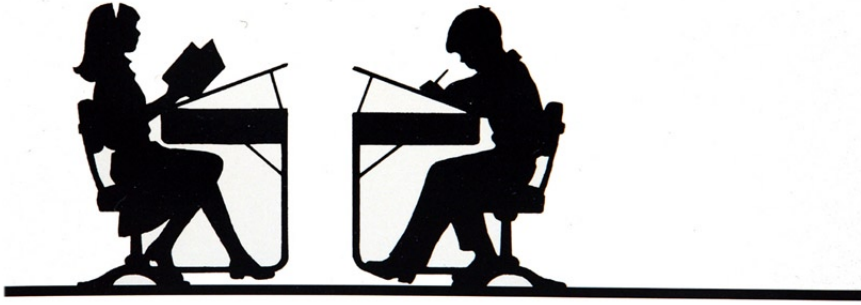


# For the younger student, Junior Wordbooks



Introducing our companion starter series in the format of our standard **WORDBOOK** Vocabulary Building Program. Here are words to learn first, at a lower level of difficulty.

## Learning words in order of difficulty . . .

What makes our **WORDBOOK** series special? It is the order of the test words—words at just the right level of difficulty for the younger reader—words that anyone should know before being swamped with harder ones. The child knows the word (and the furry presence) *cat* before being expected to say or understand *feline*. We all say *mother* before thinking about *maternal* matters. We feel *rain* before we distinguish among types of *precipitation*. Even as youngsters, we need to understand and interpret subtle distinctions among words. Finding just that level of understanding, and building from there, is the key. It is important to reach the words of greater difficulty from a solid understanding of more basic words.

Each of us has a “frontier of knowledge”—that range of difficulty where words are recognized but are not yet familiar enough to be used correctly in everyday speech or writing. Johnson O’Connor found that it is much more efficient to learn words right at, or just beyond, the personal frontier of knowledge than it is to learn words that are too far beyond that point. We have tested the vocabulary of large numbers of students to determine the level of difficulty for each word in our vocabulary building program. By gradually increasing the difficulty of the words that are taught, a youngster’s vocabulary can be increased more easily and quickly and with greater retention. The test below can suggest where to start.

The wide-ranging standard **WORDBOOK** series, appropriate for anyone from the precocious pre-adolescent to any age adult, may be too difficult for someone who misses any of test items below. Beginning with the Junior Wordbook series would be a better starting point in vocabulary development. See the test answers and placement information on the back.

## Junior Wordbook Placement Test

Each test word is printed in CAPITAL letters.

From the five choices that follow, select the one that comes nearest in meaning to the test word.

- |               |               |                   |               |               |            |
|---------------|---------------|-------------------|---------------|---------------|------------|
| 1. OBEY       | a) command    | b) agree          | c) call out   | d) do as told | e) bow     |
| 2. PROTECT    | a) expect     | b) repair         | c) attack     | d) save       | e) guard   |
| 3. COLLECT    | a) save       | b) gather         | c) scatter    | d) arrange    | e) join    |
| 4. MUMBLE     | a) mutter     | b) grunt          | c) yell       | d) cry        | e) thunder |
| 5. SQUASH     | a) toughen    | b) stretch        | c) crush      | d) snap       | e) grind   |
| 6. SORROW     | a) loneliness | b) disappointment | c) anger      | d) delight    | e) sadness |
| 7. HAUL       | a) replace    | b) pull           | c) sink       | d) clean      | e) build   |
| 8. POSITIVE   | a) honest     | b) hopeful        | c) doubtful   | d) sure       | e) steady  |
| 9. EXHIBIT    | a) make       | b) sell           | c) find       | d) show       | e) lose    |
| 10. EXPAND    | a) increase   | b) strengthen     | c) shrink     | d) include    | e) use up  |
| 11. RIPPLE    | a) spot       | b) flood          | c) small wave | d) drip       | e) dent    |
| 12. TRANSPORT | a) change     | b) store          | c) reverse    | d) sell       | e) carry   |

