Student Team Literature
Standardized Reading Practice Test

The Giver

Reading Vocabulary

DIRECTIONS
Choose the word that means the same, or about the same, as the underlined word. Circle the letter for the answer you have chosen.

SAMPLE A
Distraught means

A intrigued.
B distracted.
C upset.
D bewildered.

1. An infraction of a rule is
   A questioning it.
   B discarding it.
   C breaking it.
   D obeying it.

2. Prestige means the same as
   F honor.
   G disgrace.
   H anguish.
   J pleasure.

3. Something done meticulously is done
   A very warily.
   B reluctantly.
   C haphazardly.
   D very carefully.

4. Exuberant means
   F rigid.
   G audible.
   H joyful.
   J ironic.

5. Aptitude is
   A a phenomenon.
   B an attitude.
   C a talent.
   D a test.

6. Something that is conspicuous is very
   F unnoticeable.
   G noticeable.
   H insignificant.
   J significant.

7. Commerce is
   A agriculture.
   B trade.
   C education.
   D justice.

8. Fretful means
   F fussy.
   G asleep.
   H placid.
   J fragile.

9. Permeated means the same as
   A moved the air.
   B was very subtle.
   C filled the air.
   D was palpable.

10. Subtle means the same as
    F not obvious.
    G irrational.
    H sensible.
    J noticeable.
DIRECTIONS
Read the sentence in the box, then choose the answer in which the underlined word is used in the same way. Circle the letter for the answer you have chosen.

SAMPLE B
“...[Andrei] spent all the recreation time he could with his construction set, and his volunteer hours were always on building sites.”

In which sentence does the word set mean the same thing as in the sentence above?
A Cindy stepped in the concrete before it was set, so her footprint would remain forever.
B Tim loves to play with his set of blocks.
C One of my easiest chores is to set the table for supper every night.
D Julie is on the committee to build the set for our school play.

12. “He wanted to disappear, to fade away, not to exist. He didn’t dare to turn and find his parents in the crowd. He couldn’t bear to see their faces darkened with shame.”

In which sentence does the word bear mean the same thing as in the sentence above?
F Mathilda would bear seven children and see them all grow to adulthood.
G The campers hung their food in a tree so no bear could reach it.
H Colin loves praise, but he cannot bear criticism without becoming angry.
J Do not bear down on the gas pedal too hard or the police will stop you for speeding.

13. “Now it was the moment when he would have to confess, to say, ‘No, I don’t. I can’t,’ and throw himself on their mercy, ask their forgiveness, to explain that he had been wrongly chosen, that he was not the right one at all.”

In which sentence does the word right mean the same thing as in the sentence above?
A Raise a hand if you know the right answer.
B When you come to the intersection of Oak and Maple Streets, turn right.
C The police told the suspect that he had the right to remain silent.
D Mother warned Steven to come right home after school to do his chores.

14. “But when I entered my training for Law and Justice, I found myself with people who shared my interests. I made friends on a new level, friends of all ages.”

In which sentence does the word level mean the same thing as in the sentence above?
F The muffin recipe calls for one level tablespoon of baking powder.
G Russell runs two miles every day to raise his level of fitness.
H The people in the bank watched the robber level his gun at the teller and demand money.
J The builders searched for a level site on which to construct the new playing field.
DIRECTIONS
As you read each sentence, use the other words in the sentence to help you figure out what the underlined word means. Circle the letter for the answer you have chosen.

SAMPLE C
“One by one, they comforted her. Soon she smiled, thanked them, and murmured that she felt soothed.” Soothed means–
A glum.
B fretful.
C calmed.
D mystified.

15. “The freedom to choose where to spend those hours had always seemed a wonderful luxury to Jonas; other hours of the day were so carefully regulated.” Regulated means–
A controlled.
B exempted.
C chastised.
D diminished.

16. “The bicycle, at Nine, would be the powerful emblem of moving gradually out into the community, away from the protective family unit.” Emblem means –
F ritual.
G sign.
H scene.
J right.

