

# Adventures in Writing

Implementing the Structure and Style<sup>®</sup> Method

Student Book

First Edition © June 2023  
Institute for Excellence in Writing, L.L.C.

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Sample

## Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various themes and subjects, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

### Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**  
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Adding Literature**  
This appendix suggests various books and stories to be read or listened to.
- **Appendix II: Mechanics**  
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that are found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix III: Vocabulary**  
This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Twenty-three lessons include new vocabulary words. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

Vocabulary cards are found on the blue page as a PDF download. Print them, cut them out, and place them in a plastic bag or pencil pouch for easy reference. Plan to study the words for the current lesson and continue to review words from previous lessons.

## Checklists

Each writing lesson includes a checklist that details all the requirements of the assignment. Tear the checklist out of the book so that you can use it while writing. Check off each element when you are sure it is included in your paper. With each writing assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

## Teacher's Manual

The Teacher's Manual includes all of the Student Book contents with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

## ***Teaching Writing: Structure and Style***

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or Forever Streaming. For more information, please visit [IEW.com/TWSS](http://IEW.com/TWSS)

## Adapting the Schedule

Groups who follow a schedule with fewer than thirty weeks will have to omit some lessons. Because there are several lessons for each of the seven IEW units in this book, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

## Assignment Schedule

All of the instructions for what to do for each lesson are included in the Assignment Schedule located on the first page of each lesson. Each lesson is divided into four days of instruction.

Some writing assignments are divided into two parts, allowing students two lessons to complete the entire assignment. Part one focuses on structure and writing a key word outline. Part two focuses on style and writing the paragraph(s).

Students will benefit from learning new structure and style concepts with a teacher. In addition, students should plan to read the source texts and begin key word outlines with a teacher.

## Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
<b>Unit 1</b> 1	Nile River, Yangtze River introduction to structure		dwell vast
2	Roman Hoplite American Quarter Horse		organized sprint
3	Orchestra and Conductor		melodious observe
<b>Unit 2</b> 4	Roman Colosseum		
5	Tornadoes	introduction to style -ly adverb	abruptly forcefully
6	Benjamin Franklin's Lightning Rod title rule		cautiously cleverly
7	Hannibal's War	<i>who/which</i> clause	guide terrified
<b>Unit 3</b> 8	The Fox and the Crow, Part 1		crave sly
9	The Fox and the Crow, Part 2		
10	The Theft of Thor's Hammer, Part 1		desperately vanish
11	The Theft of Thor's Hammer, Part 2	strong verb banned words: <i>say/said</i>	deceive declare
<b>Unit 4</b> 12	Leif Eriksson topic-clincher sentences	banned words: <i>see/saw</i>	abundantly notice
13	Hagia Sophia		colossal proudly
14	John Muir	banned words: <i>go/went</i>	
15	Magnets	<i>because</i> clause	effortlessly metallic



Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
16	Dolphins		mottled tussle
<b>Unit 5</b> 17	Rooster, Part 1		commotion slumber
18	Rooster, Part 2		din peacefully
19	Treasure Map, Part 1		
20	Treasure Map, Part 2	quality adjective banned words: <i>good, bad</i>	delicate discover
<b>Unit 6</b> 21	Roanoke, Part 1 source and fused outlines		skilled weir
22	Roanoke, Part 2		construct nutritious
23	Mayflower, Part 1		cramped shiver
24	Mayflower, Part 2	<i>www.asia</i> clause	
25	William Penn, Part 1		expel illegal
26	William Penn, Part 2		design desire
<b>Unit 7</b> 27	My House, Part 1		bond store
28	My House, Part 2		comfortable spacious
29	My Friend, Part 1		
30	My Friend, Part 2		

## UNIT 1: NOTE MAKING AND OUTLINES

**Lesson 1: Nile River, Yangtze River****Goals**

- to learn the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to use new vocabulary words: *dwelt*, *vast*

**Assignment Schedule****Day 1**

1. Read Introduction to Structure and New Structure.
2. Read and discuss the source text “Nile River.”
3. Reread the source text one sentence at a time and circle two or three key words that tell the sentence’s main idea.
4. Write your key word outline (KWO) by copying the key words onto the outline. Use symbols, numbers, and abbreviations when possible.
5. Test your KWO. If a note is unclear, check the source text and fix your KWO.

**Day 2**

1. Look at the vocabulary cards for Lesson 1. Complete Vocabulary Practice.
2. Try to add one vocabulary word to your KWO.
3. Give an oral report using your KWO. Read. Think. Look up. Speak.

