Vocabulary Skill Check

Grade 7 · Shades of meaning · Try 1

Name or code _____ Date _____

Read each passage. Circle the letter that gives the best meaning in that passage.

Passage 1

Students creating an oral-history project prepared questions for volunteer interviewees. They wanted vivid accounts of daily life, but they also needed to respect what each person was comfortable sharing.

One proposed question demanded details about a private family disagreement even though the speaker had already said that the subject was off limits. Pursuing it would cross a boundary rather than deepen the agreed interview topic.

That proposed question seemed **intrusive**. The group replaced the question with one about a public community event. Their revision preserved the interviewee's choice about personal information while still giving students a chance to learn from that person's experiences.

1. What does the writer's choice of "intrusive" suggest about the attitude or approach described?

Circle ONE letter.

A helpful because it answers a request

B unwelcome in another person's private life

C curious in a considerate and welcome way

D distant because it avoids all conversation

Passage 2

The student newspaper profiled a volunteer who repaired bicycles at a neighborhood workshop. The writer called her **reserved**.

Visitors described her as patient and generous, though she rarely talked about herself. She listened closely, answered practical questions and welcomed newcomers, but shared little about her own feelings or personal life. Her quiet manner did not prevent her from making others feel comfortable. Before publishing, the editor checked that the description did not suggest hostility. The article aimed to show a person who kept some thoughts private while contributing warmly and skillfully to a shared activity that mattered to many residents.

2. What does the writer's choice of "reserved" suggest about the attitude or approach described?

Circle ONE letter.

A eager to share every thought immediately

B unfriendly and uninterested in other people

C unprepared to contribute anything useful

D private about personal thoughts or feelings

Passage 3

Before the workshop exhibition, the student safety committee agreed that visitors could watch powered equipment only from behind a marked boundary. Several organizers later asked to move the boundary so more chairs would fit.

The coordinator was **unyielding** on that point. Even after repeated requests, she refused to reduce the safety space or make exceptions for familiar visitors. Other parts of the room arrangement could change, but this requirement would remain in place.

The organizers found another seating plan and kept the original boundary. The description emphasized firmness under pressure, without claiming that the coordinator enjoyed refusing people or opposed every possible change.

3. What does the writer's choice of "unyielding" suggest about the attitude or approach described?

Circle ONE letter.

A cruel because of a desire to embarrass others

B firm and unwilling to make an exception

C flexible about every request for a change

D uncertain about which rule should apply

Passage 4

A school committee invited students to apply for a month-long exchange program. The opportunity included working with another school's newspaper and staying with a host family in a different town.

An applicant was excited by the chance to meet new people, yet worried about missing familiar friends and routines for several weeks. Both feelings were strong, and neither immediately removed the other.

Her reflection did not show indifference to the decision. Instead, she cared about benefits on both sides and needed time to consider them. Speaking with a previous participant helped her ask more useful questions about what the experience would involve. Before deciding, the applicant had felt **ambivalent** about the opportunity.

4. What does the writer's choice of "ambivalent" suggest about the attitude or approach described?

Circle ONE letter.

A having mixed feelings that pull in different directions

B certain that only one choice is acceptable

C indifferent because neither choice matters

D confused because the available information is unreadable

Passage 5

Darren volunteered to copy the music for a small ensemble after the original pages began to tear. Each player needed a version that could be read easily during rehearsal.

A ruler and several pencils lay beside the score. He checked every note, rest and page turn against the original, catching small copying errors before they could disrupt the performance. His attention to detail made the musicians' parts dependable.

When rehearsal began, Darren handed the copies to the players and sat near the back of the room. He listened for places where the layout could be improved, then asked the musicians to mark any difficulty they noticed. The conductor described Darren's work as **meticulous**.

5. What does the writer's choice of "meticulous" suggest about the attitude or approach described?

Circle ONE letter.

A eager to finish before checking the details

B unwilling to trust anyone else with the work

C needlessly fussy about details that do not matter

D attentive to small details that aid accuracy

Passage 6

Sahana and her brother were building a small stage for their cousin's puppet show. Sahana set it beside the window and soon became **obstinate** about keeping that arrangement.

The bright light made the puppets difficult to see. Their cousin waited with a box of painted figures.

Seeing the glare hide the performance did not persuade Sahana to move the stage. She refused to reconsider because she did not want to admit her first choice had failed. She offered no reason that addressed the problem.

Her brother suggested trying both arrangements before making a final decision. Their cousin set one puppet on the stage and asked Sahana to watch from the audience's seat near the doorway.

6. What does the writer's choice of "obstinate" suggest about the attitude or approach described?

Circle ONE letter.

A firm because of carefully considered evidence

B patient while listening to different opinions

C stubborn despite good reasons to change

D uncertain because the evidence is incomplete

Teacher use: ____ / 6