

## Identifying the Main Idea and Supporting Details

**Directions:** Read the passage. Then complete the activity that follows.



## Pedal to the Metal: A History of Cars and Speed

- 1 People have been racing cars ever since the automobile was invented. In the beginning, there were no special racing cars. Ordinary road cars were used for racing.
- 2 Sponsored car racing in the United States began in 1895. A newspaper organized the first road race. The newspaper was the *Chicago Times-Herald*. The course went from Chicago to Evanston, Illinois. A Duryea car won the race. It was going an average of 7.5 miles per hour! Road races like this one were a common type of early car race. Drivers traveled on rough roads. They wanted to see whose car could get from place to place the fastest.
- 3 In 1906, a Stanley Steamer model set a new land-speed record of 127.66 miles per hour. It was called the Rocket. In 1907, the Stanley brothers raced an even faster model. It went more than 150 miles per hour and broke apart. The driver went to the hospital, and the Stanley brothers gave up racing.
- 4 For some car makers, winning a race was a form of advertising. William Durant had this idea in mind when he started the Chevrolet Motor Company. Durant hired a famous Swiss race car driver, Louis Chevrolet, to design his cars.
- 5 In the United States, closed-course racing on an oval track became popular. The famous track in Indianapolis, home of the Indy 500, was built in 1909. In 1911, the first 500-mile race was won there at an average speed of 74.59 miles per hour.
- 6 As car racing became more popular around the world, the design of race cars became highly specialized. Today, there are three basic types of race car. Formula One (F1) cars are single-seat race cars that must meet specific standards in design and safety. They zoom around grand prix courses that have long straights and sharp hairpin turns. F1 cars can reach speeds of more than 200 miles per hour.
- 7 Indy cars are similar in design to F1 cars, with open cockpits and rear-mounted engines. They are slower and heavier than F1 cars and more suited for oval track racing.
- 8 In contrast, stock cars look more like typical road cars. Under the chassis, though, stock cars are built for speed. The racing organization NASCAR oversees professional stock car racing, including the Winston Cup series.
- 9 These fast cars aren't the holders of the land-speed record. To set a land-speed record today, a car does not usually follow strict racing-design rules. Records are set on long runs at places such as the Bonneville Salt Flats in Utah. The cars look more like rockets, and their turbine engines are similar to a jet engine.

**Directions:** Refer to the passage to match the main ideas and paragraphs. Write the appropriate paragraph number on each blank line. Then, identify the main idea for the entire passage. Use your own words.

**Main Idea: Paragraph # \_\_\_\_\_**

The Stanley brothers set a land-speed record in 1906 and continued to reach faster speeds until giving up the sport due to injuries from a crash.

**Main Idea: Paragraph # \_\_\_\_\_**

Winning races meant advertising for car makers like Chevrolet Motor Company, which hired drivers to design its cars.

**Main Idea: Paragraph # \_\_\_\_\_**

The land-speed records of today are set on long runs by cars with turbine engines that, unlike the specialized race cars, don't have to follow strict racing-design rules.

**Main Idea: Paragraph # \_\_\_\_\_**

Formula One (F1) is one of three types of specialized race cars. These single-seat cars race on grand prix courses at speeds sometimes exceeding 200 mph.

**Main Idea: Paragraph # \_\_\_\_\_**

Closed-course racing on an oval track became very popular, with the most famous race being the 500-mile Indy 500.

**Main Idea: Paragraph # \_\_\_\_\_**

Sponsored road racing started in 1895 and involved ordinary cars traveling from place to place to see which driver could get there the fastest.

**Main Idea of the Story**

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**Directions:** Refer to the passage to match the main ideas and paragraphs. Write the appropriate paragraph number on each blank line. Then, identify the main idea for the entire passage. Use your own words.

**Main Idea: Paragraph # 3**

The Stanley brothers set a land-speed record in 1906 and continued to reach faster speeds until giving up the sport due to injuries from a crash.

**Main Idea: Paragraph # 4**

Winning races meant advertising for car makers like Chevrolet Motor Company, which hired drivers to design its cars.

**Main Idea: Paragraph # 9**

The land-speed records of today are set on long runs by cars with turbine engines that, unlike the specialized race cars, don't have to follow strict racing-design rules.

**Main Idea: Paragraph # 6**

Formula One (F1) is one of three types of specialized race cars. These single-seat cars race on grand prix courses at speeds sometimes exceeding 200 mph.

**Main Idea: Paragraph # 5**

Closed-course racing on an oval track became very popular, with the most famous race being the 500-mile Indy 500.

**Main Idea: Paragraph # 2**

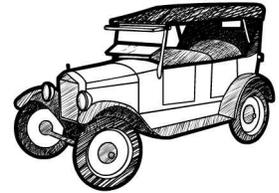
Sponsored road racing started in 1895 and involved ordinary cars traveling from place to place to see which driver could get there the fastest.

**Main Idea of the Story**

**Answers will vary. Car racing is as old as the automobile. Early racing involved traveling from city to city in just ordinary cars on regular roads. As cars became faster, records were set and it became big business. Closed-course racing on oval tracks became popular. Race cars became highly specialized and were built for different types of racing.**

## Identifying Cause-and-Effect Relationships

**Directions:** Read the passage. Then complete the activity that follows.



## On the Go

People today want better and faster ways to move from one place to another. Transportation was more difficult before steamboats, trains, cars, and airplanes were invented. Most people never left the area where they were born. Then, in 1765, James Watt improved the steam engine. Robert Stephenson improved the parts of the steam locomotive. People were on the move like never before.

However, most people didn't really start traveling at a fast pace until the 1830s, when the first steam-powered passenger trains appeared. People could then travel distances faster than they ever had.

Before the arrival of passenger trains, people depended on stagecoaches or wagons to get them from place to place. In the early 1840s, a trip from Independence, Missouri, to Oregon or California in a wagon train would take about four to six months. The same trip in a passenger train would take less than a week.

