



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Section: \_\_\_\_\_

**Q1) Change the following sentences into Active or Passive voice also state the voice.**

a. The sugar water was relished by the hummingbirds.

\_\_\_\_\_

b. The travel agent advertised the package.

\_\_\_\_\_

c. Boys like football soccer

\_\_\_\_\_

d. Ali invited him at dinner.

\_\_\_\_\_

e. A book was read by me.

\_\_\_\_\_

**ADVERB CLAUSE**

**The following exercises will help you gain greater understanding about how adverb clauses work. Choose the best answer to complete each sentence.**

**1. The women took notes \_\_\_\_\_.**

- a. While being taught to cook    b. Steadily    c. Noisily    d. For their children

**2. We will go to the game \_\_\_\_\_.**

- a. Friday    b. Even if it rains    c. Saturday    d. Sometime

**3. You can put the package \_\_\_\_\_.**

- a. Outside    b. Inside    c. Wherever you like    d. Somewhere

**4. \_\_\_\_\_, you will not be punished.**

- a. Since you have apologized    b. We decided    c. He told me    d. You are lucky

**5. She was so tired \_\_\_\_\_.**

- a. She left    b. She cried    c. Today    d. That she could not stand

## ADVERBS OF FREQUENCY



Rewrite the complete sentence using the adverb in brackets in its usual position.

1. He listens to the radio. (*often*)
2. They read a book. (*sometimes*)
3. Pete gets angry. (*never*)
4. Tom is very friendly. (*usually*)
5. I take sugar in my coffee. (*sometimes*)
6. Ramon and Frank are hungry. (*often*)
7. My grandmother goes for a walk in the evening. (*always*)
8. Walter helps his father in the kitchen. (*usually*)
9. They watch TV in the afternoon. (*never*)
10. Christine smokes. (*never*)

## ADVERBS OF MANNER

The following exercises will help you gain greater understanding about how adverbs of manner work. Choose the best answer to complete each sentence.

1. The excited baby pounded the table \_\_\_\_\_.  
a. Badly      b. Hungrily      c. Normally      d. Variously
2. Walk \_\_\_\_\_ or you may miss the bus.  
a. Quickly      b. Slowly      c. Personally      d. Happily
3. Reading \_\_\_\_\_ helps you to understand concepts better.  
a. Rapidly      b. Briefly      c. Carefully      d. Always
4. Playing music too \_\_\_\_\_ can damage your hearing.  
a. Slowly      b. Cheerfully      c. Carelessly      d. Loudly
5. A tortoise walks \_\_\_\_\_.  
a. Mostly      b. Slowly      c. Happily      d. Eagerly

## COMPREHENSION



Read the poem and then answer the following questions.

### Hearing

As you walk along the ocean  
And peer out toward the water  
And you see a log that's floating—  
Look again, it might be me.

Come right down into the harbor,  
But be quick, I must keep moving.  
I am one the orca's hunting,  
And he frequently swims here.

Like the orca, I send signals,  
Only mine sound much like clicking.  
They bounce back with a clear message:  
"Is it time to flee or eat?"

It would serve me if you showed Them  
How I dive into the ocean.  
How the channels to my ears fill  
And then serve me like a drum  
That amplifies the slightest sound—  
That's how I hear in water.

There's more that makes me special.  
I can hear on land as well.  
They have surely heard me talking  
With my friends out on their shores.

Come and look across your harbor.  
I'm here peeking. Can you see me?  
Please be quick. I must keep moving.  
Now you see me, now you don't.

**Q) Choose the best answers.**

**1) Who is the seal speaking to in this poem?**

- A. an orca    B. a person    C. its friends    D. another seal

**2. What does the seal say it might be mistaken for?**

- A. a log    B. a drum    C. an orca    D. a human

**3. Why must the seal keep moving?**

- A. to send signals    B. to hunt and eat    C. to hear in water    D. to avoid the orca

**4. What sound does the seal make?**

- A. talking    B. clicking    C. whistling    D. drumming

**5. Which of the following strategies does the seal use to avoid the orca?**

- A. diving    B. camouflage    C. listening to other seals    D. using its ability to hear on land



**Q) Answer the following.**

**i. What is the seal talking about in the whole poem?**

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**ii. Write one thing that makes the seal special.**

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**iii. What is the similarity between Odra and Seal?**

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**A SECRET NOTE**

“I see.” Those were the two words on the note. Kevin found it on his bunk at Camp Wall-A-Way. It was tucked just under the top edge of his blanket, so he couldn’t miss it.

