THE IMPORTANCE OF HAVING CONTEXT CLUES IN TEACHING OF VOCABULARY

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الملخص :

الهدف من الدراسة الحالية هو معرفة مدى تأثير التلميحات اللغوية كالمرادفات والمتضادات واعطاء الأمثلة خلال السياق اللغوي على فهم المصطلحات الجديدة لدى متعلمي اللغة الإنجليزية. الطلبة المشتركين في هذه الدراسة هم طلاب ثانوي مستواهم متقدم إلا أن لديهم مشكلة تعلم المصطلحات الجديدة. عددهم 44 طالباً تم التقسيم الى مجموعتين احدها تم تدريسها باستخدام الطرق التقليدية كإعطاء الترجمة الفورية للكلمات والمجموعة الثانية تم تدريسها باستخدام السياق اللغوي الغني بالتلميحات التي من شأنها المساعدة على فهم الكلمات . من خلال تطبيق هذه الطريقة العلمية أوضحت النتائج أن هناك فرق واضح في أداء المجموعتين مما يدل على أن هناك ضرورة قصوى لإيجاد مثل هذا النوع من التدريس في جميع المراحل التعليمة لكي نرتقي بالمستوى التعليمي بشكل عام واللغوي بشكل خاص.

Abstract

The conducted study aimed to examine the importance of having context clues on teaching vocabulary in EFL classes. The participants in the present study are 44 female, they were chosen randomly from six classes at high school. They were divided into groups, the experimental group was taught by the researcher by using context clues such as synonyms, antonyms, giving examples and general information within the given context. The control group was taught by an English teacher at that school by using traditional ways such as giving definitions. The data was collected by using two exams as a way of assessment. The pretest was conducted before treatment to see the student's level of vocabulary skill. The post-test was conducted after treatment to see if there any difference between the two groups. The results of the two tests were compared. Clearly, the participants of experimental group were achieved better than the control group. That is to say, this educational way is an essential component in building vocabulary skill and encourage learning in general

key words: EFL means English as a Foreign language, context clues, comprehension, and vocabulary skill.

Introduction

There is no doubt that English language has become an essential component of education in general, and second language learners are required to master it. In order to achieve this, they need to learn all skills of this language. Especially, the skill of learning terms in their appropriate context to avoid misunderstanding of others. Considering the importance of word recognition in conveying the meaning of the text to the reader. Focus on meaning becomes important particularly for second language learners as they try to figure out what is taking place [21] .EFL teachers should pay a great attention during teaching the new vocabulary put in consideration that content words are the ones that express the speech, and the basis of understanding English   Speakers. From teaching experience for at least eight years, the researcher noticed that EFL Libyan students have problems of understanding the new items properly.

 Especially, that some words have more than one meaning and some are used once as adverb and once as an adjective and once as a noun. It was also noticed that students did not know the suitable use of some words. For example the word (destroy) is used instead of (damage) as in: smoking destroy lungs. Obviously, this is a result of learning vocabulary without the suitable context, and lack of sufficient explanation of word meaning. The terminology subject is considered one of the most difficult things during language learning, as it's a fundamental problem for English second language learners, basically when they try to understand or read any academic essay [16]. Other research shown that vocabulary covers around 8.5- 10% the running words[2] . That means vocabulary plays significant role in learning English. From this standpoint, the

 researcher will focus on the path of teaching words through context clues to help the comprehension of new terms.

Knowledge of terminology has been defined by many people, whether the word is (known) or(unknown) depending on its familiarity with others in the given text.

Most researchers agree that " the lexical knowledge should involve degree of knowledge". Some suppose that this knowledge should be formed as a continuum. To be more accurate, one side of this continuum is the potential vocabulary that can be easily recognized in the learners' first language Palmberg (1987) as cited in [11] , or a vague similarity with the word's meaning. The other side of this continuum is the ability of using the word perfectly. Clearly, lexical vocabulary knowledge is an essential component of language learning in general for the first speakers, and in particular for the second leaners. In addition, progress in learning can be seen as the gradual increase in the volume of terms that learners acquire [11]. Basically, the development of vocabulary learning skill increase by giving sufficient opportunity to teach the most effective words to help learners to get full comprehension of the target text [13]. Fundamentally, during teaching vocabulary the most prominent point that must be taken into account, is which vocabulary should be taught first, and how this can be