Quick transportation over longer distances changed people's lives, making it possible for them to live and work in different places. More people could take vacation trips. Diets became more varied as fresh vegetables and meat could be shipped from faraway places.

People thought things couldn't get much better. Then, in the late 1800s, the automobile was invented. The first "horseless carriages" were slow. They were not very practical. But by 1876, German carmakers began building automobiles with gasoline engines.

In 1908, Henry Ford introduced the Model T. This was the first car produced on an assembly line. The Ford Motor Company made the automobile available at a lower cost.

Even before the Model T made its first appearance, an amazing event took place. It happened in Kitty Hawk, North Carolina, on December 17, 1903. This event would change transportation as much as the car did.

Two brothers named Orville and Wilbur Wright flew the first engine-powered airplane. They flew about 852 feet—for 59 seconds! People all over the world took notice. Suddenly the world seemed much smaller.

Over the next few decades, airplane technology improved more quickly than anyone could have predicted. Once people were able to travel in a short time to faraway places on Earth, it became easier to imagine traveling to other planets.

Today, using rocket engines similar to the one invented by Robert Goddard in 1926, probes and robots have landed on Mars. Perhaps in the future people will be able to travel even farther and faster!

**Directions:** Complete the table by writing the missing cause or effect.

Cause	Effect
	In the 1830s people became able to travel quickly.
Fresh vegetables and meat could be shipped from faraway places.	
By 1876, German carmakers began building automobiles with gasoline engines.	
	Automobiles became available at a lower cost.

*Directions: Complete the table by writing the missing cause or effect. Answers will vary.*

Cause	Effect
<b>The first steam-powered passenger trains were invented.</b>	In the 1830s people became able to travel quickly.
Fresh vegetables and meat could be shipped from faraway places.	<b>Diets became more varied.</b>
By 1876, German carmakers began building automobiles with gasoline engines.	<b>Automobiles became faster and more practical.</b>
<b>Henry Ford began producing cars on an assembly line.</b>	Automobiles became available at a lower cost.

## Determining the Meaning of Idioms

**Directions:** Use the image and sentence to write the meaning for each idiom.



1. I was reluctant to ask my question again because I knew my brother would *bite my head off*.



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2. The sky's the limit for those who work hard.



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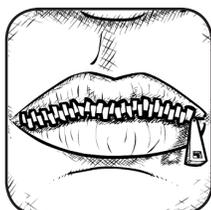
3. I knew my little brother was going to *storm out* of the room when my mother told him he couldn't go to the game.



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4. When someone asks me how a movie ends, *my lips are sealed*.



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5. My brother doesn't *fly off the handle* when he loses, but he does get disappointed.



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6. I told her to stop *crying over spilled milk* when she complained about last week's game.



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7. I studied hard, so that test was a *piece of cake*.



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8. That name doesn't *ring a bell*.



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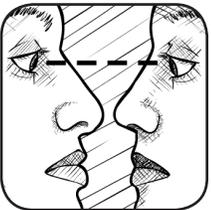
9. I was concerned my cousin would *let the cat out of the bag* and tell everyone about the surprise party.



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10. Our age difference causes us not to see *eye to eye* on many issues.



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## Determining the Meaning of Idioms

**Directions:** Use the image and sentence to write the meaning for each idiom.

**Answers will vary.**



1. I was reluctant to ask my question again because I knew my brother would *bite my head off*.



**to speak to someone angrily**

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2. The sky's the limit for those who work hard.



**the possibilities are endless**

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3. I knew my little brother was going to *storm out* of the room when my mother told him he couldn't go to the game.



**to leave angrily**

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4. When someone asks me how a movie ends, *my lips are sealed*.



**to not speak about something**

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5. My brother doesn't *fly off the handle* when he loses, but he does get disappointed.



**to become angry**

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6. I told her to stop *crying over spilled milk* when she complained about last week's game.



**to regret something that cannot be changed** \_\_\_\_\_

\_\_\_\_\_

7. I studied hard, so that test was a *piece of cake*.



**something that is easy** \_\_\_\_\_

\_\_\_\_\_

8. That name doesn't *ring a bell*.



**to seem familiar** \_\_\_\_\_

\_\_\_\_\_

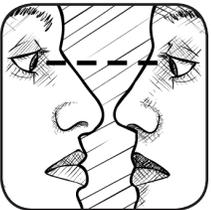
9. I was concerned my cousin would *let the cat out of the bag* and tell everyone about the surprise party.



**to accidentally tell a secret** \_\_\_\_\_

\_\_\_\_\_

10. Our age difference causes us not to see *eye to eye* on many issues.



**to agree** \_\_\_\_\_

\_\_\_\_\_

## Determining Word Meanings by Using Affixes

**Directions:** Fill in the chart. Then complete the sentences below with a new word from the chart. Each word is to be used only once.



Prefix	Word	New Word	Meaning
dis-	trusts		
	agree		
	appoint		
	courage		
	cover		

- Sometimes I \_\_\_\_\_ with my best friend, but we always come to a resolution.
- He was shocked to \_\_\_\_\_ a secret entrance to the building.
- She \_\_\_\_\_ dogs because she was bit once as a young child.
- Unfortunately, the coach had to \_\_\_\_\_ his team and cancel the game.
- Because he was worried for my safety, my father tried to \_\_\_\_\_ my interest in law enforcement.

Word	Suffix	New Word	Meaning
protect	-ive		
act			
destruct			
impress			
success			

- The dog ran to keep up with the \_\_\_\_\_ children.
- She was elected to two \_\_\_\_\_ terms in office.
- He is \_\_\_\_\_ of his younger sister because he feels she is so small and helpless.
- The toddler was feeling \_\_\_\_\_ and knocked the building blocks down.
- Their level of dedication is \_\_\_\_\_.

Word	Suffix	New Word	Meaning
doubt	-ful		
care			
cheer			
tear			
peace			
thought			

11. I think she is \_\_\_\_\_ because she always remembers my birthday.
12. Their \_\_\_\_\_ goodbye at the airport made me sad, too.
13. He was \_\_\_\_\_ not to disturb the artist while she worked.
14. We were \_\_\_\_\_ that we would arrive in time due to the traffic jam.
15. The colorful flowers and encouraging posters created a \_\_\_\_\_ setting.
16. Martin Luther King Jr. believed in nonviolent, \_\_\_\_\_ demonstrations.

