a gesture intended to improve its strained and often acrimonious relationship with the United States, the Chinese government presented a pair of giant pandas to President Nixon in 1972. Not only did the gift engender warmer diplomatic relations between the two countries, but Ling-Ling and Hsing-Hsing became instant celebrities. They triggered America's infatuation with giant pandas.

Resembling enormous, cuddly black-and-white teddy bears with round, flat faces and large eye patches, giant pandas have become quite popular. Every city with a large zoo wants them because of the crowds they draw. In 1988, for example, the Toledo Zoo paid China several hundred thousand dollars to rent a pair of pandas for five months. The public's desire for zoo tickets and panda-related products seemed insatiable. The zoo took in over three million dollars, and the city estimated that tourists drawn to the attraction brought in over sixty million dollars.

Zoos rent giant pandas, most often from China, but also from other American

In a gesture intended to improve its strained and often acrimonious relationship with the United States, the Chinese government presented a pair of giant pandas to President Nixon in 1972. Not only did the gift engender warmer diplomatic relations between the two countries, but Ling-Ling and Hsing-Hsing became instant celebrities. They triggered America's infatuation with giant pandas.

5E Vocabulary in Context
Read the passage.

A Vanishing Species

Hoping to improve an acrimonious relationship with the United States, China presented two giant pandas to President Nixon in 1972. The gift engendered warmer relations between the countries. Ling-Ling and Hsing-Hsing became celebrities, triggering America's infatuation with giant pandas.

Resembling black-and-white teddy bears with round, flat faces and large eye patches, giant pandas are popular. Zoos want them because of the crowds they draw. In 1988, the Toledo Zoo paid China several hundred thousand dollars to rent pandas for five months. The public's desire for zoo tickets and panda-related products seemed insatiable. The zoo took in three million dollars, and tourists to the attraction brought in sixty million dollars.

Zoos rent giant pandas, from China and other American zoos, because the panda

Hoping to improve an acrimonious relationship with the United States, China presented two giant pandas to President Nixon in 1972. The gift engendered warmer relations between the countries. Ling-Ling and Hsing-Hsing became celebrities, triggering America's infatuation with giant pandas.

At the end of the 20th century, Julia Verne was one of the most widely read novelists in the world. Born in France in 1828, he was a **villainous** orator whose fiction described so many modern inventions and occurrences years before they became reality that the **annals** of history record him as the father of science fiction.

His father was a prosperous lawyer and wanted Verne to follow in his footsteps. Verne went to Paris to study law, but he really only wanted to write. His father stopped his allowance when he learned that his son was writing more than studying. Verne spent more and more time in libraries, where it was warm, but also where he could be surrounded by books. He spent his days studying the journals of modern science.

In 1862 he met the publisher Pierre Jules Hetzel, who the next year published Verne's *Five Weeks in a Balloon*. It was a bestseller and made its author very rich. He made an agreement with his publisher to write two books per year for the rest of his life for the salary of over the next forty years.

Although he spent most of his life in awe of the possibilities of science, toward the end of his life Verne realized modern technology could be dangerous if people used it carelessly. In 1880 he wrote *The City of the Future* in which he predicted a **cautionary** tale about New York in the future when the press is powerful.

Over his career, Verne completed a **plethora** of publications, including some sixty-five novels, twenty short stories and essays, thirty plays, some geographical works, and opera librettos as well. At the time of his death in 1905, he was about a dozen books ahead of his contract. He was a **humble** man not only among his fellow writers, but also to those who would make his fantasies into realities.

Answer each of the following questions with a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. Explain why the story of Tokoyo and the evil sea god has a happy ending.
2. Was Tokoyo an orphan? Explain your answer.
3. What does "misfortune struck" mean as it is used in the passage?
4. Why did the emperor need doctors?
5. How does the passage make clear that Tokoyo's friends were kind to her?
6. Where did the evil sea god live?
7. Explain why Tokoyo's fight with the sea god was a deliberate act.
8. Why didn't Tokoyo's father write to her?
9. Why was Tokoyo's father living on the island of Oki?

- all
- banish
- communicate
- console
- cover
- deliberate
- depth
- desire
- livelihood
- misfortune
- orphan
- precipice
- regain
- stay
- symptom

At the end of the 20th century, Julia Verne was one of the most widely read novelists in the world. Born in France in 1828, he was a **villainous** orator whose fiction described so many modern inventions and occurrences years before they became reality that the **annals** of history record him as the father of science fiction.