**Day 3**

1. Read and discuss “Endangered Species of the Yangtze River.”
2. Reread the source text one sentence at a time and circle two or three key words that tell the sentence’s main idea.
3. Write your KWO.
4. Try to add one vocabulary word to your KWO.
5. Test your KWO. If a note is unclear, check the source text and fix your KWO.

## Day 4

1. Review the vocabulary words and their meanings.
2. After practicing, use one of your KWOs to give an oral report to a friend or family member. Read. Think. Look up. Speak. If applicable, be prepared to give an oral report in class.

## Literature Suggestions

If you wish to incorporate literature into the curriculum, see a suggested list of books in Appendix I.

## Introduction to Structure

In this book you will learn to write with *structure* and with *style*. This lesson explains structure.

### Structure

What is structure? The dictionary says structure is “the way that parts of something are arranged or put together.”

What has structure? Think of a castle. Before the castle was built, someone had to draw plans for the builders. The builders had to follow the plans so that each part of the castle was in its proper place. The royal family would not have wanted a dungeon next to the bedrooms. Each part had to be placed in its own special spot. Each step had to be completed in order to give the castle its proper structure.

In some ways, writing a paper is similar to building a castle. A paper contains facts and ideas. If you begin writing without a plan, your facts and ideas will probably end up in the wrong place. Your paragraph will not be structured well, and your readers might not understand what you are trying to say. So, in this course you will “draw plans” before you write. Your “plans” will be key word outlines, which we abbreviate KWO.

## New Structure

### Note Making and Outlines

Begin by reading the source text. Choose two or three key words in each sentence that tell the sentence's main idea. Circle the words.

To write a key word outline (KWO), place the key words on the outline. Do not write more than three words on a line. You may also use symbols, numbers, and abbreviations. They are “free.” Separate key words, symbols, numbers, and abbreviations with commas.

Key words	are the most important words that tell the main idea.
Symbols	can be drawn faster than it takes to write the word.
Numbers	include numerals like 1, 2, 3, and 1st, 2nd, 3rd.
Abbreviations	are commonly accepted forms of shortened words.

Can you guess what each of the following mean?



123

ppl



++

After you finish writing your KWO, you must test it. To test a KWO, begin by putting the source text away. Use only your notes. If a note is unclear, check the source text and fix your KWO.

Read	a line of notes.
Think	of a sentence.
Look up	so your eyes are not on the paper.
Speak	in complete sentences. With practice, you can use your KWO to give an oral report about a source text.

## Source Text



## Nile River

The Nile River in Africa is the longest river in the world. It begins in the rivers that flow into Lake Victoria, and it empties into the Mediterranean Sea. It flows north through or along ten countries. Every year floods deposit dirt and fine sand, called silt, in the soil along the sides of the river. This silt helps the plants thrive. From space the Nile looks like a green ribbon against the Sahara Desert. Many people depend on it for farming, transportation, and electricity.

## Mechanics

Capitalize proper nouns.

## Key Word Outline

Did you circle two or three key words in each sentence of the source text?

On the lines below, write two or three key words from each sentence of “Nile River.” Use symbols, numbers, and abbreviations when possible.

There is one line for each sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Test your KWO. This is a test of the outline, not your memory.

To test your KWO, look at your notes, not the source text. If a note is unclear, check the source text and fix your KWO.

Read a line of notes.

Think of a sentence.

