

RAMP-UP TO ADVANCED LITERACY

Weekly Vocabulary Assessments

UNIT ONE: DILEMMAS OF YOUTH



AMERICA'S CHOICE
RAMP-UP TO LITERACY™

Name _____

Date _____

Vocabulary Assessment

Week One: Lessons 1–5

Select the best answer for each question from the choices provided.

1. To be *indifferent* is to be:
 - a. uninterested
 - b. angry
 - c. worried
2. An *unobstructed* view is:
 - a. blocked
 - b. clear
 - c. clouded
3. If something is *apparent*, it is:
 - a. obvious
 - b. at a distance
 - c. invisible
4. To *presume* that something is true is to:
 - a. know for certain it is true
 - b. believe it is true
 - c. doubt that it is true
5. To act *instinctively* is to act:
 - a. after careful thought and planning
 - b. too hastily
 - c. on impulse
6. The crime of *manslaughter* is:
 - a. the same as murder
 - b. unintentionally killing someone
 - c. killing in self-defense
7. To *acknowledge* is to:
 - a. know
 - b. admit
 - c. agree
8. Someone who is *reluctant* to do something is:
 - a. unwilling
 - b. eager
 - c. indifferent
9. An *awkward* person is:
 - a. graceful
 - b. unintelligent
 - c. clumsy
10. A *dilemma* is:
 - a. a difficult choice
 - b. a mystery
 - c. a solution

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Vocabulary Assessment

Week Two: Lessons 6–10

The italicized words in each sentence are your target words. Your answers do not need to be long, but you need to show that you know the meaning of each word. Follow the instructions each sentence provides.

Example: If you are surrounded by *chaos*, what is happening?

Answer: I am in a confusing, disorderly, or unruly situation.

1. What might you *instinctively* do if someone snuck up behind you and yelled, “Boo!”

2. Why might your parents be *reluctant* to buy you a car?

3. What would be an *unusual* thing for your teacher to do?

4. A policeman investigating a crime scene notices someone acting *suspiciously*. What kinds of actions would seem suspicious?

5. Write a common *cliché*.

Vocabulary Assessment

Week Two: Lessons 6–10 (continued)

6. The coach said that the loss of the game was *unbearable*. What does *unbearable* mean in this sentence?

7. Your mom says that your room is *relatively* clean. How clean is it?

8. Name a *specific* kind of automobile.

9. What would be a *simplistic* cure for a cold?

10. Although Sara has a crush on James, he is *indifferent* to her. How does James show that he is indifferent?

Name _____

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Vocabulary Assessment

Week Three: Lessons 11–15

Circle the best definition of each target word.

1. inhale
 - a. breathe in
 - b. sigh
2. hyperventilating
 - a. breathing calmly and evenly while working out
 - b. breathing that is very fast and deep, and leads to abnormal loss of carbon dioxide from the blood
3. narrate
 - a. to tell a story
 - b. to bother someone
4. aligned
 - a. in a row
 - b. not in a row
5. impose
 - a. to force somebody to accept or put up with
 - b. to do someone a favor
6. chaotic
 - a. unruly
 - b. unfortunate
7. thoroughly
 - a. thoughtfully
 - b. completely
8. deceit
 - a. dishonesty
 - b. disapproval
9. intrude
 - a. go where you are unexpected
 - b. go where you are unwanted
10. inconspicuous
 - a. unknowing
 - b. unnoticed

Name _____

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Vocabulary Assessment

Week Four: Lessons 16–20

Select the best target word to complete each sentence:

abrupt	credible	hypocrite	narrate	preoccupied
complicated	furtive	impose	persist	remorse

1. The suspect was arrested because his alibi was not _____.
2. Her _____ change of lanes caused her bicycle to veer into the path of a truck.
3. The teacher seemed _____ and was not paying attention to the students.
4. It is Maria's turn to _____ a story.
5. David's _____ behavior made us think he was hiding something from us.
6. You must _____ with your exercise plan if you are going to get stronger.
7. She wished the homework problems were simplistic, but instead they were _____.
8. Because Jung showed _____ for her mistake, she was forgiven.
9. He continued to _____ on his friends by asking to borrow money.
10. A _____ will say that you should always obey the law, but then drives 10 miles an hour over the speed limit.

