

VOCABULARY

FROM

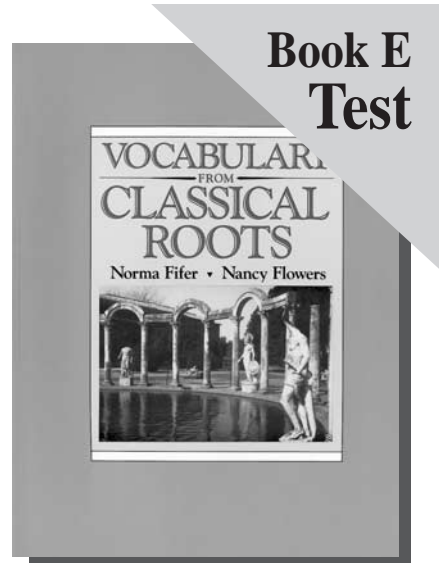
CLASSICAL ROOTS

Book E Test

Recommended for grades 10–11

Vocabulary from Classical Roots Tests for Book E are designed to assess each lesson in Book E. These tests include question types commonly found on standardized tests and cover every key word in every lesson. Questions include multiple choice sentence completions (choosing the correct word for the context), analogies, and sentence completions using a word bank.

This sample test for *Vocabulary from Classical Roots* Book E covers words from **Lessons 3 and 4**. Student progress would be assessed after completing both lessons. Review this sample test for format and content of the *Vocabulary from Classical Roots* Tests.



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Recommended Companion Material

See our *Companion Material* recommendations on page 5 for great materials that complement *Vocabulary from Classical Roots*.



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Test: Lessons 3 and 4

I. Multiple Choice

Draw a circle around the word in parentheses that most appropriately completes each quotation.

1. In 1953, Clare Boothe Luce was chosen to serve as the first American woman ambassador, in part because of her (demographic/ egregious/ pandemic/ politic) demeanor.
2. The parasite hookworm used to be (archaic/ endemic/ gregarious/ oligarchic) in the southern United States but now remains so only in tropical countries, where it defies eradication.
3. The Disney corporation built theme parks in California and Florida because the weather in those places is (conducive/ inducible/ pandemic/ puissant) to year-round outdoor entertainment.
4. The worst (archive/ endemic/ iconoclast/ pandemic) of the twentieth century was the influenza epidemic of 1918, when 20 million people around the globe died of the disease.
5. Ruling in the name of King Ferdinand of Spain, Francisco de Bobadilla replaced Christopher Columbus as (anarchist/ exegesis/ hegemony/ viceroy) of the new Spanish colonies.
6. In the fourth century Theodore of Mopsuestia wrote a/an (archipelago/ exegesis/ icon/ polity) of the Bible in which he argued for a literal understanding of the text.
7. In 1798 Thomas Robert Malthus, the first (demagogue/ demographer/ potentate/ regent), argued that poverty was unavoidable because population increases faster than food can be produced to satisfy the need.
8. Benito Mussolini, a/an (annunciator/ demagogue/ puissant/ traducer) who ruled Italy during World War II, enthralled the mobs with exhortations such as "Believe! Obey! Fight!"
9. In 1906 archaeologists found the royal (archetype/ archive/ hegemony/ regalia) of the Hittites, which contained information about political structure, law, religion, and literature.
10. As an advocate of Western customs, fashions, and even the writing of Japanese in the Latin alphabet, Mori Arinori was the most (demographic/ exegetic/ iconoclastic/ oligarchic) proponent of change in late nineteenth-century Japan.
11. The story of the Buddha begins with his (annunciation/ inducement/ regency/ renunciation) of the physical world, when he leaves "his home, his wealth, his power, his wife, and his only child to become a penniless wanderer." (Thomas William Rhys-Davids, *The Foundation of Buddhism*)
12. In a dictatorial (demography/ inducement/ polity/ redoubt), those in power try to monopolize all forms of propaganda, and often stop at nothing to crush any kind of opposition.

II. Find the Meaning

Complete the sentence by writing the meaning of the boldfaced, underlined root in the blank.

1. A **dem**ocrat believes that power belongs to the _____.
2. An **icon**ologist studies the meaning of _____s.
3. The megal**opolis**, a complex of several large, conjoined _____s, is a phenomenon of the twentieth century.
4. At the end of one of England's civil wars, Oliver Cromwell and the Parliament participated in **regicide**, having ordered the execution of Charles I, the _____, in 1649.

III. Analogies

Circle the letter of the best answer.

- | | |
|----------------------------|--------------------------------|
| 1. archetype : ideal :: | 2. <i>rex</i> : viceroy :: |
| a. redoubt : armor | a. <i>polis</i> : pole |
| b. regalia : coronation | b. <i>arkhos</i> : archetype |
| c. demagogue : movie star | c. <i>demos</i> : redeemer |
| d. exegesis : dictionary | d. <i>eikon</i> : economy |
| e. icon : idol | e. <i>grex</i> : Greek |
| 3. oligarchy : monarchy :: | 4. aggregation : collection :: |
| a. gregarious : egregious | a. polity : civility |
| b. potentate : puissant | b. archipelago : peninsula |
| c. parliament : king | c. demographer : leader |
| d. regency : hegemony | d. regalia : royalty |
| e. continent : archipelago | e. hegemony : dominance |