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done. Specialists in this field have stated that the semantic relationships between items facilitate the process of learning vocabulary automatically Channel,(1981):Dunbar(1992); Neuner (1992) all cites in [14]. In addition,[18] implies that vocabulary knowledge is not to seek words' definitions in dictionary, but it's the knowledge of how words appear together. That is to say, that this kind of deep knowledge requires much effort to be mastered by learners. Also, words are acquired through indirect instruction by showing words in specific race, or they are intentionally acquired by using word – learning strategies. Furthermore,[15] indicated that there is no specific theory or strategy to teach vocabulary effectively, its recommended to use a variety of explicit and implicit strategies of word- learning instruction. To be more specific, these strategies can be seen as a mix of dictionary use, contextual analysis and morphemic awareness. Regarding to contextual analysis, it implies seeking the meaning of unfamiliar words by analyzing of context clues that surrounding these words. Usually, in this kind of teaching students are required to employ specific types of context clues.[4] in order to strengthen the students' knowledge of terminology and expand its quantity, strong teaching methods are needed, and the best way to learn words is by teaching them in a good vocabulary- rich context instead of teaching them in isolation [15]. Such type of instruction includes more than providing simple definitions of words, but rather ensure their use by involving students in intellectual activities and deep analysis of words to see the semantic relationships that exist between items. Based on the previous debate, to help second language learners to achieve their aim of learning English , the researcher suggest the importance of having context clues to facilitate the process of learning
 vocabulary, since the context is a fundamental principle of word recognition.

Research question
 1. what is the effect of context clues on the vocabulary skill of EFL Libyan learners?
2.Is using word's definition sufficient to teach new words, or there is need to employ other methods to develop vocabulary learning ?

Literature review

Teaching vocabulary is considered a somewhat difficult, it takes a lot of time to explain. One of instructional studies, confirmed that teaching should take twenty minutes for each word to be understood perfectly [4] . Generally , teaching vocabulary in the classroom is considered a waste of time. Considering that ESL teachers a devote enough time to teach items by using traditional ways and, thus they focus on words that should be taught during the lesson. Actually, it seems critical, to remind that not all words are the same as Graves(2000) stated that there are several types of words that can be divided as follows: words have the same meaning, words can be explained through context and words that can be recognized by definitions as cited [12]. Each type can be taught by a special instructional way that makes learning- vocabulary much easier and save time. All studies that mentioned above recommended the appearance of context clues during the process of learning vocabulary. To be specific, context clues(SAGA approach) mean the information that surrounding the new

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words, and make semantic connection to facilitate the process of decoding. Clearly, there are four types that can be used effectively in EFL classrooms [7]. The first type is synonyms, words that have the same meaning. EFL teachers should use this kind to help the explanation of new or complex words by place synonyms beside the target one, usually synonym is placed between a pair of commas, a pair of dashes, or a pair of parentheses before or after the intended item. Based on the interference theory as similarity increases between unknown information, and other information learned before or after this information, the difficulty of learning and remembering the unfamiliar information decrease [19]. Furthermore, in teaching vocabulary with synonyms, EFL teachers should focus on linking unknown words with their synonyms, thus students understand and save time. One of studies that confirmed that making students remember the synonyms of the new words in the text does not affect the understanding of the passage [17]. The second type is antonym; it's the word that has opposite meaning of the target word, usually antonyms occur beside the new word by using commas, dashes or parentheses in the other part of the sentence to ensure the difference between information. According to distinctive hypothesis, explained that items would learn easily when non- similarity and distinctiveness of the information occur [9] . Generally, there are some words that indicate the use of antonyms; they act as signal of using opposites such as: but, however, in contrast, on the other hand, and yet. The third type is, what is called general context information. This type can be used to help word- learning easily. In case of absence of synonym clue or anatomy clue the general information of the text can guide learners to understand [7]. In this case, EFL learners need to read ahead a few sentence to figure out what is missing. According to semantic activation theory indicates that mental structures called nodes are activated in mind through mental features that reflect the connectionism when information is acquired. That is to say, when node is activated through process of semantic relationship between words, activation spreads to form networks, then teaching items in lexical connections would assist learning of words [1]. To follow up, the last type of context clues that can be used in teaching vocabulary, is the use of examples to make words' comprehension much easier. To be more accurate, some authors will surround the difficult words by signals words that indicated that an example is coming. For instance, some **diseases** are serious such as cancer, and weakened kidneys. In the previous example the word such as works as a signal of giving an example that help learners to figure out the meaning of the word diseases. Basically, to get an excellent method for teaching words, we need an extensive educational system, but not to the degree of teaching a single word for twenty minutes as mentioned previously. After reviewing several instructional studies of vocabulary teaching such as [17] it has been proven that any successful vocabulary instruction can be assigned through three measures; the first is teaching by studying definitions and contextual information about a word. The second is, teaching strategy that focus on linking new information to already known information. The third is, teaching strategy that includes the appearances of words