The past few days—during his first time here—had been great! But this note changed everything.

Kevin looked around quickly. Joey, the nosy kid from yesterday, seemed to be busy reading a letter from home. A couple of kids were fooling around near the **rickety**<sup>1</sup> porch door. No one in the cabin seemed to be paying any attention to him. No one seemed to be waiting to see a scared or surprised look.

What did the note mean? Who had written it? Was it from someone he knew from home? He couldn’t even consider it. It would be too much to find out his secret had followed him here to camp.

He decided to hope for the best. He would pretend everything was fine. Maybe there would be no more notes. Maybe this one meant something else.

For two days Kevin acted as if he was having a great time. He played **tether**<sup>2</sup> ball with the kids from his cabin. He learned to paddle a canoe. He even pretended to like tying **laneyards**.<sup>3</sup> He volunteered to help in the kitchen. He got picked for the baseball team. Catcher! Everybody seemed friendly. Nothing seemed out of order. After a while, Kevin even convinced himself he didn’t have to act like he was having a good time. He *was* having a good time.

Then the third day he came into the cabin after swim practice. Another camper was leaning over his bunk. He had a piece of paper in his hand.

**1) At camp, Kevin did all the following EXCEPT**

- A) made the baseball team
- B) helped in the kitchen
- C) fixed the porch door
- D) went swimming



2. Read these two sentences from the passage: “The past few days—during his first time here—had been great! But this note changed everything.”

Why might the author have included these sentences in the story?

- A The sentences explain why Kevin is at camp.
- B The sentences describe why Kevin is having a great time at camp.
- C The sentences introduce another camper into the story.
- D The sentences focus on a key event in the story.

3. In the fourth paragraph, the author includes several questions: “What did the note mean? Who had written it? Was it from someone he knew from home?”

Why might the author have chosen to list those questions?

- A to describe the note’s content
- B to build the story’s suspense
- C to explain why the note was left
- D to describe Kevin’s time at camp

4. Read the following sentence from the passage: “Joey, the nosy kid from yesterday, seemed to be busy reading a letter from home.”

In this sentence, the word **nosy** means

- A secretive
- B curious
- C open-minded
- D mysterious

5. Why does the author include the last paragraph (“Then the third day...”) in the story?

- A to describe how Kevin felt when he saw the camper
- B to explain why Kevin received another note
- C to add to the story’s mystery
- D to help the reader figure out who left the note

6. What is Kevin’s reaction when he finds the first note and why?

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7. Why did Kevin have to pretend to have a good time after the first note was found on his blanket?

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8. The question below is an incomplete sentence. Choose the word that best completes the sentence.  
Kevin received the first note, he acted as if nothing was wrong.

- A Next
- B Finally
- C Before
- D After

9. Answer the following questions based on the sentence below.

At Camp Wall-A-Way, Kevin took part in many activities in an attempt to avoid worrying about the note.

Who? \_\_\_\_\_

(did) What? took part in many activities

Where? \_\_\_\_\_

Why? \_\_\_\_\_

10. **Vocabulary Word:** convince: to persuade.

Use the vocabulary word in a sentence:

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### CONDITIONAL SENTENCES

Put the verbs in brackets into the gaps. Form a Conditional sentence – type I. Only use the will-future in the main clauses.

1. If I  (to study), I  (to pass) the exams.
2. If the sun  (to shine), we  (to walk) into town.
3. If he  (to have) a temperature, he  (to see) the doctor.
4. If my friends  (to come), I  (to be) very happy.
5. If she  (to earn) a lot of money, she  (to fly) to New York.
6. If we  (to travel) to London, we  (to visit) the museums.
7. If you  (to wear) sandals in the mountains, you  (to slip) on the rocks.
8. If Rita  (to forget) her homework, the teacher  (to give) her a low mark.
9. If they  (to go) to the disco, they  (to listen) to loud music.
10. If you  (to wait) a minute, I  (to ask) my parents.

## DETERMINERS



**Complete the sentences below with: this, these, that or those**

1. \_\_\_\_\_ shoes are black.
2. \_\_\_\_\_ shoes are gray.
3. \_\_\_\_\_ pen is small.
4. \_\_\_\_\_ pen is very large.
5. The time on \_\_\_\_\_ clock is 5:00.
6. The time on \_\_\_\_\_ clock is 11:50.
7. \_\_\_\_\_ plane is a toy.
8. \_\_\_\_\_ plane isn't a toy.
9. \_\_\_\_\_ cat is eating
10. \_\_\_\_\_ cat isn't eating.
11. \_\_\_\_\_ glasses are for reading.
12. \_\_\_\_\_ glasses are sunglasses.