17. “Snow made growing food difficult, limited the agricultural periods. And unpredictable weather made transportation almost impossible at times. It wasn’t a practical thing, so it became obsolete when we went to Sameness.” Obsolete means –
A ominous.
B obscured.
C out of date.
D overwhelming.

18. “There were tufts of sparse grass, a few bushes and rocks, and nearby he could see an area of thicker vegetation; broad, low trees outlined against the sky.” Vegetation means –
F phenomenon.
G animal life.
H displays.
J plant life.

19. “Jonas felt a ripping sensation inside himself, the feeling of terrible pain clawing its way forward to emerge in a cry.” Emerge means –
A descend.
B sink.
C come out.
D distend.

20. “But the moment passed and was followed by an urge, a need, a passionate yearning to share the warmth with the one person left for him to love.” Yearning means –
F longing.
G imploring.
H unnerving.
J gravitating.
Reading Comprehension

DIRECTIONS
Read each passage, then read each question about the passage. Decide which is the best answer to the question. Circle the letter for the answer you have chosen.

SAMPLE
Chapter 1
Jonas was careful about language. Not like his friend, Asher, who talked too fast and mixed things up, scrambling words and phrases until they were barely recognizable and often very funny.

Jonas grinned, remembering the morning that Asher had dashed into the classroom, late as usual, arriving breathlessly in the middle of the chanting of the morning anthem. When the class took their seats at the conclusion of the patriotic hymn, Asher remained standing to make his public apology as was required.

“I apologize for inconveniencing my learning community.” Asher ran through the standard apology phrase rapidly, still catching his breath. The students had all been grinning, because they had listened to Asher’s explanations so many times before.

“I left home at the correct time but when I was riding along near the hatchery, the crew was separating some salmon. I guess I just got distraught, watching them.

“I apologize to my classmates,” Asher concluded. He smoothed his rumpled tunic and sat down.

“We accept your apology, Asher.” The class recited the standard response in unison. Many of the students were biting their lips to keep from laughing.

“I accept your apology, Asher,” the Instructor said. He was smiling. “And I thank you, because once again you have provided an opportunity for a lesson in language. ‘Distraught’ is too strong an adjective to describe salmon-viewing.” He turned and wrote “distraught” on the instructional board. Beside it he wrote “distracted.”

Jonas, nearing his home now, smiled at the recollection. Thinking, still, as he wheeled his bike into its narrow port beside the door, he realized that frightened was the wrong word to describe his feelings, now that December was almost here. It was too strong an adjective.

1. Paragraphs two through seven in this passage are an example of
   A subplot.
   B exposition.
   C prediction.
   D flashback.

2. From this passage you can predict that
   F Jonas will never be late like Asher.
   G Asher will learn to be more careful with language in the future.
   H something important will happen to Jonas in December.
   J Asher will never be late again.
Chapter 8

“Jonas was identified as a possible Receiver many years ago. We have observed him meticulously.

“He has shown all of the qualities that a Receiver must have.”

With her hand still firmly on his shoulder, the Chief Elder listed the qualities.

“Intelligence,” she said. “We are all aware that Jonas has been a top student throughout his school days.

“Integrity,” she said next. “Jonas has, like all of us, committed minor transgressions.” She smiled at him. “We expect that. We hoped, also, that he would present himself promptly for chastisement, and he has always done so.

“Courage,” she went on. “Only one of us here today has ever undergone the rigorous training required of a Receiver. He, of course, is the most important member of the community: the current Receiver. It was he who reminded us, again and again, of the courage required.

“Jonas,” she said, turning to him, but speaking in a voice that the entire community could hear, “the training required of you involves pain. Physical pain.”

He felt fear flutter within him.

“You have never experienced that. Yes, you have scraped your knees in falls from your bicycle. Yes, you crushed your finger in a door last year.”

Jonas nodded, agreeing, as he recalled the incident, and its accompanying misery.