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in more than one passage(multiple exposure).

Methodology

Participants

The students who participated in this study are secondary school students in the city of Al-Marj. Their academic level is advanced. All of them are females and their number is 44. Their privacy has been preserved, there is no mention of names. As well as, they have not been exposed to any harm through their participation in this study. They were chosen from six classes at that school randomly.

Procedure

The strategy that used in this study based on Benchmarks' modal for teaching contextual clues as cited in[6]. Basically, teaching vocabulary by using contextual clues is an effective theory in learning, and is often based on two basic elements: the first element is the students' ability to use these semantic clues, and the second element is the students' ability to infer word meaning by using them.

Direct explanation

According to Benchmarks' model of teaching context clues, there are several steps that EFL teachers must follow. Mostly, when applying such model of teaching tell students that they will use context clues to know the meaning of unfamiliar words, inform them that these clues are words, phrases and sentences that surrounding the unknown words.

Teach/model

Give clear definitions of context clues, then give students a chart that contains a helpful semantic clues as shown in **figure A**. The next step is, to explain briefly these contextual clues by showing the semantic relationships between items. Then, discuss an example for each type of clues(synonymous, antonymous, general knowledge and clear definition). Finally, let students know that they should refer to the chart as they learn more about the different types of context clues.

Assessment tool

A test is usually used as tool of evaluation in conduct exams, different standards can be gained by using the test[10]. In education , tests are wieldy used to see the individual's achievement by giving a certain task related to the aim of educational process. In addition, tests can be used in different ways starting from the essay one to the most difficult one according to the level, the aim and the material or curriculum. In this study, the form of multiple choices is used to demonstrate the measurable data

that could be acceptable or not. According to Lynch model of evaluation "measurement and testing can be seen as a component of evaluation " [3]. Both Lynch & Bachman are convinced that evaluation is an umbrella term for both testing and measurement. Also, Bachman adds" measurement encompasses testing when decision making is done through the use of specific sample or behavior". However, measurement in general is related to the assignment of quantifiable data by using a

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test, with regard to education setting. measurement can be defined as the process of collecting the degrees of individuals in numerical items.

Data collection: Data was collected through analyzing the result of two tests. Pre-test, it was before applying the context clues strategy and the other test is post- test, it was after applying the context clues for a period of six consecutive weeks. The data was analyzed by text for means. According to [8]a test is parametric, statistical way that use to see if there is a significant difference between two means of two samples. Furthermore, according to [20] a test is a statistical test that enable you to know if there is a clear difference between two means to determine probability; that the difference is a real one rather than a chance difference. Also, a test is a tool of assessing knowledge, skill, intelligence or aptitude of individual or groups [5]

Pre-test

The pre- test was specially designed to know the extent of the student's ability of vocabulary knowledge to determine the required level of the study to prepare the appropriate content, and to see the change of their achievement after the treatment by applying the previous procedure of teaching. The exam consisted of ten sentences with clues about the meaning of boldfaced words. The students were asked to read each sentence carefully, then look for clues that help you to figure out the meaning of

boldfaced words. The correction was out of 15.

