Norton Juster was born on June 2, 1929 in New York City.

Mr. Juster earned a Bachelor of Architecture degree in 1952 from the University of Pennsylvania and completed graduate studies at Liverpool University in England.

He worked for several years as an architect in Brooklyn, New York. He has also been an Assistant Professor of Design at Pratt Institute and Hampshire College. His military service included active duty from 1954-57 in the United States Naval Reserve, Chief Engineer Corps. On August 15, 1964, Mr. Juster married Jeanne Ray, a book designer.

# Vocabulary Lists

On this page are vocabulary lists which correspond to each sectional grouping of chapters, as outlined in the Table of Contents (page 2). Vocabulary activity ideas can be found on page 9 of this book. Because of the rich vocabulary experience offered in *The Phantom Tollbooth*, it is highly recommended that a significant amount of time be devoted to vocabulary and discussions about figurative language.

## Section 1 (Chapters 1-4)

<table>
<thead>
<tr>
<th>Speculate</th>
<th>Monotonous</th>
<th>Disdain</th>
<th>Reticence</th>
<th>Infuriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indignantly</td>
<td>Tollbooth</td>
<td>Precaution</td>
<td>Lethargy</td>
<td>Procrastinate</td>
</tr>
<tr>
<td>Cartographer</td>
<td>Ordinance</td>
<td>Conciliatory</td>
<td>Destination</td>
<td>Flabbergast</td>
</tr>
<tr>
<td>Unethical</td>
<td>Dawdle</td>
<td>Principality</td>
<td>Balderdash</td>
<td>Quagmire</td>
</tr>
<tr>
<td>Surmise</td>
<td>Loiter</td>
<td>Presume</td>
<td>Disrepute</td>
<td>Proclamation</td>
</tr>
<tr>
<td>Minstrels</td>
<td>Misapprehension</td>
<td>Tumult</td>
<td>Bunting</td>
<td>Palatinate</td>
</tr>
</tbody>
</table>

## Section 2 (Chapters 5-8)

<table>
<thead>
<tr>
<th>Suspicious</th>
<th>Brevity</th>
<th>Wreaking</th>
<th>Corrupts</th>
<th>Havoc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miserly</td>
<td>Macabre</td>
<td>Barren</td>
<td>Flickering</td>
<td>Dank</td>
</tr>
<tr>
<td>Domain</td>
<td>Presumption</td>
<td>Vaulted</td>
<td>Prosperous</td>
<td>Commendable</td>
</tr>
<tr>
<td>Animosity</td>
<td>Contemplating</td>
<td>Provision</td>
<td>Controversies</td>
<td>Reconcile</td>
</tr>
<tr>
<td>Arbitration</td>
<td>Ominously</td>
<td>Agitated</td>
<td>Superfluous</td>
<td>Conveyance</td>
</tr>
<tr>
<td>Brougham</td>
<td>Shandydan</td>
<td>Charabanc</td>
<td>Signet</td>
<td>Rigmorale</td>
</tr>
<tr>
<td>Ragamuffin</td>
<td>Indigestion</td>
<td>Harrowing</td>
<td>Chasms</td>
<td>Crag</td>
</tr>
</tbody>
</table>

## Section 3 (Chapters 9-12)

<table>
<thead>
<tr>
<th>Ludicrous</th>
<th>Promontory</th>
<th>Magenta</th>
<th>Contradict</th>
<th>Chartreuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inconvenient</td>
<td>Illuminated</td>
<td>Complicated</td>
<td>Apothecary</td>
<td>Cascade</td>
</tr>
<tr>
<td>Deficiency</td>
<td>Metropolis</td>
<td>Exasperated</td>
<td>Illusion</td>
<td>Concocting</td>
</tr>
<tr>
<td>Mirage</td>
<td>Din</td>
<td>Shaft</td>
<td>Pandemonium</td>
<td>Profusion</td>
</tr>
<tr>
<td>Laudable</td>
<td>Podium</td>
<td>Disconsolate</td>
<td>Gaunt</td>
<td>Consensus</td>
</tr>
<tr>
<td>Inquisitively</td>
<td>Banished</td>
<td>Constellations</td>
<td>Interlude</td>
<td>Pigment</td>
</tr>
<tr>
<td>Crestfallen</td>
<td>Spectrum</td>
<td>Accurate</td>
<td>Poised</td>
<td>Dissonance</td>
</tr>
</tbody>
</table>