### Determining Word Meanings by Using Affixes

**Directions:** Fill in the chart. Then complete the sentences below with a new word from the chart. Each word is to be used only once.



Prefix	Word	New Word	Meaning
dis-	trusts	<b>distrusts</b>	<b>to not trust</b>
	agree	<b>disagree</b>	<b>to fail to agree</b>
	appoint	<b>disappoint</b>	<b>to fail to meet the expectation of</b>
	courage	<b>discourage</b>	<b>to deprive of courage</b>
	cover	<b>discover</b>	<b>to find</b>

- Sometimes I **disagree** with my best friend, but we always come to a resolution.
- He was shocked to **discover** a secret entrance to the building.
- She **distrusts** dogs because she was bit once as a young child.
- Unfortunately, the coach had to **disappoint** his team and cancel the game.
- Because he was worried for my safety, my father tried to **discourage** my interest in law enforcement.

Word	Suffix	New Word	Meaning
protect	-ive	<b>protective</b>	<b>having the function of protecting</b>
act		<b>active</b>	<b>creating or involving action or movement</b>
destruct		<b>destructive</b>	<b>causing destruction</b>
impress		<b>impressive</b>	<b>creating admiration</b>
success		<b>successive</b>	<b>following in order</b>

- The dog ran to keep up with the **active** children.
- She was elected to two **successive** terms in office.
- He is **protective** of his younger sister because he feels she is so small and helpless.
- The toddler was feeling **destructive** and knocked the building blocks down.
- Their level of dedication is **impressive**.

Word	Suffix	New Word	Meaning
doubt	-ful	<b>doubtful</b>	<b>of uncertain result</b>
care		<b>careful</b>	<b>cautious</b>
cheer		<b>cheerful</b>	<b>pleasant</b>
tear		<b>tearful</b>	<b>associated with tears</b>
peace		<b>peaceful</b>	<b>free from violence</b>
thought		<b>thoughtful</b>	<b>considerate</b>

11. I think she is thoughtful because she always remembers my birthday.
12. Their tearful goodbye at the airport made me sad, too.
13. He was careful not to disturb the artist while she worked.
14. We were doubtful that we would arrive in time due to the traffic jam.
15. The colorful flowers and encouraging posters created a cheerful setting.
16. Martin Luther King Jr. believed in nonviolent, peaceful demonstrations.

## Determining the Meaning of Synonyms

**Directions:** Read each sentence. Match the underlined word with its synonym from the Word Bank. Then write the synonym in the blank next to the sentence.



### Word Bank

bore	instrument	leave
donation	try	change
income	permits	create
shock	recall	dangerous
imitation	refine	vast

1. Their gift to the charity helped purchase supplies. \_\_\_\_\_
2. The first step in the instructions is to drill a hole in the wood. \_\_\_\_\_
3. Students are required to revise their work before submitting a final draft. \_\_\_\_\_
4. The principal allows students in the hall only if they are with a teacher or if they have a pass.  
\_\_\_\_\_
5. The scientist used a tiny device to adjust the machine's settings. \_\_\_\_\_
6. The airplane is scheduled to depart in an hour. \_\_\_\_\_
7. They successfully completed the experiment on their third attempt. \_\_\_\_\_
8. Critics responded to the film with outrage. \_\_\_\_\_
9. The researcher found herself in perilous surroundings during much of her time in the jungle.  
\_\_\_\_\_
10. Many people use artificial sweetener in their beverages and when baking. \_\_\_\_\_
11. They plan to improve their product before selling it. \_\_\_\_\_
12. We are required to produce a new piece of writing each week. \_\_\_\_\_
13. I do not remember the names of each character. \_\_\_\_\_
14. That book covers an enormous amount of material. \_\_\_\_\_
15. Their goal is to increase revenue by lowering the cost of production. \_\_\_\_\_

## Determining the Meaning of Synonyms

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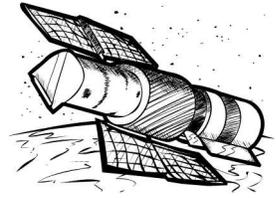
### Word Bank

bore	instrument	leave
donation	try	change
income	permits	create
shock	recall	dangerous
imitation	refine	vast

1. Their gift to the charity helped purchase supplies. donation
2. The first step in the instructions is to drill a hole in the wood. bore
3. Students are required to revise their work before submitting a final draft. change
4. The principal allows students in the hall only if they are with a teacher or if they have a pass.  
permits
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dangerous
10. Many people use artificial sweetener in their beverages and when baking. imitation
11. They plan to improve their product before selling it. refine
12. We are required to produce a new piece of writing each week. create
13. I do not remember the names of each character. recall
14. That book covers an enormous amount of material. vast
15. Their goal is to increase revenue by lowering the cost of production. income