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Over his career, Verne completed a **plethora** of publications, including some sixty-five novels, twenty short stories and essays, thirty plays, some geographical works, and opera librettos as well. At the time of his death in 1905, he was about a dozen books ahead of his contract. He was a **humble** man not only among his fellow writers, but also to those who would make his fantasies into realities.

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1-10 Midterm Test 1

Read the passage. Choose the best answer for each sentence or question about a bold word. Then fill in the circle next to your answer.

Science Fiction or Science Future?

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Although he spent most of his life in awe of the possibilities of science, toward the end of his life Verne realized modern technology could be dangerous if people used it carelessly. In 1880 he wrote *The City of the Future* in which he predicted a **cautionary** tale about New York in the future when the press is powerful.

Over his career, Verne completed a **plethora** of publications, including some sixty-five novels, twenty short stories and essays, thirty plays, some geographical works, and opera librettos as well. At the time of his death in 1905, he was about a dozen books ahead of his contract. He was a **humble** man not only among his fellow writers, but also to those who would make his fantasies into realities.

1. As used in paragraph three, **reputable** most closely means
 range
 collection
 duration
 variety

2. Like Julia Verne, a person whose work is **villainous** is
 intelligent
 futuristic
 historical
 amusing

3. As used in paragraph three, which of the following is a SYNONYM for **villainous**?
 astonishing
 confusing
 unusual
 authentic

4. Which of the following are most likely to be described as **annals**?
 yearbooks
 letters
 libraries
 registers

5. A **plethora**, as used in paragraph eight, is most likely to refer to
 a fee
 a group of ten
 one
 dozens

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Cumulative Test

Assessing Word Knowledge

Lesson, Cumulative, and Final Tests

Lesson Tests are designed to assess students' comprehensive understanding of every vocabulary word, including every word form and meaning listed in the word list.

The Lesson, Cumulative, and Final Tests present words from the lessons in original passages and include questions that refer to the specific meanings of these words in context.

The Lesson Tests in books 9-12 include updated standardized test preview/practice items that place vocabulary words in context and ask students to determine meaning based on that context.

1 Test

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

1. Ella took care to sand the wood until no **asperity** remained.
 calm
 smoothness
 roughness
 hardness
2. The military features a **hierarchy** with a clearly defined chain of command.
 dictatorship
 anarchy
 reward
 order
3. Donna collected travel brochures that **imbued** her with curiosity about distant places and people.
 filled
 attacked
 teased
 distracted
4. Alec wanted all the **hires** on his expedition to know the **rudiments** of first aid.
 jobs
 history
 basics
 details
5. The thief **undecided** the investigation with a flood of irrelevant tips to the hotline.
 predicted
 harmed
 asked
 disrupted

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1-20 Final Test 1

Read the passage. Choose the best answer for each sentence or question about a bold word. Then fill in the circle next to your answer.

Old Sayings and Expressions, Part 1

English and other languages are filled with old sayings, expressions, and odd ways of putting words together. The meanings of some sayings are easy to figure out. For example: It is better to be safe than sorry. This means that people should be cautious when making decisions to **ensure** they are not too risky if people are not careful, they may regret it later.

The meanings of other sayings are **less apparent**. For example: It's a small world. We all know that the world is **big** people use this saying to **remark** on a fact that someone's husband is his or her cousin. Many old sayings and expressions more than you can **count**; for example, I do more than you are **capable** of doing **gilded** talk. This means that you can't be so sure of your own abilities. For some reason, eggs are a popular good-luck charm. This is a good, old one: **Don't depend on** your problems. You might have heard some **soot** after telling an embarrassing story someone feels **humiliated**. Imagine trying to tread on eggs. It will help you understand another egg saying: Aunt Roberta, I'm always **walk** could make her **furious**. As you might mean "being very careful not to upset

1. Read these words from the passage. ...people should be cautious when making decisions to **ensure** they are not too risky. To **ensure** that a decision is not too risky means to
 hope that the decision is not risky.
 worry about how careless the decision is.
 make sure that the decision is a safe choice.
 apologize for making a risky decision.

2. Read this sentence from the passage. The meanings of other sayings are **less apparent**. In this sentence, **apparent** means
 interesting.
 amusing.
 clear.
 complicated.

3. Read this sentence from the passage. We all know that the world is **big**, so why would we call it small? This sentence means that the world is very
 large.
 beautiful.
 unpredictable.
 fascinating.

4. Read this sentence from the passage. In fact, people use this saying to **remark** on amazing coincidences. In this sentence, **remark** or "means
 comment on.
 brag about.
 complain about.
 ask about.

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Final Test

Comprehension Questions

Students who use the secondary passage are able to answer the same open-response questions as peers.

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