## Section 4 (Chapters 13-16)

<table>
<thead>
<tr>
<th>Ominous</th>
<th>Nuisance</th>
<th>Console</th>
<th>Vigorously</th>
<th>Buffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knickers</td>
<td>Infinity</td>
<td>Strenuous</td>
<td>Caldron</td>
<td>Billowy</td>
</tr>
<tr>
<td>Savory</td>
<td>Pungent</td>
<td>Beret</td>
<td>Logical</td>
<td>Admonishing</td>
</tr>
<tr>
<td>Famine</td>
<td>Grimace</td>
<td>Theatrical</td>
<td>Accustomed</td>
<td>Magnitude</td>
</tr>
<tr>
<td>Stalactites</td>
<td>Precise</td>
<td>Honeycombed</td>
<td>Distinction</td>
<td>Daintily</td>
</tr>
<tr>
<td>Complex</td>
<td>Imaginary</td>
<td>Convincingly</td>
<td>Melancholy</td>
<td>Intimidated</td>
</tr>
<tr>
<td>Banished</td>
<td>Pining</td>
<td>Brandishing</td>
<td>Furrow</td>
<td>Interpret</td>
</tr>
</tbody>
</table>

## Section 5 (Chapters 17-20)

<table>
<thead>
<tr>
<th>Indignantly</th>
<th>Silhouettes</th>
<th>Villainous</th>
<th>Frock</th>
<th>Ogre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ledger</td>
<td>Punctuated</td>
<td>Plunged</td>
<td>Deliberation</td>
<td>Murky</td>
</tr>
<tr>
<td>Loathsome</td>
<td>Precariously</td>
<td>Destination</td>
<td>Ovation</td>
<td>Gnarled</td>
</tr>
<tr>
<td>Plateau</td>
<td>Compromise</td>
<td>Lurch</td>
<td>Invariably</td>
<td>Calloused</td>
</tr>
<tr>
<td>Bulbous</td>
<td>Unkempt</td>
<td>Grotesque</td>
<td>Colossal</td>
<td>HIDEOUS</td>
</tr>
<tr>
<td>Conspicuous</td>
<td>Pathetic</td>
<td>Gelatinous</td>
<td>Proclamation</td>
<td>Desperately</td>
</tr>
<tr>
<td>Pavilions</td>
<td>Assumption</td>
<td>Desolate</td>
<td>Lumbered</td>
<td>Intruders</td>
</tr>
</tbody>
</table>
**Vocabulary:** Match each word on the left with its meaning on the right. Then use each of the numbered words to complete the following sentences.

1. depicted  a. very enthusiastic
2. dejectedly  b. putting off to another time
3. effusive  c. represented, described
4. encounter  d. meet
5. procrastinating  e. sadly
6. lethargic  f. slow moving, lazy

1. The actress loved the ____________ cheers of the audience.
2. The child looked ____________ at the broken toy.
3. The movie ____________ life the way it was in colonial times.
4. If you keep ____________, the work will never be ready for the deadline.
5. After not seeing him for many years, I was surprised to ____________ a former classmate.
6. People tend to be ____________ on hot, humid days.
Chapters 1 & 2 Questions


2. Milo finds himself in a land called “Expectations.” What are your expectations for this book?

3. Describe a time you have been in “the doldrums.” How did you get out?

4. The Lethargians live in the Doldrums. Tell why Lethargians is an appropriate name for the people who live in the Doldrums.

5. What kind of fuel powered the car in getting out of the Doldrums?
Suppose Milo had met a different group of people on his journey. Write an account of his visit with a group called the Busyniks, the Contraries, the Latelies, the Hurriers, or a group of your choice.
CHAPTERS 3, 4 and 5

Chapter Preview: What do you think will be sold in the marketplace of Dictionopolis?

Vocabulary: Match the words on the left with the definitions on the right. Then use one of the numbered words to fill in the sentences below.