“But you will be faced now,” she explained gently, “with pain of a magnitude that none of us here can comprehend because it is beyond our experience. The Receiver himself was not able to describe it, only to remind us that you would be faced with it, that you would need immense courage. We cannot prepare you for that.

“But we feel certain that you are brave,” she said to him.

He did not feel brave at all. Not now.

“The fourth essential attribute,” the Chief Elder said, “is wisdom. Jonas has not yet acquired that. The acquisition of wisdom will come through his training.

“We are convinced that Jonas has the ability to acquire wisdom. That is what we looked for.

“Finally, The Receiver must have one more quality, and it is one which I can only name, but not describe. I do not understand it. You members of the community will not understand it, either. Perhaps Jonas will, because the current Receiver has told us that Jonas already has this quality. He calls it the Capacity to See Beyond.”

The Chief Elder looked at Jonas with a question in her eyes. The audience watched him too. They were silent.

For a moment he froze, consumed with despair. He didn’t have it, the whatever-she-had-said. He didn’t know what it was. Now was the moment when he would have to confess, to say, “No, I don’t. I can’t,” and throw himself on their mercy, ask their forgiveness, to explain that he had been wrongly chosen, that he was not the right one at all.

1. The speaker in most of this passage is
   A Jonas.
   B the current Receiver.
   C the Chief Elder.
   D the audience.

2. Which of the following is the best title for this passage?
   F “The Ceremony of the Twelve”
   G “The Qualities of a Receiver”
   H “The Capacity to See Beyond”
   J “Jonas Acquires Wisdom”

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3. Which attribute will Jonas need to acquire in the future?
   A wisdom
   B courage
   C intelligence
   D integrity

4. Choose the experience that most members of the community have never known.
   F committing minor transgressions
   G observing others in the community
   H being part of an audience
   J feeling great physical pain

5. Which of the following attributes does Jonas doubt he has or can acquire?
   A power to observe
   B the Capacity to See Beyond
   C intelligence
   D integrity

6. The chart below shows the attributes needed by a Receiver in the first column and why the committee chooses Jonas in the second column. Which of the following best fits in space number 2 in the first column?
   F bravery
   G experience
   H integrity
   J understanding

7. Which of the following best fits in the space marked A in the second column?
   A Jonas has been a top student.
   B Jonas has felt pain in falls from his bicycle.
   C Jonas has committed minor transgressions.
   D Jonas is brave.

<table>
<thead>
<tr>
<th>Attributes of a Receiver</th>
<th>Why the Committee Chooses Jonas</th>
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<tbody>
<tr>
<td>1. Intelligence</td>
<td>A. Jonas presented himself promptly for chastisement when he committed a minor transgression.</td>
</tr>
<tr>
<td>2.</td>
<td>B. The committee has observed Jonas and feels certain that he is brave.</td>
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<tr>
<td>3. Courage</td>
<td>C. Through observing Jonas, the committee is convinced his training will give him wisdom.</td>
</tr>
<tr>
<td>4. Wisdom</td>
<td>D. The current Receiver knows that Jonas has this quality.</td>
</tr>
<tr>
<td>5. The Capacity to See Beyond</td>
<td>E.</td>
</tr>
</tbody>
</table>
Chapter 16

“There are so many good memories,” The Giver reminded Jonas. And it was true. By now Jonas had experienced countless bits of happiness, things he had never known before....

“What is your favorite?” Jonas asked The Giver. “You don’t have to give it away yet,” he added quickly. “Just tell me about it, so I can look forward to it, because I’ll have to receive it when your job is done.”

The Giver smiled. “Lie down,” he said. “I’m happy to give it to you.”

Jonas felt the joy of it as soon as the memory began. Sometimes it took a while for him to get his bearings, to find his place. But this time he fit right in and felt the happiness that pervaded the memory.

He was in a room filled with people, and it was warm, with firelight glowing on a hearth. He could see through a window that outside it was night, and snowing. There were colored lights: red and green and yellow, twinkling from a tree which was, oddly, inside the room. On a table, lighted candles stood in a polished golden holder and cast a soft, flickering glow. He could smell things cooking, and he heard soft laughter. A golden-haired dog lay sleeping on the floor.