## DIRECT AND INDIRECT SPEECH

**Change the following into indirect speech.**

1. The girl said, 'It gives me great pleasure to be here this evening.'
2. The man said, 'I must go as soon as possible.'
3. She said, 'I don't want to see any of you; go away.'
4. The teacher says, 'If you work hard, you will pass.'
5. He said, 'I have won.'
6. He said, 'Let's wait for her return.'
7. Alice said, 'How clever I am!'
8. 'Which way did she go?' asked the young man.
9. He said to me, 'Where are you going?'
10. 'Please wait here till I return,' she told him.

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### MIXED TENSES EXERCISES

**Fill the gaps with the correct tenses.**

1. I (learn) \_\_\_\_\_ English for seven years now.
2. But last year I (not / work) \_\_\_\_\_ hard enough for English, that's why my marks (not / be) \_\_\_\_\_ really that good then.
3. As I (pass / want) \_\_\_\_\_ my English exam successfully next year, I (study) \_\_\_\_\_ harder this term.
4. During my last summer holidays, my parents (send) \_\_\_\_\_ me on a language course to London.
5. It (be) \_\_\_\_\_ great and I (think) \_\_\_\_\_ I (learn) \_\_\_\_\_ a lot.
6. Before I (go) \_\_\_\_\_ to London, I (not / enjoy) \_\_\_\_\_ learning English.
7. But while I (do) \_\_\_\_\_ the language course, I (meet) \_\_\_\_\_ lots of young people from all over the world.
8. There I (notice) \_\_\_\_\_ how important it (be) \_\_\_\_\_ to speak foreign languages nowadays.
9. Now I (have) \_\_\_\_\_ much more fun learning English than I (have) \_\_\_\_\_ before the course.
10. At the moment I (revise) \_\_\_\_\_ English grammar.
11. And I (begin / already) \_\_\_\_\_ to read the texts in my English textbooks again.
12. I (think) \_\_\_\_\_ I (do) \_\_\_\_\_ one unit every week.
13. My exam (be) \_\_\_\_\_ on 15 May, so there (not / be) \_\_\_\_\_ any time to be lost.
14. If I (pass) \_\_\_\_\_ my exams successfully, I (start) \_\_\_\_\_ an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) \_\_\_\_\_ back to London to work there for a while.

### MODAL VERBS

For each sentence, choose the modal (should, can, must) that is most appropriating: In American English, "must" often sounds old-fashioned and/or bossy - it's more natural in most cases to say "have to" as in "You have to be at the airport at 9" not "You must be at the airport at 9".





1. She looks pretty sick. I think she \_\_\_\_\_ go to a doctor.  
a) should      b) can
2. You've been driving all day. You \_\_\_\_\_ be exhausted!  
a) should      b) must
3. You \_\_\_\_\_ smoke so much. It's bad for your health.  
a) can't      b) shouldn't
4. Hey I'm lost. \_\_\_\_\_ you help me?  
a) Can      b) Should
5. You have such a beautiful voice. You \_\_\_\_\_ sing for us!  
a) should      b) can
6. I know he speaks five languages, but \_\_\_\_\_ he speak Arabic?  
a) should      b) can
7. That looks very expensive. It \_\_\_\_\_ have cost a fortune!  
a) should      b) must
8. I \_\_\_\_\_ believe that you failed your test!  
a) can't      b) shouldn't
9. I'm on my way. I \_\_\_\_\_ be there in about 10 minutes.  
a) should      b) can
10. I \_\_\_\_\_ afford that.  
a) can't      b) shouldn't

### **NOUN CLAUSES**

A noun clause is a type of subordinate clause; it has a subject and verb but cannot stand alone as an independent sentence. A noun clause functions the same way a noun does: as a subject; as a direct object; as an indirect object; etc. Some noun clauses begin with words such as that, what, why, or other words that start with wh-. Example: She didn't hear what I was saying. In the example, what I was saying is the noun clause. It is functioning as a direct object. Underline the noun clause in each sentence below. In the blank write how it is functioning in the sentence.

1. The students were in trouble for what they did in the hall.
- 

2. What my brother enjoys most is playing soccer.
- 

3. She explained why she couldn't come to the party.
- 

4. Mrs. Scott assigned whoever was late extra homework.
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5. Whoever first ate oysters was very brave.