Summarizing: Distinguishing between Major and Minor Details

**Directions:** Read the passage. Then complete the activity that follows.



## Eye in the Sky: The Hubble Telescope

- 1 For many years, scientists wanted to find a way to view outer space from space itself. In 1923, German scientist Hermann Oberth thought about putting an orbiting telescope aboard a spaceship. At that time, airplane travel was still new; scientists laughed at his idea.
- 2 In the 1960s, both the Soviet Union and the United States were launching astronauts into space, and scientists reconsidered Oberth's ideas. On July 20, 1969, Apollo 11 astronauts Neil Armstrong and Edwin "Buzz" Aldrin set foot on the moon. Scientists reasoned that if people could walk on the moon, it was time to build an Earth-orbiting telescope.
- 3 In 1972, the U.S. Congress approved the space shuttle program. Space shuttles are large spacecraft that carry astronauts into space. They also can carry equipment, from small instruments to a large telescope.
- 4 The National Aeronautics and Space Administration (NASA), the agency in charge of America's space program, had already launched smaller telescopes. Other countries also had sent small telescopes into space. Although they provided important information, these telescopes only had the power to take a "snapshot" of a planet or star.
- 5 In 1977, the U.S. Congress approved the building of a Large Space Telescope. In 1983, the project was renamed the Hubble Space Telescope after Edwin P. Hubble, an American astronomer who made important discoveries about the universe.
- 6 There were many challenges involved in designing and building the Hubble telescope. They included perfecting the telescope's sensitive instruments and making a lightweight structure for mounting the mirrors. When it was finally ready for testing in 1985, the Hubble project cost \$1.5 billion.
- 7 Problems with the space shuttle program further delayed the launch of Hubble until 1990. One of the problems was the tragic explosion of Challenger in 1986.
- 8 The Hubble Space Telescope is a reflecting telescope that weighs about 24,500 pounds and measures 43.5 feet long. It is about the size of a large school bus, and the main mirror is almost 8 feet in diameter.
- 9 The Hubble Space Telescope is built from connecting pieces and systems like a giant jigsaw puzzle. It looks like an enormous flying insect, and it is made up of many different instruments that enable the telescope to remain in orbit, "obey" instructions from scientists on the ground, and transmit images. The powerful instruments let scientists look into the farthest reaches of space.

**Directions:** Read each paragraph. Then write a paraphrase in your own words. The first one is completed for you.

<sup>1</sup> For many years, scientists wanted to find a way to view outer space from space itself. In 1923, German scientist Hermann Oberth thought about putting an orbiting telescope aboard a spaceship. At that time, airplane travel was still new; scientists laughed at his idea.

**In the early 1920s, a scientist named Hermann Oberth wanted to put an orbiting telescope on a spaceship. He thought this would be a good way to look at outer space. Other scientists didn't take him seriously because flying was so new.**

<sup>2</sup> In the 1960s, both the Soviet Union and the United States were launching astronauts into space, and scientists reconsidered Oberth's ideas. On July 20, 1969, Apollo 11 astronauts Neil Armstrong and Edwin "Buzz" Aldrin set foot on the moon. Scientists reasoned that if people could walk on the moon, it was time to build an Earth-orbiting telescope.

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<sup>3</sup> In 1972, the U.S. Congress approved the space shuttle program. Space shuttles are large spacecraft that carry astronauts into space. They also can carry equipment, from small instruments to a large telescope.

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\_\_\_\_\_

\_\_\_\_\_

<sup>4</sup> The National Aeronautics and Space Administration (NASA), the agency in charge of America's space program, had already launched smaller telescopes. Other countries also had sent small telescopes into space. Although they provided important information, these telescopes only had the power to take a "snapshot" of a planet or star.

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**Directions:** Read each paragraph. Then write a paraphrase in your own words. The first one is completed for you. Answers will vary.

<sup>1</sup> For many years, scientists wanted to find a way to view outer space from space itself. In 1923, German scientist Hermann Oberth thought about putting an orbiting telescope aboard a spaceship. At that time, airplane travel was still new; scientists laughed at his idea.

**In the early 1920s, a scientist named Hermann Oberth wanted to put an orbiting telescope on a spaceship. He thought this would be a good way to look at outer space. Other scientists didn't take him seriously because flying was so new.**

<sup>2</sup> In the 1960s, both the Soviet Union and the United States were launching astronauts into space, and scientists reconsidered Oberth's ideas. On July 20, 1969, Apollo 11 astronauts Neil Armstrong and Edwin "Buzz" Aldrin set foot on the moon. Scientists reasoned that if people could walk on the moon, it was time to build an Earth-orbiting telescope.

**When astronauts started going into space in the 1960s, scientists changed their mind about Oberth's idea. After Apollo 11 landed on the moon, scientists decided to build a telescope that would orbit the Earth.**

<sup>3</sup> In 1972, the U.S. Congress approved the space shuttle program. Space shuttles are large spacecraft that carry astronauts into space. They also can carry equipment, from small instruments to a large telescope.

**The space shuttle program was approved by Congress in 1972. Space shuttles began to carry astronauts and equipment into space.**

<sup>4</sup> The National Aeronautics and Space Administration (NASA), the agency in charge of America's space program, had already launched smaller telescopes. Other countries also had sent small telescopes into space. Although they provided important information, these telescopes only had the power to take a "snapshot" of a planet or star.

**NASA launched smaller telescopes into space and so did other countries. These smaller telescopes gave good information, but the pictures they took were not the highest quality.**

<sup>5</sup> In 1977, the U.S. Congress approved the building of a Large Space Telescope. In 1983, the project was renamed the Hubble Space Telescope after Edwin P. Hubble, an American astronomer who made important discoveries about the universe.

**The Large Space Telescope project was approved by Congress in 1977. It was later renamed the Hubble Space Telescope after the famous astronomer Edwin Hubble.**

<sup>6</sup> There were many challenges involved in designing and building the Hubble telescope. They included perfecting the telescope’s sensitive instruments and making a lightweight structure for mounting the mirrors. When it was finally ready for testing in 1985, the Hubble project cost \$1.5 billion.

**Hubble had many challenges. It was not easy to design the sensitive instruments and mirrors for the Hubble telescope. It was tested in 1985 and cost \$1.5 billion.**

<sup>7</sup> Problems with the space shuttle program further delayed the launch of Hubble until 1990. One of the problems was the tragic explosion of Challenger in 1986.

**Problems with the space shuttle program delayed the Hubble project. The Challenger explosion was one of those problems. Hubble was finally launched in 1990.**

<sup>8</sup> The Hubble Space Telescope is a reflecting telescope that weighs about 24,500 pounds and measures 43.5 feet long. It is about the size of a large school bus, and the main mirror is almost 8 feet in diameter.