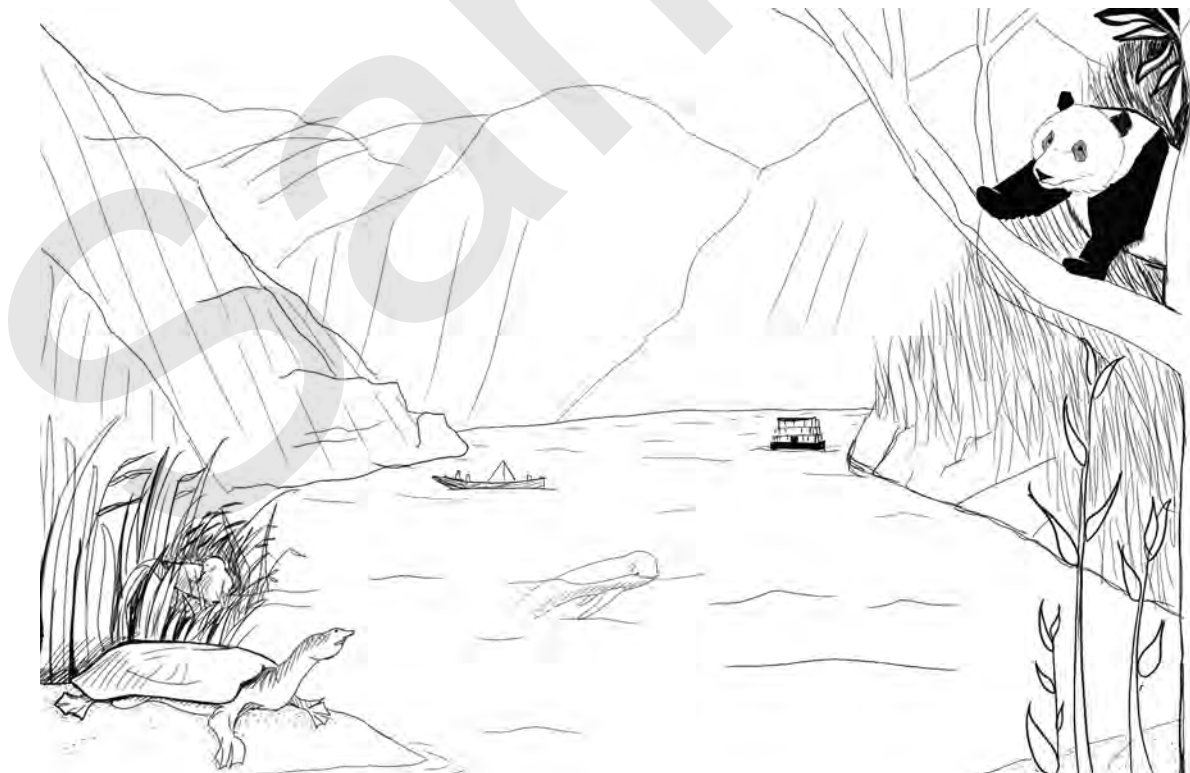
Look up so your eyes are not on the paper.

Speak in complete sentences.

## Source Text

### Endangered Species of the Yangtze River

The Yangtze River is home to three of the world's most endangered species of animals. This river in China is the world's third-longest river. The black and white giant panda lives in the bamboo forests around the upper Yangtze River. Finless porpoises dodge boat traffic in the river. The Yangtze giant softshell turtle lives in the lower Yangtze River floodplain. It is nearly extinct. Almost a thousand species of other animals also call this river home.



## Key Word Outline

Did you circle two or three key words in each sentence? On the lines below, write two or three key words from each sentence of “Endangered Species of the Yangtze River.” Use symbols, numbers, and abbreviations when possible. There is one line for each sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Test your KWO. Remember, this is a test of the outline, not your memory. To test your KWO, look at your notes, not the source text. If a note is unclear, check the source text and fix your KWO.

Read a line of notes.

Think of a sentence.

Look up so your eyes are not on the paper.

Speak in complete sentences.



## Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 1 aloud.

**Speak** them aloud yourself.

**Read** the definitions and sample sentences on the vocabulary cards.

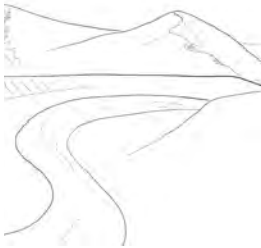
**Write** two sentences using one of this lesson's vocabulary words in each sentence. You may use derivatives of the words. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.



dwell \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



vast \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Think** about the words. Can you use them in your KWOs?

## UNIT 7: INVENTIVE WRITING

**Lesson 27: My House, Part 1****Goals**

- to learn the Unit 7 Inventive Writing structural model
- to create a KWO from a writing prompt
- to use new vocabulary words: *bond*, *store*

**Assignment Schedule****Day 1**

1. Play a game from the Teacher’s Manual.
2. Read New Structure—Inventive Writing.
3. Read the prompt and complete the practice.
4. Read Notes from the Brain.

**Day 2**

1. Write a KWO about topic A, a room in your house.
2. Test your KWO and write a topic sentence.

**Day 3**

1. Look at the vocabulary cards for Lesson 27. Complete Vocabulary Practice.
2. Write a KWO about topic B, a different room in your house.
3. Test your KWO and write a topic sentence.

**Day 4**

1. Review the vocabulary words and their meanings.
2. After practicing, use your KWO to give an oral report to a friend or family member. Read. Think. Look up. Speak.