1. overwrought a. trickery
2. disdain b. skilled
3. fraud c. too excited
4. adept d. noisy commotion
5. tumult e. gloomy, terribly unhappy
6. disconsolate f. despise, scorn

1. Nothing could be heard above the __________ of the party.
2. He went to prison after a jury decided that he had committed __________.
3. Children who grow up near the sea are usually __________ at water sports.
4. After losing the game, the pitcher was __________.
5. They looked with __________ at the cheap imitations.
6. As the clock ticked away the last few minutes of the game, the already excited crowd became __________.
Chapters 3, 4, and 5 Questions

1. Why did Tock become a watchdog?

2. Milo selected three words at the word market. What were they and why did he choose them?

3. Use a dictionary to help you find out why the names of Officer Short Shrift and Faintly Macabre were appropriate for these characters.

4. Faintly Macabre tells of four signs she posted which affected the word market. Select one and explain it.

5. Why is Azaz an appropriate name for the king of Dictionopolis?
Homework Activity: Homophone Hunt

Homophones (also called homonyms) are words commonly found in our language. Which sound the same, but are spelled differently and have different meanings. For example, WHICH and WITCH are homophones.

In chapter Five, there are at least 17 common words that are homophones. See how many you can find. Write them in two columns and then use at least five in an original paragraph.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
CHAPTERS 6, 7 and 8

Vocabulary: Use the context of the following sentences to help you select the correct meaning of each underlined word.

1. "I'm famished," cried the girl, seating herself at the dinner table.
   a) tired       b) hungry     c) weak       d) cranky

2. Because he worked diligently on the project, he earned a prize for his effort.
   a) steadily     b) often      c) anxiously  d) quietly

3. They survived the perilous journey, but admitted they had been scared.
   a) long         b) short      c) tiresome   d) dangerous

4. The children were unable to play together because of their family's animosity.
   a) respect      b) hatred     c) friendship d) curiosity

5. Everyone in the class concurred on the need for less homework.
   a) disagreed    b) debated    c) agreed     d) shouted

6. "That was a marvelous repast," stated the guest, patting her full stomach.
   a) concert      b) drink      c) meal      d) evening
Chapters 6, 7, and 8 Questions

1. Reread the first paragraph of Chapter Six carefully. The land is called NULL. What does this word mean? Is this an appropriate name for this place? Why?

2. Why do the speech makers at the banquet recite a list of foods?

3. Why does King Azaz agree to Milo’s rescue attempt?
### Chapters 9, 10 and 11

**Vocabulary:** Each group of three words must be organized into a series. Number the words from 1 to 3 and tell why you have grouped them this way. For example:

<table>
<thead>
<tr>
<th>pink</th>
<th>maroon</th>
<th>red</th>
<th>light to dark</th>
</tr>
</thead>
<tbody>
<tr>
<td>viola</td>
<td>cello</td>
<td>violin</td>
<td>small to large</td>
</tr>
</tbody>
</table>

1. promontory  hill  mound

2. hazy  luminous  muted

3. fall  plummet  stay

4. stillness  confusion  pandemonium

5. slender  obese  gaunt

6. cacophony  noise  whisper
Homework: Elements of the Folk Tale

Traditionally, folk tales were spoken stories handed down from one generation to another. Although each was somewhat different, they all shared some of the following common characteristics. Reread “Faintly Macabre’s Story” and tell how this modern version of a folk tale uses these elements.

<table>
<thead>
<tr>
<th>Common Elements</th>
<th>Examples from the Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins “Once upon a time…”</td>
<td></td>
</tr>
<tr>
<td>Magic or supernatural creatures</td>
<td></td>
</tr>
<tr>
<td>The number “3” or events in groups of three</td>
<td></td>
</tr>
<tr>
<td>Ends “happily ever after”</td>
<td></td>
</tr>
<tr>
<td>Moral of lesson taught</td>
<td></td>
</tr>
</tbody>
</table>
Chapters 9, 10 and 11 (cont.)

Literary Device: Personification

In literature, personification is a technique in which something that is not human is given human characteristics. Consider the following example from the text:

A friendly, cool breeze slapped playfully at the car, and the long shadows stretched out lazily from the trees and bushes.

What is being personified?

What visual image has been created?

Find another example of personification in Chapter Nine.

Make up your own example of personification.