**The Hubble Space Telescope is almost the size of a school bus. It weighs 24,500 pounds and is 43.5 feet long.**

<sup>9</sup> The Hubble Space Telescope is built from connecting pieces and systems like a giant jigsaw puzzle. It looks like an enormous flying insect. It is made up of many different instruments that enable the telescope to remain in orbit, “obey” instructions from scientists on the ground, and transmit images. The powerful instruments let scientists look into the farthest reaches of space.

**The Hubble Space Telescope is very powerful. Its different instruments keep it in orbit, and scientists can give it instructions and receive pictures from space.**

## Drawing Conclusions Based on Explicit Information

**Directions:** Read the passage. Then complete the activity that follows.



## Ancient China

### China's Geography

One important reason why the Chinese civilization has endured is the country's geography. China is a vast land that covers much of eastern Asia. However, most of its land is mountains or deserts, with only the river valleys having the rich soil and good climate that people need for farming. The three great river valleys in China are formed by the Huang River, the Yangtze River, and the Xi River. These three valleys are the regions of China where the majority of that nation's 1.1 billion people live today.

China's geography provides natural barriers against invasions. In western China are the Kunlun, Himalaya, and other rugged mountains. Dry, treeless plains cover a large part of western China. Mountains and tropical jungles separate southern China from Southeast Asia. The huge Gobi Desert, mountain ranges, and plains form China's northern borders. To the east lies the vast Pacific Ocean.

Early invaders were only able to reach China from the north. Several times the nomadic peoples who lived in Mongolia and Manchuria invaded China by crossing the Gobi Desert or the northern plains. Sometimes these invaders were able to place themselves at the head of the Chinese government. Yet as soon as they did, they began to assimilate by following the customs and ideas of the Chinese. In this way China and its people were able to preserve their civilization for thousands of years.

### The Huang River Valley

The early Chinese first settled along the Huang River—also called the Yellow River—about 5000 B.C. Hundreds of years later, farming villages were also established there. By about 3000 B.C., Chinese farmers were growing grain in the valley's rich soil and also raising cattle and sheep. Similar to the Egyptians along the Nile River, the people in the Huang valley learned how to construct dikes to control river floods. In addition, they built ditches and canals to irrigate their fields. However, in contrast to the Nile River in ancient Egypt, the Huang River was not predictable. In some years the Huang did not flood, while in others the Huang's floods broke through the dikes along its banks, destroying crops as well as whole villages. Because of this destruction, the Chinese named the Huang the River of Sorrows.

In the Huang River valley, early farming villages were governed by local leaders. After hundreds of years, these villages grew into small cities and towns. In about 1500 B.C. the Shang kings established their government in one of these cities and became China's first dynasty of rulers. At first the Shang ruled only the part of the Huang River valley around the city of Anyang. While most of the Huang valley lands were still controlled by local leaders, they promised to help defend Shang lands against nomad invaders. In time of war the Shang king would command all the local armies. The Shang armies used wheeled chariots and bronze weapons to defeat their enemies.

Over the years, the Shang rulers gained power over the local leaders and ruled more and more land. As the Chinese population grew, the people spread south into the fertile Yangtze River valley. By 1200 B.C., the Shang kings had become powerful rulers. Nevertheless, powerful nobles combined with invaders from the northwest to eventually drive the Shang rulers from power.

**Directions:** Read the passage on the previous page. Circle the best answer for each question. Write your response to the final question.

1. Based on the passage, what can you conclude about China's three great river valleys?

- A. They cover most of China's landmass.
- B. They are easily reachable by armies of invaders.
- C. They are the only areas of China in which people live.
- D. They must be huge in order to support the large population.

2. Which of the following can be said about China's natural barriers?

- A. It is difficult for invaders to cross them.
- B. They leave China open to large invasions.
- C. Most of the barriers are mountains.
- D. They do not include any jungles.

3. As a result of China's unique geography, \_\_\_\_\_

- A. the river valleys were at constant risk of being attacked.
- B. villages were unable to grow into larger cities and towns.
- C. its people were able to preserve their culture.
- D. farmers had little area to raise crops and cattle.

4. The people who invaded China \_\_\_\_\_

- A. rejected Chinese traditions and customs.
- B. sometimes played a major role in government.
- C. arrived on the Huang River by boat.
- D. were in constant conflict with the Chinese people.

5. How did the flooding of the Huang River affect the Chinese?

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**Answers will vary. Farmers could not guarantee that they would be able to provide crops after flood season. People had to live in such a way that they would be able to quickly leave the area with their families and belongings if the river flooded. Farmers lost their only source of income when their crops were destroyed. This caused their families to fall into poverty. People who built homes too close to the river lost their homes.**

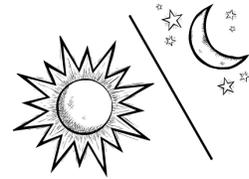
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## Determining the Meaning of Antonyms

**Directions** Read each sentence. Match the underlined word with its antonym from the Word Bank. Then write the antonym in the blank next to the sentence.

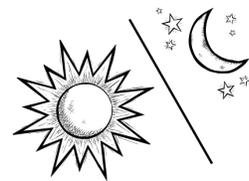


Word Bank		
bored	rejected	complicated
depart	young	approve
inhale	optional	slightly
lose	tiny	maintain
innocent	ordinary	discourage

- The kindergarten class only understands basic mathematics. \_\_\_\_\_
- She gave an enthusiastic wave in response to the crowd's applause. \_\_\_\_\_
- That bear is his most cherished toy from childhood. \_\_\_\_\_
- The aged man planned to travel during his retirement. \_\_\_\_\_
- They worked hard to significantly increase participation at this year's event. \_\_\_\_\_
- The smells of cooking linger within the kitchen. \_\_\_\_\_
- Their guilty consciences led them to confess to breaking the vase. \_\_\_\_\_
- You are free to object if you do not agree with the proposed changes. \_\_\_\_\_
- It was necessary to modify the previous version of the script. \_\_\_\_\_
- A positive attitude and willingness to help others are required in our classroom. \_\_\_\_\_
- Her incredible achievements are appreciated by many people. \_\_\_\_\_
- He was able to regain control of his bicycle after he swerved to avoid the hole. \_\_\_\_\_
- The massive dent was caused by a shopping cart. \_\_\_\_\_
- She let out a loud exhale after holding her breath underwater. \_\_\_\_\_
- I will not give up until I convince you to vote for me. \_\_\_\_\_

## Determining the Meaning of Antonyms

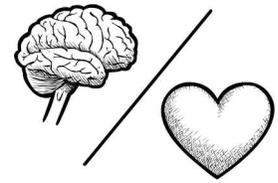
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- She gave an enthusiastic wave in response to the crowd's applause. bored
- That bear is his most cherished toy from childhood. rejected
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- I will not give up until I convince you to vote for me. discourage

## Distinguishing Denotative and Connotative Meanings



### Denotative Language

When authors want to express a literal or direct meaning, they use **denotative** language.