On the floor there were packages wrapped in brightly colored paper and tied with gleaming ribbons. As Jonas watched, a small child began to pick up the packages and pass them around the room: to other children, to adults who were obviously parents, and to an older, quiet couple, man and woman, who sat smiling on a couch.

While Jonas watched, the people began one by one to untie the ribbons on the packages, to unwrap the bright papers, open the boxes and reveal toys and clothing and books. There were cries of delight. They hugged one another.

The small child went and sat on the lap of the old woman, and she rocked him and rubbed her cheek against his.

Jonas opened his eyes and lay contentedly on the bed, still luxuriating in the warm and comforting memory. It had all been there, all the things he had learned to treasure.

“What did you perceive?” The Giver asked.

“Warmth,” Jonas replied, “and happiness. And – let me think. Family. That it was a celebration of some sort, a holiday. And something else – I can’t quite get the word for it.”

“It will come to you.”

“Who were the old people? Why were they there?” It had puzzled Jonas, seeing them in the room. The Old of the community did not ever leave their special place, the House of the Old, where they were so well cared for and respected.

“They were called Grandparents.”

8. Which of the following is an opinion?
   F Jonas was in a room filled with people.
   G It was odd that a tree was indoors.
   H An older man and woman sat on the couch.
   J The packages contained toys, books and clothing.

9. From this passage, you can infer that
   A a special family celebration is taking place.
   B the old couple belonged in the House of the Old.
   C the Giver wants to keep some happy memories until the end of Jonas’s training.
   D Jonas knows his grandparents.

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10. Which of the following best describes the feelings of the people in the room?
   A  warm and happy
   B  excited and greedy
   C  hungry and tired
   D  quiet and glum

11. From this passage, you can predict that the word that Jonas cannot quite get for the “something else” is
   F  anguish.
   G  solace.
   H  danger.
   J  love.

12. This passage makes you realize that
   A  Jonas has never seen snow.
   B  Jonas has never seen old people.
   C  Jonas has never experienced a family celebration like this.
   D  Jonas has never seen a golden-haired dog.

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Chapter 23

Jonas felt more and more certain that the destination lay ahead of him, very near now in the night that was approaching. None of his senses confirmed it. He saw nothing ahead except the endless ribbon of road unfolding in twisting narrow curves. He heard no sound ahead.

Yet he felt it: felt that Elsewhere was not far away. But he had little hope left that he would be able to reach it. His hope diminished further when the sharp cold air began to blur and thicken with swirling white.

Gabriel, wrapped in his inadequate blanket, was hunched, shivering, and silent in his little seat. Jonas stopped the bike wearily, lifted the child down, and realized with heartbreak how cold and weak Gabe had become.

Standing in the freezing mound that was thickening around his numb feet, Jonas opened his own tunic, held Gabriel to his bare chest, and tied the torn, dirty blanket around them both. Gabriel moved feebly against him and whimpered briefly into the silence that surrounded them.

Dimly, from a nearly forgotten perception as blurred as the substance itself, Jonas recalled what the whiteness was.

“It’s called snow, Gabe,” Jonas whispered. “Snowflakes. They fall down from the sky, and they’re very beautiful.”

13. Which of the following is the final complication in Jonas’s effort to reach Elsewhere?
   A. The road is twisted and curved.
   B. Night is approaching.
   C. The air is sharp and cold.
   D. Snow is beginning to fall.

14. Which is the most likely reason that Jonas puts Gabriel against his bare chest?
   F. He wants to give the baby a rest.
   G. He wants to share his body heat with Gabriel.
   H. He wants to quiet Gabriel’s whimpering.
   J. He wants to share Gabriel’s blanket.

15. Which of the following best describes Jonas’s mood in this passage?
   A. feebleness
   B. hopefulness
   C. weariness
   D. exhilaration