Pre- test grades

Control group

Student's number	1	2	3	4	5	6	7	8	9
Grade	12	12	11	7	9	10	5	13	6

Student's number	10	11	12	13	14	15	16	17	18
Grade	8	10	3	5	8	10	7	9	11
Student's Number				19		20	21	22	
Grade				4		9	8	11	

Experimental group pre-test

Student number	1	2	3	4	5	6	7	8	9
Grades	13	7	8	5	11	7	9	3	13
Student number	10	11	12	13	14	15	16	17	18
Grades	9	10	6	8	12	3	4	10	7

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Student number	19	20	21	22
Grades	12	8	11	12

The following table shows the difference between means of the two groups before treatment

Feature	Mean	Maximum	minimum	Number
Control group	8.54	86.6	%20	22
Experimental group	8.54	86.6	%20	22

Data analysis

From the previous table, we note that the students' grades of the control group are the same of the experimental group before treatment .obviously, we notice that the mean of the control group is 8.54 which is the same of the experimental group that is 8.54. also, we notice that the maximum of the two group is the same 86.6 whereas the minimum of the experimental group is 20% which is the same of the control group which is also 20%. This analysis shows that the difference between the two groups before treatment is insignificant.

Post- test

It was multiple choice exam, it consisted of 30 items. It was corrected out of 15 . it was adopted exam; it can be found at www. Warren country school.org./ context clues multiple-choice exercise- warren country schools. It was applied after six weeks of instruction to know the a verge of vocabulary skill of the participant's development. The time was four hours per a week. That means 24 hours during the whole study.

Control group's grades after teaching 60 items by using other strategies of vocabulary instruction. They were taught by EFL teacher at the school.

Student's number	1	2	3	4	5	6	7	8	9
Grade	11	9	7	10	10	11	9	11	13
Student's number	10	11	12	13	14	15	16	17	18
Grade	12	7	9	10	6	5	1	13	8

Student's number	19	20	21	22
Grade	4	13	11	9

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Experimental group's grades after teaching by using contextual clues based on specific procedure that explained early by the researcher. The process of teaching included the same items(60) that were taught to the control group ,but with the experimental group the instruction was conducted by the researcher to see the student's achievement after six weeks of instruction. The following table shows the experimental group's grades. The exam was consisted of 30 multiple choice, it was

corrected out of 15

Student's number	1	2	3	4	5	6	7	8	9
Grade	13	12	14	10	13	7	9	13	14
Student's number	10	11	12	13	14	15	16	17	18
Grade	11	10	9	13	14	12	9	7	13

Student's number	19	20	21	22
Grade	14	10	7	9

The following table shows the difference between the two means after teaching

Conditions	Mean	Standard deviation	Maximum	Minimum	Number
Experimental group	11.054	2.439	14	46.66%	22
Control group	9.54	2.558	13	26.66%	22

Data analysis

From the previous table after treatment, we notice that the smallest value for the experimental group is 46.66 and the smallest value for the control group is 26.66. we also notice that the largest value for the experiment group is 14 and the largest value for the control group is 13. Clearly, we can see that there is a difference in the two means, as we find that the mean for the experiment group is 11.054 and this indicate that the student's scores ranged between 11.054.Also, for the control group we see that the mean is increased to 9.54 which indicated that student's scores ranged between 9.54. Furthermore, we can notice the value of the standard deviation for both groups where is the value for the experimental group is 2.439 and the value of the

standard deviation for the control group is 2.55. Apparently, the value of the standard deviation became less than before and whenever the value became less, this means the study is close to reality. That is mean the researcher's thought about the assumption of using context clues to help the improvement of vocabulary skill of

second language learners is true

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Groups	tests	N	Means	S.D	Minimum	Max.
Control group	Pre test	22	8.54	2.738	20	86.6
	Post test	22	9.54	2.558	26.6	86.6
Experimental group	Pre test	22	8.54	2.738	20	86.6
	Post test	22	11.054	2.439	46.6	93.3