## New Structure

### Inventive Writing

In Unit 7 your entire composition should be about one subject. Once you know what the subject of the composition is, you determine how many paragraphs to write. Once you know the number of paragraphs, you determine the topics. Each paragraph equals one topic.

**2 topics = 2 paragraphs**

<b>Subject</b>	I. Topic A	<i>topic, 5–6 details, clincher</i>
	II. Topic B	<i>topic, 5–6 details, clincher</i>

#### Prompt

Write two paragraphs about your house.

#### Practice

Because you must write two paragraphs about your house, you will choose two topics. List four different rooms in your house. Choose two.

---



---

The topic sentence will tell the topic of the paragraph. On the KWO write the subject and topic next to the Roman numeral. Follow this pattern.

I. *house, topic A*

II. *house, topic B*

## Notes from the Brain

You will write this paper without the help of source texts. Just like the other assignments, you must begin by writing a KWO.

To write the KWO, take notes from your brain. To do this, ask yourself questions. Use your answers to create the KWO.

Begin by memorizing these questions.

**who?**                      **what?**                      **when?**  
**where?**                    **why?**                      **how?**

Describe the topic by asking yourself questions.

**Who** is with me in this room?

**What** do we do in this room?

**When** am I in this room?

**Where** is this room in my house?

**Why** do I like this room?

**How** do I feel about this room?

Draw a picture of your house.



The answers to your questions become the details for the outline. As you answer a question, write two or three key words on the KWO. Use symbols, numbers, and abbreviations when possible.

You do not have to answer every question. You do not need to ask the questions in the order they are written. Keep your answers short. You can add more details when you write your composition.

Repeat this process for the second topic.

**2 topics = 2 paragraphs**

## Key Word Outline

Next to the Roman numeral (the topic line), write the subject and topic. Follow this pattern: *house, topic A*. Think of one word to describe this room. Add this + *word* to the topic line.

Write five or six details about the topic.

- I. Topic: \_\_\_\_\_ ?
1. \_\_\_\_\_ who?
2. \_\_\_\_\_ what?
3. \_\_\_\_\_ when?
4. \_\_\_\_\_ where?
5. \_\_\_\_\_ why?
- (6.) \_\_\_\_\_ how?

### Clincher

Test your KWO. For the clincher, repeat or reflect the words on the topic line.

### Topic Sentence

The topic sentence tells what the paragraph is about. Use the key words on the topic line (or synonyms of those words) to write a topic sentence.

---

---

## Key Word Outline

Next to the Roman numeral (the topic line), write the subject and topic. Follow this pattern: *house, topic B*. Think of one word to describe this room. Add this + *word* to the topic line.

Write five or six details about the topic.

II. Topic: \_\_\_\_\_ ?

1. \_\_\_\_\_ who?

2. \_\_\_\_\_ what?

3. \_\_\_\_\_ when?

4. \_\_\_\_\_ where?

5. \_\_\_\_\_ why?

(6.) \_\_\_\_\_ how?

### Clincher

Test your KWO. For the clincher, repeat or reflect the words on the topic line.

### Topic Sentence

The topic sentence tells what the paragraph is about. Use the key words on the topic line (or synonyms of those words) to write a topic sentence.

---



---

## Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 27 aloud.

**Speak** them aloud yourself.

**Read** the definitions and sample sentences on the vocabulary cards.

**Write** the correct words in the blanks. You may use derivatives of the words.

I \_\_\_\_\_ with my family in my house.

We \_\_\_\_\_ toys in this room.

**Think** about the words. Can you use them in your composition?

## UNIT 7: INVENTIVE WRITING

**Lesson 28: My House, Part 2****Goals**

- to write a 2-paragraph composition
- to use new vocabulary words: *comfortable*, *spacious*

**Assignment Schedule****Day 1**

1. Play Find the *www.asia* Clause Starters.
2. Review your KWO from Lesson 27.
3. Complete Style Practice.

**Day 2**

1. Say the topic-clincher rule.
2. Write a rough draft for your first paragraph.
3. Highlight or bold the key words *house*, *topic A*, + *word* in the topic and clincher sentences.

**Day 3**

1. Look at the vocabulary cards for Lesson 28. Complete Vocabulary Practice.
2. Write a rough draft for your second paragraph.
3. Highlight or bold the key words *house*, *topic B*, + *word* in the topic and clincher sentences.
4. Look at the checklist. Check each box as you complete each requirement.
5. Turn in your rough draft to your editor with the completed checklist attached.