Example: The teenager was driving **carelessly**.

The word **careless** means “not paying sufficient attention.” This denotative language is factual and gives the reader more of a neutral feeling about the subject.

### Connotative Language

When authors want to trigger an emotional response from their readers, they use **connotative** language.

Example: The teenager was driving **recklessly**.

The word **reckless** suggests the subject’s lack of concern for the safety of others. This connotative language causes the reader to have stronger feelings about the subject.

**Directions:** Look at the underlined words in each pair of sentences. Determine which of the words is connotative (C) and which is denotative (D). Then write the appropriate letters in the blanks.

- The driver moved in and out of lanes in a reckless manner. \_\_\_\_

The driver moved in and out of lanes in a careless manner. \_\_\_\_
- The view from the top of the mountain was breathtaking. \_\_\_\_

The view from the top of the mountain was pretty. \_\_\_\_
- I could not believe how brave my sister was to ride the rollercoaster. \_\_\_\_

I could not believe how daring my sister was to ride the rollercoaster. \_\_\_\_
- Even though Michael was somewhat withdrawn, he still smiled at people. \_\_\_\_

Even though Michael was somewhat quiet, he still smiled at people. \_\_\_\_
- The elegant ballerina danced across the stage. \_\_\_\_

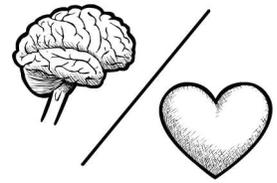
The graceful ballerina danced across the stage. \_\_\_\_
- The first flight by Wilbur and Orville Wright was a special achievement. \_\_\_\_

The first flight by Wilbur and Orville Wright was an extraordinary achievement. \_\_\_\_
- The woman rudely refused to turn down her noisy stereo. \_\_\_\_

The woman disrespectfully refused to turn down her noisy stereo. \_\_\_\_

8. The politician was known for her honest opinions on key issues. \_\_\_\_  
The politician was known for her outspoken opinions on key issues. \_\_\_\_
9. The student lost the debate because of his numerous faulty arguments. \_\_\_\_  
The student lost the debate because of his numerous incorrect arguments. \_\_\_\_
10. The businessman made wise decisions to improve his company. \_\_\_\_  
The businessman made shrewd decisions to improve his company. \_\_\_\_
11. The arrogant athlete predicted that she would easily defeat her competitors. \_\_\_\_  
The outstanding athlete predicted that she would easily defeat her competitors. \_\_\_\_
12. The boy, inspired by the achievements of his hero, practiced his jump shot every evening. \_\_\_\_  
The boy, motivated by the achievements of his hero, practiced his jump shot every evening. \_\_\_\_

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 The driver moved in and out of lanes in a careless manner. D
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 I could not believe how daring my sister was to ride the rollercoaster. C
- Even though Michael was somewhat withdrawn, he still smiled at people. C  
 Even though Michael was somewhat quiet, he still smiled at people. D
- The elegant ballerina danced across the stage. C  
 The graceful ballerina danced across the stage. D
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## Paraphrasing Information

**Directions:** Read the passage. Then complete the activity that follows.



### Roberto Clemente

<sup>1</sup> Those who played with him and against him, as well as those who came to watch him, knew Roberto Clemente was a gifted athlete. His fans and many other people also came to know him as a great man—one who would put it all on the line for those in need.

#### By the Numbers

<sup>2</sup> Roberto Clemente was a great baseball player. The record book proves it. In his 18 seasons with the Pittsburgh Pirates, he led the team to two World Series. While he played with the Pirates, he came to bat 9,454 times, drove in 1,305 runs, and played in 2,433 games. In his final at bat in 1972, Clemente made his 3,000th career hit—an accomplishment that at that time had been reached by only ten major league players.

#### A Big Heart

<sup>3</sup> But numbers in a record book alone do not describe the kind of man Roberto Clemente was. As one of the first professional Latino baseball players in the United States, he cared about how all players were treated. He also coached many young baseball players here and in his home country of Puerto Rico. During the last few weeks of his life, he showed how truly great he really was.

<sup>4</sup> After the 1972 baseball season was over, Clemente went to Managua, Nicaragua, with a team of kids from his country. They were playing for the junior world championship. When Clemente was not working with the team, he would go out to meet the people of Managua, often carrying a bag of coins, which he distributed to the needy.

<sup>5</sup> Two weeks after Clemente returned to his home in San Juan, an earthquake hit Managua. Thousands of people lost their lives. Clemente worried about his newfound friends. He went on television in Puerto Rico and urged people to donate whatever they could. The victims needed medicines, clothes, food, and blankets. The people of San Juan responded. Supplies of all kinds poured in.

#### Tragedy

<sup>6</sup> Within two days, planes loaded with supplies left San Juan. But soon, there were troubling reports from Managua. The supplies were not reaching the victims. Instead, some supplies were being held up by dishonest people. Clemente knew then he needed to go to make sure the supplies reached those who so desperately needed them.

<sup>7</sup> On December 31, 1972, Clemente and four other people boarded an old DC-7 for the flight. The plane was in need of repairs, but Clemente was determined to go. “Who else will go?” he asked. “Someone has to do it—now.”