Data analysis

From the previous table, we can notice that there are difference in both experimental group and control group before and after treatment. Basically, Their achievement increased regarding vocabulary skill. Clearly, the mean score increased from the pretest (M=8.54) to the post test(M=11.054) with the mean difference(MD= 2.514).Also, regarding the control group we can see the difference between the two tests , where the mean score increased from M= 8.54 to the post test M=9.54 with the mean difference MD=1. Apparently , the control group was taught by using word's definitions only, which was totally different from the method that was used with the experimental l group; We can see that their grades increased, since the post exam was the same for both groups the existence of context clues guided them to a certain degree of understanding that led to the development of their skill of vocabulary. However, comparing the scores of mean difference between the experimental and control group, it can be clearly stated out that the mean score of the experimental group was much higher than the control group after treatment. In other words, the mean score increased significantly after applying context clues as a way to teaching vocabulary. In addition, the score of standard deviation is less in the post test for both groups where it is (2.43) for the experimental group and it is(2.55) for the control

group that indicated to the effectiveness of using the context clues in teaching vocabulary.

Conclusion

The fundamental purpose of conducting this study was to see the effect of context clues strategy on second language Libyan learners at high school. The result of the present study showed that the participants of the experiment group were achieved much better than the participants of the control group. Due to this we can say that using context clues strategy such as synonyms, antonymous, giving an example and general information is really useful and interesting to teach vocabulary. Furthermore, the student's cognitive ability will improve regarding the critical thinking of finding out the suitable meaning. A thought this way of vocabulary teaching is taken too much time, it is indeed amazing to improve comprehension of words and leads to academic success. Also, since context clues express an information that surrounding the new words, this will lead to make logical guess about their meaning. Of course this discussion of meaning between teachers and students will develop the speaking ability too. Basically , learning vocabulary meaning through its context either a sentence or paragraph is the most effective way to build vocabulary, since the use of

dictionary is not always available when a reader encounter an unknown word. A student must be aware that some words have more than meaning and the full understanding depend on the context. It is strongly recommended to encourage students and teachers to learn unknown words by this way of instruction, but put in considerations that this way need specific way of explanation to avoid struggling since learners do not have this skill unless the teacher help them by providing explicit teaching strategies such as example clues and synonym or definition clues, and teach them how to use it effectively. Finally, we do not have enough time to teach students every word that encounter them in their reading, So context clues give us the right way of teaching vocabulary in amazing frame instead of asking students to memorize long lists of vocabulary which is totally ineffective method of vocabulary teaching.

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Chart that used in teaching the experimental group by the researcher that explained in the given procedure

Antonym
Opposite meaning is in the text.
u

Direct definition meaning is stated in the sentence.

CONTEXT CLUES

Example
Group of words in a category.

Synonym
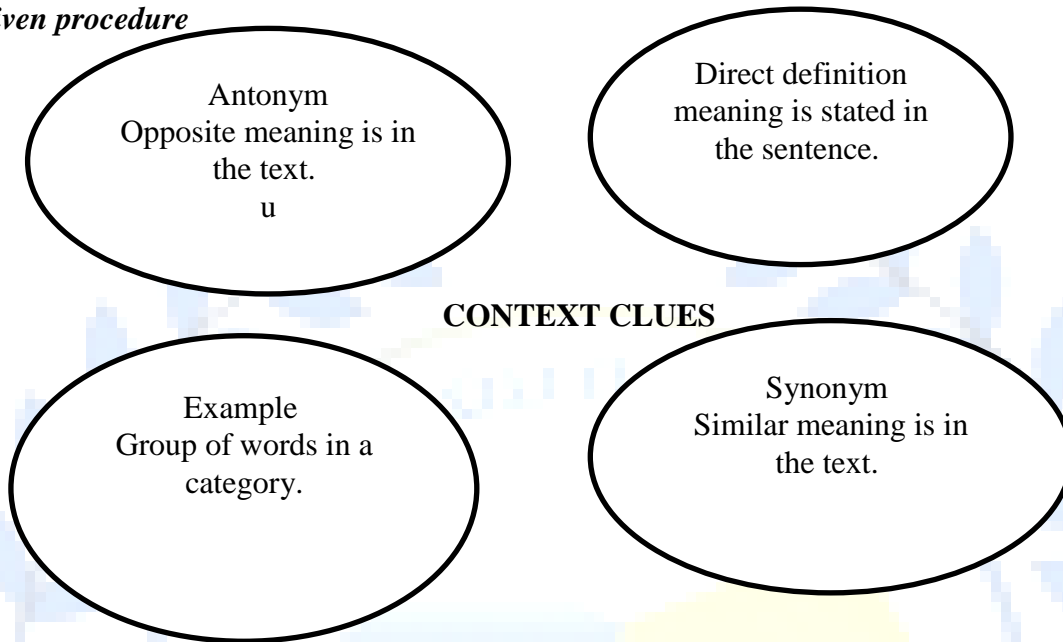Similar meaning is in the text.

