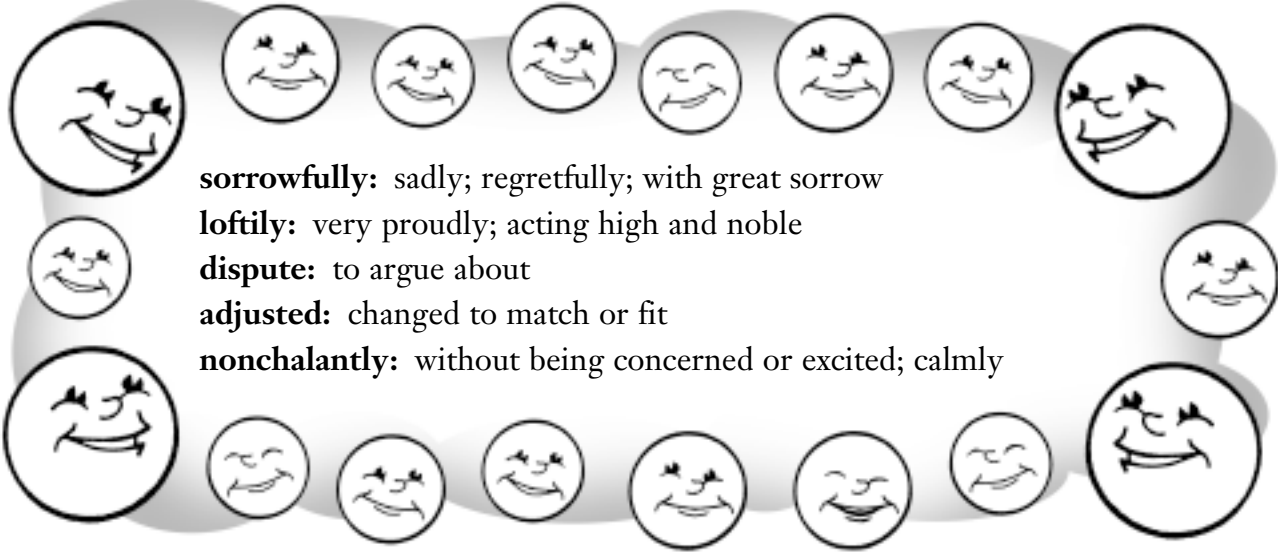


► Read each boldfaced Vocabulary Word and its definition. Then write the Vocabulary Word that best completes each sentence.



1. Tasha looked up _____ from the video game.
2. “We can’t play this anymore,” she said. “Something needs to be _____.”
3. Her friend Molly was not worried. “I can fix it,” said Molly _____.
4. Tasha did not want to argue with Molly. She did not _____ what Molly said.
5. Molly was very proud of herself. “It just needs batteries,” she said _____.

► Write the three Vocabulary Words that end in *-ly*.

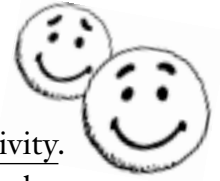
6. _____
7. _____
8. _____

TO THE TEACHER: Check students’ understanding of the Vocabulary Words by asking the following questions:

1. If you speak **loftily**, why might people dislike you?
2. When might it be important to **dispute** what someone says?
3. If you look **sorrowfully**, are you angry or sad?
4. How do you **adjust** a television to make the picture clearer?

- Read the paragraph. Then circle the letter of the best answer to each question. The underlined sentences in the paragraph will help you draw conclusions.

There are only a few one-room schoolhouses left, but they hold a special place in Americans' imaginations. Often, these tiny schools hummed with activity. Many students of various ages worked at the levels that suited them. Older students helped teach younger students. The teacher handled all discipline. Of course, one-room schoolhouses were not perfect. Sometimes the teacher had no special training. Sometimes older students slept through class. Many dreamed of the day they would graduate.



- 1 Which conclusion about one-room schoolhouses is most reasonable?
- A One-room schoolhouses are perfect places to learn.
- B One-room schoolhouses damage students.
- C One-room schoolhouses have many good features.
- D We should build more one-room schoolhouses.
- 2 Which fact or detail best supports that conclusion?
- F Students worked at the levels that suited them.
- G Some students slept through class.
- H Teachers' training varied a lot.
- J Only a few one-room schoolhouses remain today.
- 3 Which conclusion is NOT justified by the information in the paragraph?
- A Americans have sentimental feelings about one-room schoolhouses.
- B Teachers at one-room schools had to deal with many different types of students.
- C Everyone who attended a one-room schoolhouse graduated.
- D One-room schoolhouses are mostly a thing of the past.

 **Tip**

Since the author writes both good and bad things about one-room schoolhouses, conclusions A and B must be incorrect. Look at the two remaining conclusions, and choose the one that matches the information in the paragraph.

 **Tip**

Think about the answer you chose for question 1. Then circle the answer here that mentions a good feature of one-room schoolhouses.

 **Tip**

Read each statement carefully, and look for evidence in the paragraph to support it. Choose the answer that is NOT supported by the evidence.

TO THE TEACHER: Before reading this passage, write the following idioms on the board: *hold a place* and *hummed with activity*. Remind students that idioms are not meant to be read word for word. They are special ways of saying things. Briefly explain the meanings of these idioms to students. Then, after reading the passage with them, invite volunteers to use the idioms in sentences of their own. Ask students if they know any other idioms that they would like to share. Have them explain and use each idiom.