IV. Sentence Completions

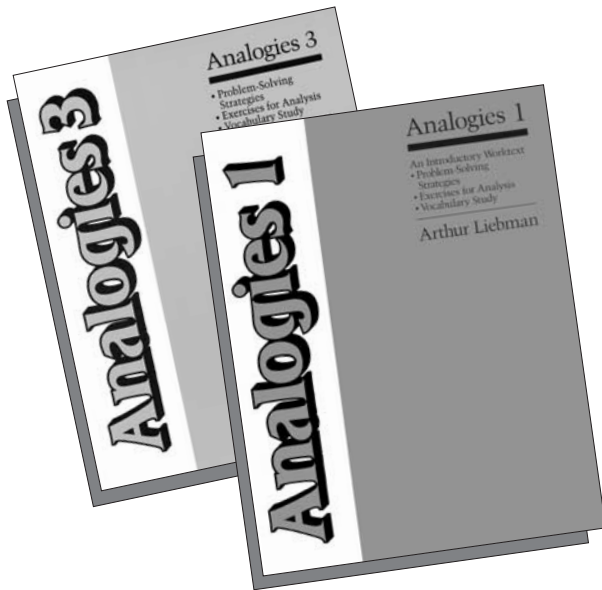
In the space provided, write the letter of the word that best completes the sentence. Do not use any word more than once.

- | | | |
|------------|--------------|-------------|
| A. anarchy | D. induce | F. puissant |
| B. archaic | E. oligarchy | G. traduce |
| C. endemic | | |

1. "Clayton interrupted him. 'Stop!' he cried. 'Stop! What manner of cur are you that you _____ the character of a good woman whom we believe dead!'" —Edgar Rice Burroughs, *The Return of Tarzan*
2. "I cried in a loud voice, 'Long live the most _____ Emperor of Lilliput!' This great Prince received me at my landing with all possible encomiums, and created me a Nardac upon the spot, which is the highest title of honour among them." —Jonathan Swift, *Gulliver's Travels*
3. "Some folks have prejudices against parrots. Silly, ain't it? I like them myself. Ginger's a lot of company to me. Nothing would _____ me to give that bird up . . . nothing in the world, miss." —Lucy Maud Montgomery, *Anne of Avonlea*
4. "Sun Tzu's treatise was already in existence towards the end of the 5th century B.C. Further proof of Sun Tzu's antiquity is furnished by the _____ or wholly obsolete meanings attaching to a number of the words he uses." —Lionel Giles, Introduction to *The Art of War*, by Sun Tzu
5. "What evils are not wrought by _____ !
She ruins States, and overthrows the home,
She dissipates and routs the embattled host;
While discipline preserves the ordered ranks."
—Sophocles, *Antigone*

Recommended Companion Material

EPS offers a wide range of products and programs that complement the vocabulary skills in *Vocabulary from Classical Roots*. We recommend the following series to enhance vocabulary development and strategies.



Analogies 1, 2, and 3

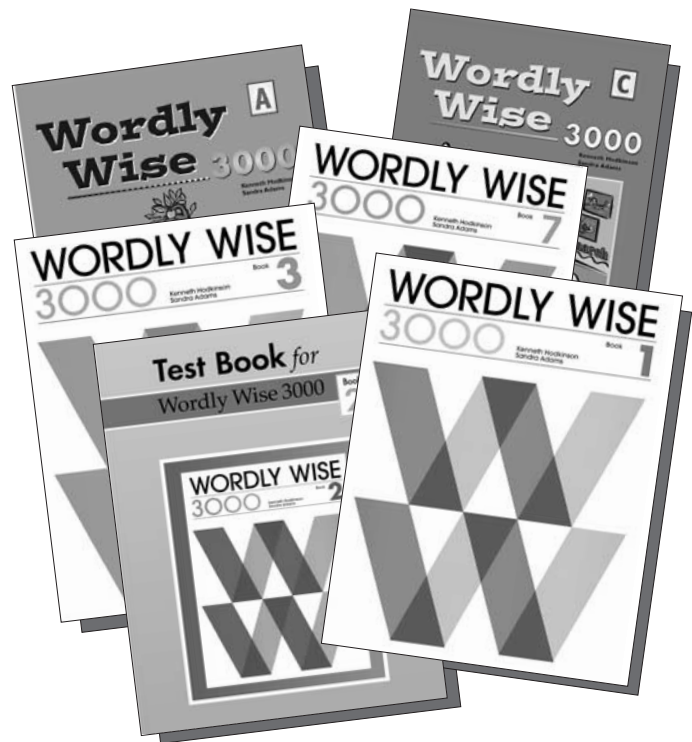
Recommended for grades 7–12

Studying analogies helps students to sharpen reasoning ability, develop critical thinking, understand relationships between words and ideas, learn new vocabulary, and prepare for the SATs and other standardized tests. Each of the three books in this useful series consists of three parts written in a clear, conversational style with few technical terms. Use *Analogies 1, 2, and 3* to increase your students' critical thinking and vocabulary skills.

Wordly Wise 3000

Recommended for grades 2–12

Wordly Wise 3000, an EPS bestseller, develops vocabulary and comprehension skills for students in early elementary through high school. Each lesson features a word list, exercises that reinforce key vocabulary concepts, and a nonfiction narrative that uses all the words from the list to build reading comprehension skills by identifying and applying words in context. The series also includes blackline master test booklets in state standards-compliant formats.



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