Figure A

Note : EFL teachers can use colored, board markers to catch the learner's attention.

Pretest that used in this study with both groups

Directions : read each sentence. Look for clues about the meaning of the boldfaced word. Underline another word or phrase that helps you understand it

Hank was an **opportunist,** taking advantage of every possible angle1.

My mother was **candid**, honestly sharing her ideas on the subject2.

The stupendous actor attracted everyone's attention because he was so good3.

4.President Miller's policies changed society, **catalysts** for improved living around the country

Peter was likely to be late, and **apt** to forget necessary supplies as well5 .

Exchanging screen names is almost like trading phone numbers6.

The preacher's charm and **charisma** made him attractive to both young and old7.

8.The yellow cookie had a bite out of it, looking like nothing so much as a crumbly **crescen**t moon.

Elizabeth had the perfect **trifecta** of attributes: power, beauty and money9.

.Precisely where were you last night, and exactly what were you doing?10

Put the letter of matching definition on each line

-precisely----------------------   a. very, very good

-opportunist--------------------   b.one who takes advantage

-charisma ----------------------- c. group of three

catalysts ------------------------ d. honest

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candid   --------------------------   e. trading one for another

stupendous------------------------ f. agent of change

-apt   -------------------------   g. likely

-crescent -------------------- h. Shape like a portion of a circle

exchanging---------------------------- i. Exactly

 trifecta-------------------------------j. Extremely attractive quality

Post -test that used in this study with both groups consisted of 30 items /adopted exam (context clues multiple choice exercise- warren country schools)

   Directions

Context clues are hints in the writing that help you figure out what a word means, each example below has hints within the passage or sentence to help you figure out the meaning of the boldfaced words.

 1. speaking rudely to judges was **rash** behavior, you really hurt your chance of winning

In the above context what does "rash "means?---------

a.an itchy skin condition

b. funny

trying to hide or disguise a piece of cheese

d. with little thought or consideration.

2.some people are sure that the new health care law will mean better care for everyone. Others argue that the law will mean less care and longer waiting lines for those who need to see doctor. It's a **controversy** that will not go away soon.

A controversy is smoothing that people------

a. have strong disagreements

b. blow their noses into

c. need to pay for a visit to a doctor

d. eat with sweet candy

3. Removing seeds from cotton plants was a slow job until Eli Whitney invented the **cotton gin** what is a cotton gin ?------------

a. a drink   b. a book   c. a machine   d. a cloth

4. when they heard the good news about the court's decision , the angry crowed cheered and then began to **disperse**." It looks like everyone is going home "one reported stated which would be **the opposite** of disperse?---------------

a. come together   b. smile   c. sing   d. fly like a bird

5. If your plan fails, we'll have to find someone who can **devise** a better one.

a. design   b. dislike   c. appliance   d. to use peanut butter as toothpaste

6. of course, I am not saying that your plan is no good. I tend to be **optimistic,** so I won't be surprised when you succeed

a. expecting the best to happen

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b. needing glasses to see

c. full of gas

d. un selfish

7.I like that store. All the employee **strive** to make the customers feel right at home. Which word is *a synonym of strive?*

a. complain   b. try c. fail d. clean

8.Her **cardinal** rule is this; Be kind to others! She believes that everything else fall property into place if one follows that rule.