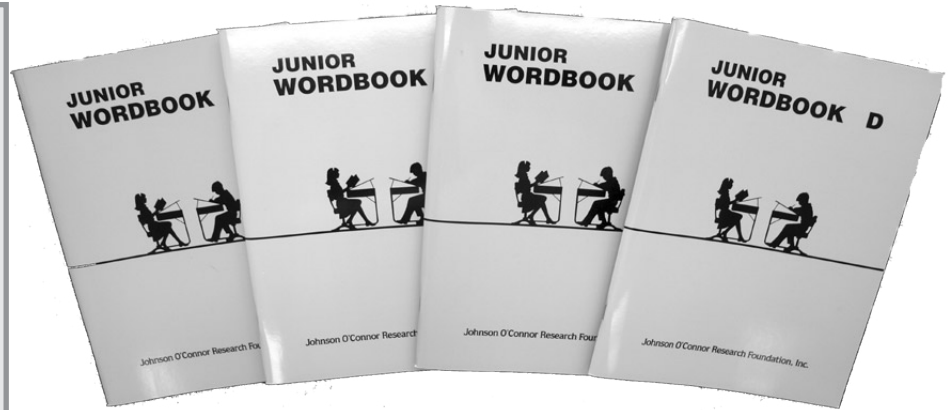
## How to use these Junior Wordbooks . . .

Each Junior Wordbook is divided into twelve chapters of fifteen words each. The chapters start with a multiple-choice pre-test which allows students to identify and study only those words they do not know.

Discussions of the fifteen words are accompanied by examples of their usage. Three sets of exercises follow the discussions. The first exercise simply asks the student to answer yes or no to a question that uses the test word. The second exercise tests the student's feel for the correct usage of a word in a sentence, and the last exercise asks the student to pick which one of three words is least closely related to the meaning of the test word.

When the third exercise is completed the student goes on to the next chapter. To further aid vocabulary acquisition, there is a review section after every three chapters. All in all, this series of Wordbooks leads a younger student into a rich and mentally stimulating understanding of the words to be encountered in reading, school lessons, and conversation.

|  |                |  |
|--|----------------|--|
| <b>ANSWERS:</b><br>1. d) do as told<br>2. e) guard<br>3. b) gather<br>4. a) mutter<br>5. c) crush<br>6. e) sadness<br>7. b) pull<br>8. d) sure<br>9. d) show<br>10. a) increase<br>11. c) small wave<br>12. e) carry | Number Correct |  |
|  | 12             | go to standard WORD-BOOK series 1-8 Placement Test |
|  | 9 to 11        | C, then D  |
|  | 7 to 8         | B  |
|  | 0 to 6         | A  |



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### About our aptitude testing program:

Johnson O'Connor started aptitude testing for General Electric in 1922. Testing soon expanded to families and friends of employees and then to school programs, such as the one at Stevens Institute of Technology. In 1939 it was incorporated as the Human Engineering Laboratory in Boston, and later in New York as the Johnson O'Connor Research Foundation.

It continues today as a nonprofit scientific research and educational organization. In addition to the assessment of aptitudes, natural talents that provide direction in career and educational planning, the foundation provides measurement of and suggestions for improvement in vocabulary knowledge.

Vocabulary level, an indication of general knowledge, is the best predictor of overall success in school and performance on the SAT-Verbal and other similar tests. A large and exact vocabulary is also a characteristic of successful people in many occupations. Unlike aptitudes, which are natural tendencies of an individual, vocabulary knowledge can be acquired through directed study as well as increased reading. Indeed, the better a person's vocabulary, the more satisfying and useful reading becomes. Aptitudes may point the direction for career satisfaction, but vocabulary level will affect how far a person is able to go in a chosen career.

For further information about our aptitude testing program or our standard WORDBOOK series, please visit our website or contact one of our eleven offices.

- |                        |  |
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