Special Activity: Cacophonies

A cacophony is a terrible noise. Make a list of things that you think would be cacophonous. For example:

Three young violinists practicing in a stall shower.
Chapters 9, 10, and 11 Questions

1. What was peculiar about Alec Bings? What does he mean when he says that everyone must look at things from his own point of view?

2. How are the cities of Illusion and Reality the opposite of what you would expect?

3. What lesson is being taught in the story about the City of Reality?

4. What is unusual about the orchestra Milo conducts? What happens when the orchestra stops?

5. If Dr. Kakofonous lived in our world, would business be good or bad? Explain your answer.
Vocabulary: Match the words on the left with their definitions on the right. Then use each of the numbered words to fill in the sentences below.

1. laudable
2. interlude
3. obstinate
4. console
5. pungent
6. winced

a. strong, especially in taste or smell
b. stubborn
c. praiseworthy
d. comfort
e. shrank back, flinched
f. time between two events

1. The teacher tried to ____________ the child who had lost his notebook.
2. Gina’s Italian Kitchen gave off wonderful, ____________ odors of sauces and herbs.
3. No matter how they tried to convince her otherwise, she was too ____________ to see their side.
4. Their generous behavior toward those in need is ____________.
5. The children ____________ as they strained to pull the rope.
6. The lovely ____________ of dry weather came as a relief in the humid summer weeks.
Chapters 12 – 15 Questions

1. Why did the Soundkeeper family remove sound from Silent Valley?

2. How did Milo return sound to Silent Valley?

3. Where did Milo, Tock, and Humbug go after leaving Silent Valley? How did they get there and how did they escape?

4. The Dodecahedron says that everything in Digitopolis is precise. After being sure of the meaning of this word, give two examples of what he means. Answers may be found throughout Chapter 14.

5. How did the Mathemagician get from one place to another?
SPECIAL ACTIVITY: Cuboctahedron

The Dodecahedron has a different face for each feeling.

Cut out his "little brother," the cuboctahedron shown below.

Design a different mood face for each side. Cut it out and paste it on heavy paper. Trim the paper to the proper shape. Fold along the dotted lines. Then tape it together. You might want to use it as a die for a game or design a body for it.
The Man of Many Faces

You can make your own Mr. Dodecahedron with the pattern below. Cut along the solid lines. Use a black fine-tip marker to draw the many faces of Mr. Dodecahedron.

Fold inward along the dotted lines. Starting with flap A, glue the back of flap A to the edge marked A. Repeat by matching each letter of the alphabet (B matching B and so on). A dodecahedron gets its name from the fact that it is a solid shape with twelve equal sides.
CHAPTERS 16 and 17

Vocabulary: Connotation

Connotation is an idea associated with a word or phrase in addition to its literal meaning. For example: "Slim" has a positive connotation and "emaciated" has a negative connotation. Find the meanings of the following words and then tell whether each has a positive (p) or a negative (n) connotation.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Connotation (p) or (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wrath</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. unkempt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. banished</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. amiably</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. gleaming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. maliciously</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. slithering</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapters 16 and 17

1. Is the Mathemagician still angry with Azaz? Support your answer by quoting from the book. Indicate page number.

2. What were the four gifts that Milo took with him in the mountains of Ignorance?

3. What were the tasks given to Milo, Tock, and Humbug by the faceless man?

4. Briefly describe the jobs of the three demons the friends encountered.
Mr. Dodecahedron and Mathemagician taught Milo that numbers can be friendly and fun. You and your friends can have fun with numbers too. The object of the game below is to get an appropriate person to autograph each space. When you find someone who fits the description found in the first space, have him/her autograph that space on your board and go on to the next space. You may not use the same person more than once on your game card. When all of the spaces are autographed, you win!