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6. The speaker told about where he went on his vacation.

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7. The team knew that they would follow the coach's instructions.

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8. The club will give whoever wins the race a gold cup.

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### NOUN PHRASES

**A noun phrase** is a group of words that serves the same purpose as a noun. A noun phrase can be the subject or object of a verb. It can also be the object of a preposition.

**Identify the noun clauses in the following sentences.**

1. I hope to win the first prize.
2. I tried to solve the puzzle.
3. Did you enjoy reading this book?
4. The boy wants to go home.
5. Horses prefer living in dark stables.
6. The accused refused to answer the question.
7. The boy denied stealing the money.
8. To write such rubbish is disgraceful.
9. I dislike having to punish my kids.
10. I will hate to do such a thing.

### LITERATURE QUESTION BANK WITH ANSWER CLUES

#### **Chapter 1**

1. **Tell me about Milo.** *Wasn't happy with whatever he was doing p. 9*
2. **What is a tollbooth?** *A booth where money is paid to go over a bridge or drive on a road*

#### **Chapter 2**

1. **Tell me about the Lethargians?** *Small creatures in the Doldrums. They blended in with whatever color they happened to be next to p. 24*
2. **How did Milo get out of the Doldrums?** *He started to think p. 31*
3. **Who helped him get out of the Doldrums?** *The watchdog p. 31*



### Chapter 3

1. **Where are words grown in the land of Dictionopolis?** *On trees/ in orchards p. 42*

### Chapter 4

1. **Where did Milo see the Spelling Bee?** *In the marketplace p. 50*
2. **What did the Spelling Bee do with the words he said?** *Spelled them p. 50*
3. **Who did the Spelling Bee fight with in the marketplace?** *The Humbug p. 56*

### Chapter 5

1. **Why did Milo go to prison?** *The policeman jumped to conclusions and thought Milo caused the mess in the marketplace when the Humbug and the Spelling Bee were fighting. p. 62*
2. **Who was a prisoner with Milo?** *The Which p. 66*
3. **What kind of witch was she?** *She was a Which not a witch, her job was to choose which words were to be used for all occasions p. 67*
4. **Why is the Which in dungeon?** *She stopped giving out words for the people to use so all talk stopped, writing stopped, the market closed down and the king was angry p. 68*

### Chapter 6

1. **Who are Rhyme and Reason?** *Twin girls left on the king's doorstep p. 75*
2. **How is the Which ever going to be free of the dungeon?** *When Rhyme and Reason are freed from their banishment up in the Castle in the Air p. 78*
3. **How do Milo and Tock escape the dungeon?** *They pushed the red button and walked out p. 78*

### Chapter 7

1. **What did the palace of Dictionopolis look like?** *a giant book p. 80*
2. **Tell me about King Azaz.** *Large man, great stomach, piercing eyes, gray beard down to his waist, silver ring on his little finger, wore a small crown and wore a robe with alphabet letters sewn on p. 82*
3. **During the banquet, why did everyone give a speech about food?** *Because they knew they would have to eat their words. P. 88*

### Chapter 8

1. **How did the king feel about the idea of getting back Rhyme and Reason?** *He thought it would be nice to have the back p. 96*
2. **Who did the Humbug and King Azaz think would be fitting to go on the quest to bring back the princesses?** *Milo and Tock p. 98*
3. **What was the gift King Azaz gave Milo to help him on his journey to the Castle in the Air?** *a small box of all the words the king knows p. 98*
4. **Who else went on the journey to the Castle in the Air with Milo and Tock?** *The Humbug p. 100*

### Chapter 9

1. **Tell me about Alec Bings.** *A boy who grows down instead of up, lives in the air, he can see whatever is inside, behind, around, covered by, etc. p. 105*
2. **How was Milo able to float in the air next to Alec?** *He thought very hard and tried to see as adult did. P. 107*



## Chapter 10

1. **What is a symphony orchestra?** *A large number of instruments that play music together* p. 119
2. **Who is a conductor of the orchestra?** *A person who leads the people playing the instruments* p. 121
3. **What did the symphony orchestra play the evening Milo and Tock watched it with Alec?** *No music/ The sunset / each instrument plays a color* p. 121

## Chapter 11

1. **What happened when Milo decided to not wake Chroma and tried to lead the symphony by himself?** *The sun set and rose again 7 times, nothing was the color it should be* p. 129
2. **What gift did Alec give to Milo to help him on his journey?** *A telescope* p. 132
3. **What is an old apothecary shop like?** *A small store with herbs, natural remedies, potions, and etc* p. 135
4. **What does the Doctor of Dissonance specialize in?** *noises* p. 137