<sup>8</sup> The plane taxied onto the runway, received clearance to take off, and flew into the air. Ninety seconds later, the pilot radioed that they were coming back. But the plane did not return. Instead, it crashed into the ocean. Everyone on the plane was killed. The next day, New Year's Day, 1973, people streamed to the beach in San Juan to watch and wait for news of Clemente. A cold rain mixed with their tears. After several days, the search was finally called off. In the towering waves, researchers found only the pilot's body and a few pieces of the cockpit.

<sup>9</sup> People still remember Roberto Clemente as a terrific baseball player. But they also remember him as a great human being.

*Directions: Identify the best paraphrase or write a paraphrase for the paragraph.*

1. Which of the following is the best paraphrase of Paragraph 2?

- A. Roberto Clemente came to bat almost 10,000 times.
- B. Roberto Clemente's success led his team to the World Series.
- C. Roberto Clemente played for the Pittsburgh Pirates for 18 years.
- D. Roberto Clemente's record proves that he was a great baseball player.

2. Paraphrase the following paragraph.

But numbers in a record book alone do not describe the kind of man Roberto Clemente was. As one of the first professional Latino baseball players in the United States, he cared about how all players were treated. He also coached many young baseball players here and in his home country of Puerto Rico. During the last few weeks of his life, he showed how truly great he really was.

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3. Paraphrase the following paragraph.

After the 1972 baseball season was over, Clemente went to Managua, Nicaragua, with a team of kids from his country. They were playing for the junior world championship. When Clemente was not working with the team, he would go out to meet the people of Managua, often carrying a bag of coins, which he distributed to the needy.

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4. Which of the following is the best paraphrase of Paragraph 5?

- A. Thousands of people died in the earthquake in Managua.
- B. An earthquake hit Managua shortly after Clemente's visit.
- C. Clemente cared deeply about people and wanted to help the earthquake victims.
- D. The people of San Juan gave supplies because they wanted to impress Clemente.

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2. Paraphrase the following paragraph.

But numbers in a record book alone do not describe the kind of man Roberto Clemente was. As one of the first professional Latino baseball players in the United States, he cared about how all players were treated. He also coached many young baseball players here and in his home country of Puerto Rico. During the last few weeks of his life, he showed how truly great he really was.

**Answers will vary. In addition to being a great baseball player, Roberto Clemente cared deeply about others, especially young players.**

3. Paraphrase the following paragraph.

After the 1972 baseball season was over, Clemente went to Managua, Nicaragua, with a team of kids from his country. They were playing for the junior world championship. When Clemente was not working with the team, he would go out to meet the people of Managua, often carrying a bag of coins, which he distributed to the needy.

**Answers will vary. Clemente wanted to meet the people of Nicaragua as much as he wanted to help the young baseball players.**

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- D. The people of San Juan gave supplies because they wanted to impress Clemente.

## Making Predictions

**Directions:** Read the passage. Then complete the activity that follows.



## Playing Her Part

“Caitlin, this is the third time I’ve caught you in front of my mirror!” Tori said. “Admit it; you’ve been practicing my part in the school musical, haven’t you?”

Caitlin gave an embarrassed shrug.

“And you were using my hairbrush as a microphone again!” Tori said as she retrieved her brush. “Look, Caitlin, I know you have big dreams, but in the entire history of our school they’ve only allowed a middle school kid to act in a high school play once, and that was a long time ago.”

“I know, but if they’ve done it before ...” Caitlin shrugged again, then frowned.

“Hey, if it’s any consolation,” Tori smiled, “I actually think you’re pretty good. Oh, and by the way, they do allow middle school kids to work on the set.”

“Really? That is so totally, completely, incredibly awesome!” Caitlin exclaimed, giving her sister a huge hug.

“Yeah really, now stop hugging me and stop using so many adverbs; then start showing up at the stage after school,” Tori laughed.

Caitlin soon discovered that she enjoyed backstage work; however, the best part for her was seeing every rehearsal. She often caught herself silently mouthing the actors’ lines and songs as she helped build props and stage walls.

A few weeks later, Tori found Caitlin singing in front of her mirror again. “I have news for you,” she said as she removed her hairbrush from Caitlin’s grip. “Today I listed you as my understudy.

“Wow, uh, what’s an understudy?” Caitlin asked.

“An understudy is someone who will perform my role if I get sick. I’ve noticed how you follow along during rehearsals, and you obviously already know my songs,” she said, shaking her hairbrush for emphasis.

Caitlin gave her sister a flying hug and screeched, “You are the most totally, completely, fabulously awesome sister in the world!”

“Okay, that’s enough hugging,” Tori laughed, “and I’ve already talked to you about your overuse of adverbs. Anyway, don’t get your hopes too high, but be prepared; we have nine performances scheduled, and anything can happen.”

However, as the weeks went by it looked like nothing was going to happen for Caitlin. Tori remained in perfect health and performed flawlessly for eight of the nine shows. “Oh well, at least they gave me the opportunity,” Caitlin thought as she watched the final program from backstage.

Just then, Tori made an unscripted exit. “You have to go on for me!” she said, wide-eyed. “I have the, hic, hiccoughs and I, hic, can’t get them, hic, to stop!” she giggled.

Caitlin gave her sister a quick hug, took the microphone, and then beamed as she stepped into the warmth of the spotlight and thunderous applause.

**Directions:** Circle the correct answer for each question. Then write a response to the last question.

1. Why was Caitlin most likely practicing Tori's role in the school musical?
  - A. Caitlin thought she had a chance at getting a part.
  - B. Caitlin had been in the same musical at her school.
  - C. Caitlin had heard Tori practicing and liked the music.
  - D. Caitlin thought she could play the role better than Tori.
  
2. How did Tori most likely feel about catching Caitlin in front of the mirror?
  - A. upset but excited
  - B. nervous but patient
  - C. anxious but thrilled
  - D. annoyed but accepting
  
3. What did Caitlin like best about working backstage?
  - A. learning new songs
  - B. practicing different roles
  - C. spending time with Tori
  - D. seeing every rehearsal
  
4. Why did Tori list Caitlin as her understudy?
  - A. Caitlin was always available.
  - B. Tori could not find anyone else.
  - C. Caitlin knew the lines and the songs.
  - D. Tori gave in to Caitlin's constant begging.
  
