

A Wrinkle in Time

Chapters 4–6

by Madeleine L'Engle

Pre-Reading Vocabulary Practice

Optional Post-Reading Quiz Included

Practice words: aberration, comprehend, dissolution, evil, fault, inexorable, malignant, simultaneous, star, unfold

PRE-READING ACTIVITY

Vocabulary Preview 2

Answer Key — Preview 3

Caution: share only if self-checking

OPTIONAL POST-READING QUIZ

Vocabulary in Context 4

Answer Key — In Context 5

Caution: do not share with students

About the Pre-Reading Activity (open-dictionary; ungraded or completion grade):

Students preview 10 words from the upcoming reading, each in a sentence that supports understanding. They choose the best meaning from 3 choices.

About the Optional Post-Reading Quiz (use after reading, or skip):

Same words, now in real excerpts from the text, with questions that build reading and analytical skills.

Vocabulary Sections for this Book:

Section 1 · Chapters 1–3 · A stormy night at the Murry house

Section 2 · Chapters 4–6 · The children's journey with their three guides

Section 3 · Chapters 7–9 · Entering the city's central building

Section 4 · Chapters 10–12 · Meg wakes on an unfamiliar planet

Bold = this section. Other sections are available at verbalworkout.com.



verbalworkout.com
(all resources free)

Vocabulary Preview

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Name _____ Date _____ Period _____

Read each prompt. Then choose the best meaning for the bold word.

1. A snowstorm in summer would be a real **aberration**.

- A. an unusual departure
- B. a happy surprise
- C. a minor nuisance

2. It took me a while to **comprehend** the tricky instructions.

- A. to memorize word for word
- B. to fully understand
- C. to read aloud slowly

3. The club's **dissolution** surprised everyone at the meeting.

- A. a fresh start
- B. a sudden success
- C. a breaking apart

4. The villagers feared the **evil** that lurked in the forest.

- A. hidden danger
- B. great wickedness
- C. ancient magic

5. Her quick temper is a serious **fault**.

- A. a personal weakness
- B. a passing mood
- C. a strange habit

6. The **inexorable** ticking of the clock filled the silent room.

- A. impossible to stop
- B. soft and easily missed
- C. slow and uneven

7. A **malignant** smile spread across the villain's face.

- A. evil and harmful
- B. proud and boastful
- C. sly and amused

8. The soldiers gave a **simultaneous** salute to the flag.

- A. done in a sloppy way
- B. done one by one
- C. done at the same time

9. On a clear night, every **star** shone brightly above us.

- A. a streak of falling light
- B. a glowing ball of gas
- C. a drifting bit of cloud

10. The eagle began to **unfold** its great wings.

- A. to flap hard and fast
- B. to stretch and shake out
- C. to open out gradually

ANSWER KEY

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#	KEY
1	A
2	B
3	C
4	B
5	A
6	A
7	A
8	C
9	B
10	C

Vocabulary in Context

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Name _____ Date _____ Period _____ Score _____ / 10

Read each excerpt carefully. Then choose the best answer to each question.

1 "... lying on the moving water, pulsing gently with the swells, and feeling the gentle, inexorable tug of the moon."

In context, the word 'inexorable' emphasizes that the moon's pull is...

- A. steady and impossible to resist
- B. soft and easily ignored
- C. gentle but quickly fading

2 "From the shoulders slowly a pair of wings unfolded, wings made of rainbows, of light upon water, of poetry."

The passage most strongly suggests that, as the wings unfolded, they...

- A. spread slowly open to full span
- B. beat hard to lift her upward
- C. drooped low against her back

3 "But this time she was prepared for the sudden and complete dissolution of her body."

According to the passage, what was Meg prepared for this time?

- A. her body breaking fully apart
- B. her body turning to cold stone
- C. her body being crushed flat

4 "We know that it's evil, but what is it?"
"Yyouu hhave ssaidd itt!" Mrs Which's voice rang out.
"Itt iss Eevill. Itt iss thee Ppowers of Ddarrkknness!"

It can reasonably be inferred that, in naming the Thing 'Evil,' Mrs Which means it is...

- A. a deep, draining sadness
- B. a blind force of nature
- C. a force of pure wickedness

5 "And the light shineth in darkness; and the darkness comprehended it not." ... "They've been lights for us to see by."

In context, the word 'comprehended' emphasizes that the darkness...

- A. could not put out the light
- B. could not overcome the light
- C. could not understand the light

6 "It was a star," Mrs Whatsit said sadly. "A star giving up its life in battle with the Thing. It won, oh, yes, my children, it won. But it lost its life in the winning."

It can reasonably be inferred that the star Mrs Whatsit describes...

- A. was Mrs Whatsit in an earlier life
- B. was a famous, admired person
- C. is a light still shining in the sky

7 "... a thing that wanted to eat and digest her like some enormous malignant beast of prey."

Which statement is best supported by the passage?

- A. The darkness is cold and lifeless.
- B. The darkness is older than time itself.
- C. The darkness means to destroy Meg.

8 "... Calvin, your great gift is your ability to communicate ... Meg, I give you your faults."
"My faults!" Meg cried.
"Your faults."

The passage most strongly suggests that the 'faults' Mrs Whatsit gives Meg are...

- A. her sharp intelligence
- B. her stubborn impatience
- C. her quiet, timid shyness

9 "Then the doors of all the houses opened simultaneously, and out came women like a row of paper dolls. The print of their dresses was different, but they all gave the appearance of being the same. ... Each child turned and walked into the house. The doors clicked shut behind them."

According to the passage, the doors of the houses open...

- A. one shortly after another
- B. all at the very same moment
- C. at random, scattered times

10 "They're all perfectly trained. We haven't had an Aberration for three years."

According to the woman, a section with no 'Aberration' for three years is one where...

- A. no child has been punished
- B. no child has fallen ill
- C. no child has broken the pattern

ANSWER KEY

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#	KEY	NOTE
1	A	
2	A	
3	A	
4	C	
5	B	Here 'comprehended' carries its older Biblical sense of 'overcome' or 'master,' not the modern 'understand'; that is the distinction the question turns on.
6	A	Character comprehension. The section reveals this star was Mrs Whatsit's own earlier form, lost in battle with the Thing.
7	C	
8	B	Character comprehension. Meg's impatience and stubbornness run through the section, so naming her faults a 'gift' is the paradox to unpack.
9	B	
10	C	Theme comprehension. On Camazotz an 'Aberration' is the official term for any nonconformity, so the woman's boast exposes the planet's forced sameness.

Teacher Context: Chapters 4–6

The three Mrs W's transport the children by 'tessering' through space, explaining that their father is imprisoned and that a great Dark Thing threatens Earth and other worlds. They consult the Happy Medium and glimpse the shadow they must fight. The break keeps the three preparatory, world-building chapters together; the section ends before the children reach the planet where their father is held.