What does **cardinal** means in this context?

a. main , or most important   b. red   c. like bad thing d. not worth remembering

9. David hoped that nobody would know that he was in the building. Did not he realize that parking his new car in the driveway made his presence rather **conspicuous,** it is----------

a. important b. expensive c. unfortunate d. noticeable

10. It was a sad and haunting **strain** that met our ears as we entered the old theater. There was a beauty in the voice that we 'd never forget. This would be a special concert. What does **strain** mean in the context of selection?-----------------

a. effort b. injury c. melody d. filter

11. Mom had to **sterilize,** or clean, the baby 's bottle-----------

a. clean   d. baby   c food   b. dirty

12. Ali watches the TV **continuously**, or all the time

a. in the morning   b. all the time   c. at the night d. in the after noon

13. Sam always **amuse** me with her funny drawings.

   a.shocks   b. annoys c. scare d. entertain

14. Lance is **an amiable** boy. He has a lots of friends in and outside school. The synonym of amiable is------------

a. smart   b. generous c. athletic   d. kind

15. Most of America's founding fathers did not believe in women's **suffrage**. Only men could vote in the united states until 1920. What is" **suffrage"**?

a. skirts that did not covers ankles b. the right to vote c.an early flag d. physical pain

16. If you don't **curtail** your spending, you 'll be broke in no time at all!

Which word is synonym of" **curtail "?**

a. reduce b. follow c. behind   d. buy

17. put this medicine on your arm and rub it into your skin until it is invisible. It will **inhibi**t the infection's spread. What does**" inhibit"** mean?

a. block or slow down b. itch or burn c. help to do something d. dangerous

18. The news story was based on a letter that was a **fabrication.** Now the reporter who wrote the story is in a big trouble . no one will believe him again

a. made of cloth   b. funny c. fake .d. not enough

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19.your plan looks good. I hope it really work. It is time to **implemen**t it and see if it's as brilliant as you claim

a. instrument b. change c. carry out   d. take a part

20. we walked slowly down the trail with great **trepidation.** No one who had gone this way had ever been heard from again. Had they simply found a better place to settle on this dark planet? We doubted that. Which word is a synonym of**" trepidation**" ? a. movement   b. worry   c. enjoyment d. laughter

21. Some people believe that lawyers are always working to see that justice is done. On the other hand, some believe that lawyers only want to manipulate the legal system to get what they want. Could both sides be right? What does "**manipulate"** means? A. control in a dishonest way   b. give help c. disagree with d. teach about or explain

22. We have rather **lofty** expectations for you, son. You will attend college. You will become rich and famous. You will be elected president of the United states before you turn lofty. Which word is a synonyms of "**lofty"** ?

a. high   b. shaky   c. small d. lowly

23. when Beth and Donna were fighting over a boy who did not like either one of them, Shana stepped in as **a mediator**. She sat them both in a corner and kept them taking to each other. Finally, Shana's efforts resulted in her two friends making up.

a. troublemaker   b. peacemaker c. witness d. competitor

24. I am working very hard for the same candidate that you support. You are doing it for pay. I am not doing this for money. I am doing it out of conviction.

a. being found guilty b. strong belief c. anger d. a desire to eat prunes

25. Michael is an **ardent** supporter of his presidential candidate. That became obvious to me I found out how much time he's donated to the campaign. Perhaps Michael knows he's doing. A. old   b. intelligent   c. foolish   d. very strong

26.your uncle would not even part with a dime to help the kids for their trip. That is just one more example of his penurious ways.

a. very old b. very wealthy   c. very humorous   d. very stingy

27. fortunately, the explosion **diverte**d the asteroid from a course that would have sent it hurdling into our planet. To **diverted** is to ---------------

a. change the direction of b. look for high waves   c. jump into a dry river d. look through a telescope

28. poor farmer Chavez **labors** sixteen hours a day and never has time for a vacation.

a. plays   b. eats   c. works   d. unions

29. "we have such an **extensive** selection of cars", he said" so everyone should find a vehicle that he or she will love".

a. costing a lot of money b. large amount c. not enough d. having nothing

30. "If you knew the **gravity** of the situation, you would not be laughing" Mr. farmer said quietly. He did not have to say more to get everyone's attention.

a. a force that draws different objects toward each other   b. humor   c. seriousness   d. enjoyable or comfortable

Good luck