<table>
<thead>
<tr>
<th><strong>Go!</strong></th>
<th>Someone whose hair is longer than thirteen inches (33 cm).</th>
<th>Someone whose foot is about eight inches long (20 cm).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone who has traveled in an airplane more than 3,000 miles (5,000 km).</td>
<td>Someone who has three brothers and no sisters.</td>
<td>Someone who can multiply $12 \times 23$ in his/her head.</td>
</tr>
<tr>
<td>Someone who has a collection of more than 500 things.</td>
<td>Someone who has lines in the palm of his/her hand that look like the digit three.</td>
<td>Someone whose first, middle, and last names have a total of seventeen letters.</td>
</tr>
<tr>
<td>Someone who can count to one hundred by fives in less than five seconds.</td>
<td>Someone who knows someone living that is over one hundred years old.</td>
<td>Someone whose street address numbers total thirteen.</td>
</tr>
<tr>
<td>Someone who knows how many feet are in a mile or meters in a kilometer.</td>
<td>Someone who has five pets.</td>
<td>Someone whose first name has exactly seven letters.</td>
</tr>
<tr>
<td><strong>End!</strong></td>
<td>Someone who can count by sevens to 98.</td>
<td>Someone who likes math better than reading or spelling.</td>
</tr>
</tbody>
</table>

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In Chapter 13, “Unfortunate Conclusions,” Milo and his companions suffer the consequences of literally “jumping to Conclusions.”

“...you’re on the Island of Conclusions...”

“But how did we get here?” asked Milo...

“You jumped, of course,” explained Canby. “That’s the way most everyone gets here.

It’s really quite simple: every time you decide to do something without having a good reason, you jump to Conclusions whether you like it or not.”

The phrase “jump to conclusions” is a type of figurative language called an idiom. Idioms are phrases or expressions which mean something different from what the words actually say.

Below is a list of commonly used idioms. You may be able to add others. Choose five or more, as directed by your teacher, from the list and write or draw a situation in which each idiom was taken literally instead of the way it was actually meant. Write the idiom below your picture or paragraph and then write what the idiom actually means.

- Don’t let the cat out of the bag.
- She’s full of hot air.
- He’s got a big head.
- Hit the road.
- You’re in the doghouse.
- Hold your horses.
- She’s talking out of both sides of her mouth.
- It goes in one ear and out the other.
- Don’t spill the beans.
- He has a green thumb.
- She’s making a mountain out of a molehill.
- I’m all ears.
- I’ve got butterflies in my stomach.
- He has a heart of gold.
- Keep it under your hat.
- Put a lid on it.

- Let’s put our heads together.
- It’s a drop in the bucket.
- I’m all thumbs.
- He has two left feet.
- Keep a stiff upper lip.
- She’ll have to pay through the nose.
- Mom and Dad bring home the bacon.
- The puppy was a real ball of fire.
- He’s afraid of his own shadow.
- We’ll work around the clock.
- It costs an arm and a leg.
- Stop beating around the bush.
- She caught his eye.
- He’s down in the dumps.
- Drop me a line.
- Give me a ring.
- Others:
CHAPTERS 18, 19 and 20

Vocabulary: Match the words on the left with the definitions on the right. Then use the numbered words to complete the sentences below.

1. precariously
2. rapt
3. quest
4. erratic
5. murky
6. pathetic

a. gloomy, hazy
b. sad, pitiable
c. engrossed, deeply absorbed
d. a search for something
e. dangerously
f. uncertain, irregular

1. They waded through the _____________ water searching for the coins.
2. She gazed at the stage in _____________ attention.
3. The rock sat _____________ on the ledge, ready to fall.
4. They kept on, month after month, sure that their _____________ for treasure would be successful.
5. The _____________ condition of the wounded animal brought tears to their eyes.
6. I would not want to depend on a(n) _____________ alarm clock to wake me up for school in the morning.
Chapters 18, 19, and 20 Questions

1. How did the Senses Taker delay Milo?

2. What broke Milo, Tock, and Humbug’s trance?

3. Why were Rhyme and Reason happy to let the Castle in the Air drift away?

4. What did King Azaz and the Mathemagician promise to do?

5. Do you think Milo will still be bored by everything? What big lesson did he learn?
In the Dark

Milo, Tock, and Humbug met many demons in the Mountains of Ignorance. Draw a picture of each of these demons after you have read about them in *The Phantom Tollbooth*.

<table>
<thead>
<tr>
<th>Demon of Insincerity</th>
<th>Threadbare Excuse</th>
<th>Horrible Hopping Hindsight</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Demon of Compromise</td>
<td>Second Demon of Compromise</td>
<td>Third Demon of Compromise</td>
</tr>
<tr>
<td>Gorgons of Hate &amp; Malice</td>
<td>Overbearing Know-it-all</td>
<td>Gross Exaggeration</td>
</tr>
</tbody>
</table>

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