Name _____

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Vocabulary Assessment

Week Five: Lessons 21–25

Match the target words with their correct definitions by writing the best target word in the “Match” column after each definition.

Target Words

impersonal, conscious, perspective, circumstance, tragedy, criterion, synthesis, deception, intuitively, abrupt

Definitions

Match

- | | |
|--|-------|
| 1. untruth | _____ |
| 2. to be aware | _____ |
| 3. an extremely sad event | _____ |
| 4. combining different ideas into an order | _____ |
| 5. a standard for judging things by | _____ |
| 6. sudden | _____ |
| 7. the condition of a situation | _____ |
| 8. to do something without thinking | _____ |
| 9. a point of view | _____ |
| 10. not friendly | _____ |

Name _____

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Vocabulary Assessment

Week Six: Lessons 26–30

Circle the word that is most like the definition of each target word.

1. *beckon*: dismiss, reject, summon
2. *provoke*: annoy, respond, provide
3. *malice*: love, hatred, suspicion
4. *impersonal*: distant, kind, distrust
5. *greed*: kindness, selfish desire, compassion
6. *detach*: fasten, connect, separate
7. *alibi*: explanation, idea, memory
8. *premeditate*: know, regret, plan
9. *perspective*: opinion, observation, action
10. *criteria*: standards, deviation, viewpoint

Name _____

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Vocabulary Assessment

Week Seven: Lessons 31–35

Demonstrate that you know the meaning of your target words by completing the following sentences. Your answers may be short.

Example: If I have a *dilemma*, I...

Answer: have a difficult decision to make.

1. If you show *awe*, you...
2. If you are given *provocation*, you...
3. If someone is *nonchalant*, he or she is...
4. If someone is *irate*, he or she is...
5. If you do a *parody* of a person or event, you...
6. If my excuse is *plausible*, it...
7. If you are *deliberate*, you...
8. If you have an *alibi*, you...

Vocabulary Assessment

Week Eight: Lessons 36–40 (continued)

6. What would indicate that a person is *naïve*?

7. What is the opposite of *malicious* behavior?

8. If a menu offered a *spectrum* of desserts, what are some of the things you might find on it?

9. Tell about something that you are *persistent* about at school.

10. If you are trying to convince your teacher to not give a vocabulary test, what would be a good *claim*?

Name _____

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Vocabulary Assessment

Week Nine: Lessons 41–45

Circle the word that has the *opposite* meaning of the target word.

1. *conspicuous*: open, strange, hidden
2. *eulogy*: a talk show, condemnation, an investigation
3. *significance*: brilliance, meaning, without value
4. *tone*: sound, light, silence
5. *mood*: temper, event, thought
6. *appropriate*: incorrect, unsure, irate
7. *converge*: seek, separate, find
8. *obscure*: famous, hidden, out of date
9. *invincible*: weak, incorrect, obvious
10. *remorse*: sorrow, surprise, pride

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Vocabulary Assessment

Week Ten: Lessons 46–50

Demonstrate that you know the meaning of your target words by completing the following sentences. Your answers may be short, but make sure they have enough detail.

Example: If I give a *demonstration* of a new computer game, I...

Answer: show people how to play it.

1. If something is *indelible*, it is...
2. If an object is *significant*, it is...
3. If you take *electives* in school, you take...
4. If you are *bewildered* about something, you are...
5. If a person is *demoted* at her job, she...
6. If a gift is *extravagant*, it is...
7. If you write a *memoir*, you write about...
8. If you do *research* for a report, you...
9. If a test is *imminent*, it is....
10. If a book is *obscure*, it is....