**Day 4**

1. Review the vocabulary words and their meanings.
2. Draw a picture to put with your composition.
3. Write or type a final draft.
4. Paperclip the checklist, picture, final draft, rough draft, and KWO together.



## Style Practice

### Strong Verb Dress-Up and -ly Adverb Dress-Up

Look at your KWO and write ideas for each.

1. List strong verbs and -ly adverbs to include in your first paragraph.

strong verbs \_\_\_\_\_

-ly adverbs \_\_\_\_\_

2. List strong verbs and -ly adverbs to include in your second paragraph.

strong verbs \_\_\_\_\_

-ly adverbs \_\_\_\_\_

### Quality Adjective Dress-Up

Look at your KWO and list two different nouns that you could use in your composition. Next to each noun, write ideas for adjectives that create a strong image and feeling. Avoid banned adjectives.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Who/Which Clause Dress-Up**

Write two sentences with a *who/which* clause that you could use in your composition.

---

---

---

**Because Clause Dress-Up**

Write two sentences with a *because* clause that you could use in your composition.

---

---

---

**www.asia Clause Dress-Up**

Write two sentences with a *www.asia* clause that you could use in your composition.

---

---

---

## Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 28 aloud.

**Speak** them aloud yourself.

**Read** the definitions and sample sentences on the vocabulary cards.

**Write** the part of speech and the definition beside the word.



comfortable \_\_\_\_\_

---

---

---



spacious \_\_\_\_\_

---

---

---

**Think** about the words. Can you use them in your composition?



# Unit 7 Composition Checklist

## Lesson 28: My House

Inventive  
Writing

Name: \_\_\_\_\_



Institute for  
Excellence in  
Writing  
Listen. Speak. Read. Write. Think!

### STRUCTURE

- |   |              |
|---|--------------|
| <input type="checkbox"/> name and date in upper left-hand corner                                      | _____ 2 pts  |
| <input type="checkbox"/> composition double-spaced  | _____ 3 pts  |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence                 | _____ 5 pts  |
| <input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) | _____ 10 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline                 | _____ 4 pts  |

### STYLE

**11 12 Dress-Ups** (underline one of each) (3 pts each)

- |   |             |
|---|-------------|
| <input type="checkbox"/> <input type="checkbox"/> -ly adverb              | _____ 6 pts |
| <input type="checkbox"/> <input type="checkbox"/> <i>who/which</i> clause | _____ 6 pts |
| <input type="checkbox"/> <input type="checkbox"/> strong verb             | _____ 6 pts |
| <input type="checkbox"/> <input type="checkbox"/> <i>because</i> clause   | _____ 6 pts |
| <input type="checkbox"/> <input type="checkbox"/> quality adjective       | _____ 6 pts |
| <input type="checkbox"/> <input type="checkbox"/> <i>www.asia</i> clause  | _____ 6 pts |

**CHECK FOR BANNED WORDS** (-1 pt for each use):

say/said, see/saw, go/went, good, bad \_\_\_\_\_ pts

### MECHANICS

- |  |              |
|--|--------------|
| <input type="checkbox"/> capitalization            | _____ 10 pts |
| <input type="checkbox"/> end marks and punctuation | _____ 10 pts |
| <input type="checkbox"/> complete sentences        | _____ 10 pts |
| <input type="checkbox"/> correct spelling          | _____ 10 pts |

### VOCABULARY

- |   |       |
|---|-------|
| <input type="checkbox"/> vocabulary words - label ( <i>voc</i> ) in left margin or after sentence | _____ |
|---|-------|

Total: \_\_\_\_\_ 100 pts

Custom Total: \_\_\_\_\_ pts

## Vocabulary Quiz 2

abruptly	cleverly	forcefully	sly
cautiously	crave	guide	terrified

**Fill in the blanks with the appropriate word. Be sure to spell correctly.**

- |                                      |          |
|--------------------------------------|----------|
| 1. to desire strongly                | 1. _____ |
| 2. clever in a dishonest way         | 2. _____ |
| 3. very suddenly and unexpectedly    | 3. _____ |
| 4. to lead in a certain path         | 4. _____ |
| 5. extremely afraid                  | 5. _____ |
| 6. carefully avoiding danger or risk | 6. _____ |
| 7. with great strength; powerfully   | 7. _____ |
| 8. showing intelligent thinking      | 8. _____ |