## Chapter 12

1. **Why is the Valley of Sound so horrifying?** *Because there is no sound at all/ it is completely silent* p. 145
2. **Why is the Valley of Sound silent?** *No one appreciated sound anymore so the Soundkeeper banished sound* p. 149
3. **How did Milo get a sound out of the fortress of sound?** *He made the word "but" and closed his mouth trapping it before it came out* p. 158

## Chapter 13

1. **What did the Soundkeeper give to Milo and his friends to assist them on their journey to saving Rhyme and Reason?** *A brown package full of sounds* p. 164
2. **How did the friends get to the Island of Conclusions?** *They thought a thought where they had jumped to a conclusion* p. 168
3. **How did the friends get off of the Island of Conclusions?** *They had to swim across the Sea of Knowledge* p. 170

## Chapter 14

1. **What's a Dodecahedron?** *A mathematical shape with 12 faces* p. 173
2. **Where did the people of Digitopolis get their numbers from?** *They dug them out of a mine* p. 178
3. **How did the Mathemagician feel about the jewels and gems the miners dug up?** *They were a nuisance* p. 182

## Chapter 15

1. **What is subtraction stew?** *Soup in Digitopolis that makes you hungrier the more you eat it* p. 185
2. **What did Milo find out about the longest and smallest number in the world?** *There isn't one* p.190

## Chapter 16

1. **What gift did the Mathemagician give Milo to help him on his way?** *A magic staff* p. 201
2. **What tasks did the elegant man with no facial features ask the friends to do?** *Move sand with tweezers, empty a well and fill another with an eye dropper and a hold dug through the cliff with a needle* p. 210



## Chapter 17

1. **Who is Terrible Trivium?** *A demon of petty tasks and worthless jobs p. 213*
2. **What does insincerity mean?** *to be insincere means to not truly mean what is said p. 217*

## Chapter 18

1. **What broke the spell the friends' were under while with the Senses Taker and looking at the circus?** *Milo's package of sounds fell and broke open and laughter came out p. 229*
2. **How did everyone get out of the Castle in the Air when the demons cut the stairway loose and the castle was floating off into space?** *They all rode with Tock since "time flies" p. 236*

## Chapter 19

1. **How did everyone react when Milo brought the princesses back to the land?** *They celebrated p. 248*

## Chapter 20

1. **When Milo got back home, how long had he been gone on his adventure?** *One hour p. 254*
2. **Why had the tollbooth disappeared from Milo's apartment?** *It was taken to other boys and girls who also would like to use it p. 255*

## THE PHANTOM TOLLBOOTH

### SUMMARIES

#### Chapter 11

Milo wakes up at 5:22 a.m. and decides that he should let Chroma sleep in and simply conduct the orchestra himself. The colors at first begin normally but Milo quickly loses control, causing all the colors to become wild and mismatched. Finally, after the sun has risen and set a full seven times, he gives up and drops his arms. It is 5:27 a.m., and it looks like night again. Chroma comes running up completely unaware that seven days have passed.

#### Chapter 12

Upon entering the Valley of Sound, Milo can immediately tell why Dischord and Dynne seemed to be so afraid of it: there is no sound whatsoever. As Tock frets over his lack of ticking, a crowd of people bearing protest signs about the silence comes down the road. One of them produces a blackboard and writes out the story of the Valley's loss. He explains that the Soundkeeper, once the benevolent ruler of the Valley, became upset with the lack of appreciation for beautiful sounds and the rise of Dr. Dischord's noises, and she, consequently, locked away all the sounds in her fortress. The blackboard man asks Milo to help by visiting the Soundkeeper and stealing a sound that they can use to destroy the fortress. Milo agrees and, with Tock and the Humbug sets out for the fortress.

The Soundkeeper turns out to be a perfectly pleasant woman who invites the travelers inside where they find sounds still exist. She tours them through the vault where she keeps every sound that was every made, showing as an example the "exact tune that George Washington whistled when he crossed the Delaware on that icy night in 1777." The Soundkeeper demonstrates how she catalogues sound by having Milo speak then walking him over to a filing cabinet where, sure enough, his "hello" is neatly stored.



Next on the tour is the laboratory where sounds are invented—and also become visible. Milo claps his hands and sheets of paper begin shooting out. He tries to reason with the Soundkeeper about the silence in the valley, but she will not hear of it. At one point Milo tries to retort with "But!" and catches himself short, feeling the word form on his tongue and stay there. He quickly, and silently, makes for the door, smuggling his sound out with him.

### Chapter 13

Milo hurries back to the angry mob where he is directed to deposit his stolen sound into a large cannon. When fired, the sound shatters the walls of the fortress and all the sounds in the vault come crashing out. After a few moments of noisy confusion, the dust settles, and Milo sees the Soundkeeper sitting on a pile of rubble. He goes over to apologize for helping destroy her fortress, and the Soundkeeper is very understanding. She recognizes that it was her own fault for taking away all the sounds and realizes that silence is not the solution. "The problem," she says, "is to use each sound at the proper time."

Dynne comes running up with an enormous sack full of sounds that are not noisy enough for his tastes. It turns out that he has gathered up nearly all the sounds of the vault, which the Soundkeeper happily accepts. As Dynne hurries away, the Soundkeeper remarks that the unpleasant sounds he likes have value because they help us appreciate the pleasant ones more. If only Rhyme and Reason would return, she says, they might be able to bridge that gap. She gives Milo a package of sounds to remember her by and bids him good luck with his quest.

Milo, Tock, and the Humbug pile back in the car and soon find themselves driving along the Sea of Knowledge. When each of the three makes an unfounded assumption about the ease of their quest, they leap out of the car and find themselves standing on the island of Conclusions. Unfortunately, they discover that it's much easier to jump to conclusions than to jump away; they have to swim back to shore. On the other side of the shore, Milo and Tock are soaked through with the waters of Knowledge while the Humbug, who thinks he already knows everything, is bone dry. Milo comments that he has learned a lesson about jumping to conclusions, and the three travelers are soon on their way again.

### Chapter 14

Shortly after their detour to Conclusions, Milo, Tock, and the Humbug come upon a fork in the road where they meet the Dodecahedron, a man with twelve faces, each of which displays a different emotion. When Milo introduces himself, the Dodecahedron wonders if everyone with one face is called "a Milo" and explains that in Digitopolis everything is named for what it is. He finds Milo's system of naming very difficult and wonders how anything gets done if the numbers all had their own names, and one had to do the sum of "Robert plus John."

Milo asks which fork he should take to get to Digitopolis, and the Dodecahedron responds with a series of increasingly ridiculous story problems. When Milo points out how silly they are, the Dodecahedron remarks, "as long as the answer is right, who cares if the question is wrong?" Then he explains that none of the three roads is right and points out that it was foolish of Milo to assume that just because there were



three choices one of them was right. The Dodecahedron offers to personally escort the travelers to Digitopolis and hops in the car with them.

On the outskirts of the city, they stop to see the numbers mine where digits are chiseled out of the stone much like precious gems. Inside they meet the Mathemagician, an impressive man who carries a giant pencil that he uses as a wand. The Mathemagician explains the functions of the mine to the companions and then invites them to lunch.

## Chapter 15

Milo's lunch with the Mathemagician proves to be as baffling as his banquet with King Azaz. They dine on subtraction stew, which makes them hungrier rather than fuller and leaves the poor Humbug, who gorges himself on twenty-three bowls, practically starving. After the meal, the Mathemagician magically transports the group to his workshop, where he uses his magic staff to dazzle the group with mathematical tricks. Milo asks to see the biggest number, and the Mathemagician leads him to an enormous number 3. Milo corrects himself and asks to see the longest number, and the Mathemagician opens a closet to display a very flattened number 8.

Milo finally clarifies that he means the number of the greatest value, prompting the Mathemagician to give a lengthy speech about infinity. He leads Milo to a staircase that he claims will lead to infinity, and Milo happily starts climbing, telling Tock and the Humbug that he should be back in just a few minutes.

### SYNONYMS AND ANTONYMS

**Q) Fill in the blank with an antonym for the underlined word.**

end early cold stop smile down open full bad hard

1. It is time to begin our lesson. \_\_\_\_\_
2. My food is very hot. \_\_\_\_\_
3. Would you please close the door. \_\_\_\_\_
4. Do not start running yet. \_\_\_\_\_
5. That is a good dog. \_\_\_\_\_
6. This test is easy. \_\_\_\_\_
7. My glass is empty. \_\_\_\_\_
8. Is that a frown on your face? \_\_\_\_\_
9. You have to go up the stairs. \_\_\_\_\_
10. I am late for the meeting. \_\_\_\_\_