5. What do you predict will happen next? Explain your answer.

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**Directions:** Circle the correct answer for each question. Then write a response to the last question.

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5. What do you predict will happen next? Explain your answer.

**Answers will vary. I predict that Caitlin will be a little nervous because this is her first time on stage. But I think she will do well. She practiced a lot and observed all of the rehearsals while working on the set. After the show I think her sister Tori will give her a big hug, and they will find a special way to celebrate.**

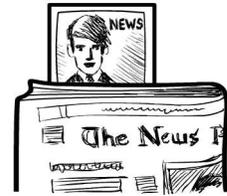
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## Identifying Compare-and-Contrast Organizational Patterns

**Directions:** Read the passage. Then complete the activity that follows.



### Television and Print Newspapers

Every year, Americans read print newspaper stories about their favorite teams in the NCAA basketball tournament. Many also anxiously tune in to the television broadcasts of the “March Madness” competition. Print newspapers provide detailed information at their fingertips that they can view without electronic devices. The TV puts them in the arena. The different strengths of print newspapers and television news can also be their weaknesses.

Satellite technology streamed to television can take you onto the ice of the South Pole or into downtown Tokyo. The television camera fills your senses with details that a print newspaper account does not have. Viewers become reporters gathering information from what they see and hear.

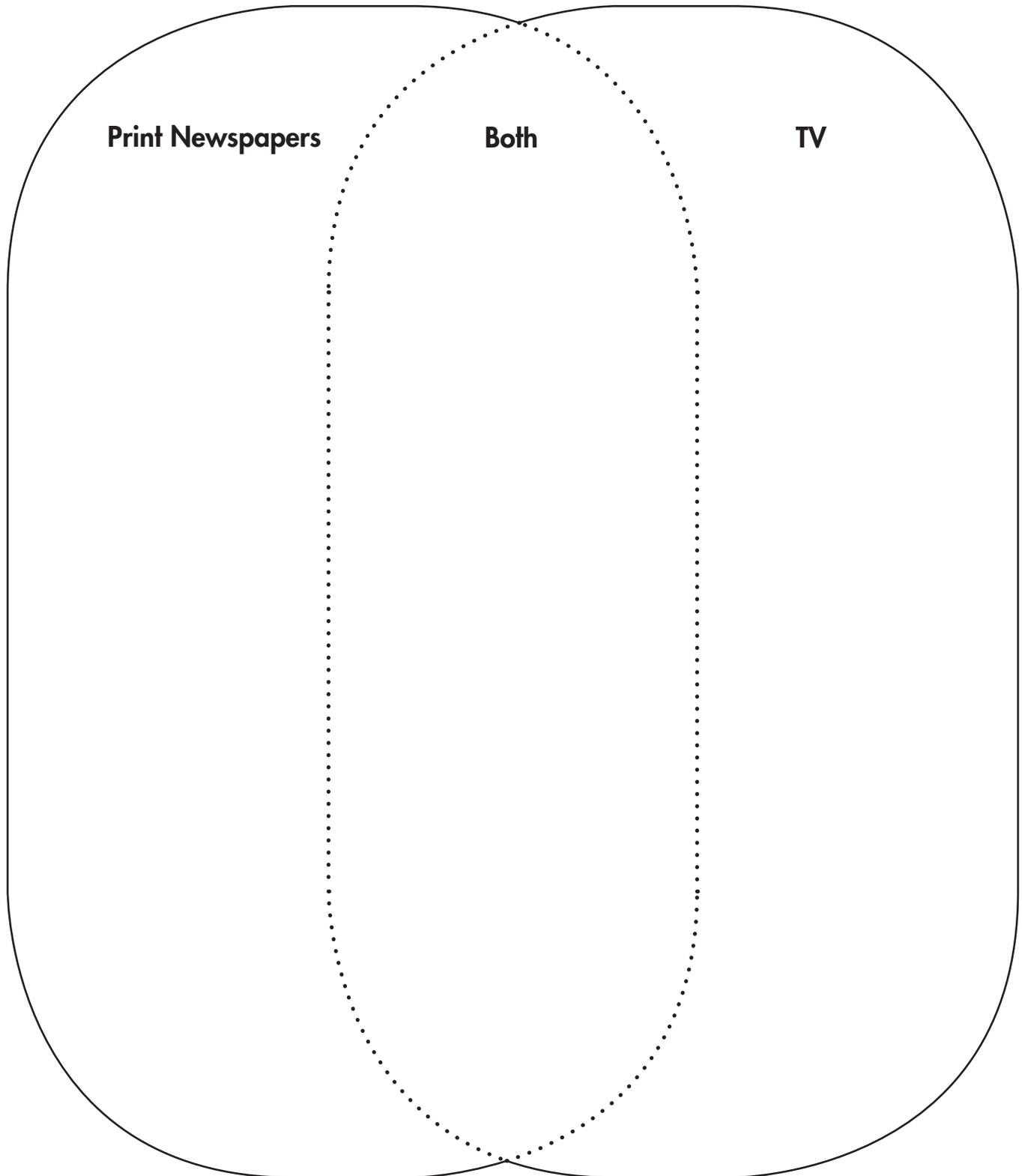
But the visual side of television news also can be a downside. Reports are often based on images rather than on anything that really matters. There can be a 90-second story on a birth at the zoo, while a school tax vote receives 45 seconds.

Print newspaper stories do not have to meet the demand for pretty pictures. The time and space given to a story is usually decided by its impact. We read about where the jobs are going to be in ten years rather than view local fender-benders and high-speed chases. Like television broadcasters, print newspaper publishers have to make money and carry advertisements. But a lot of their money comes from subscribers. Because subscribers are paying customers, print newspapers know they have to answer to readers just as they do to advertisers.

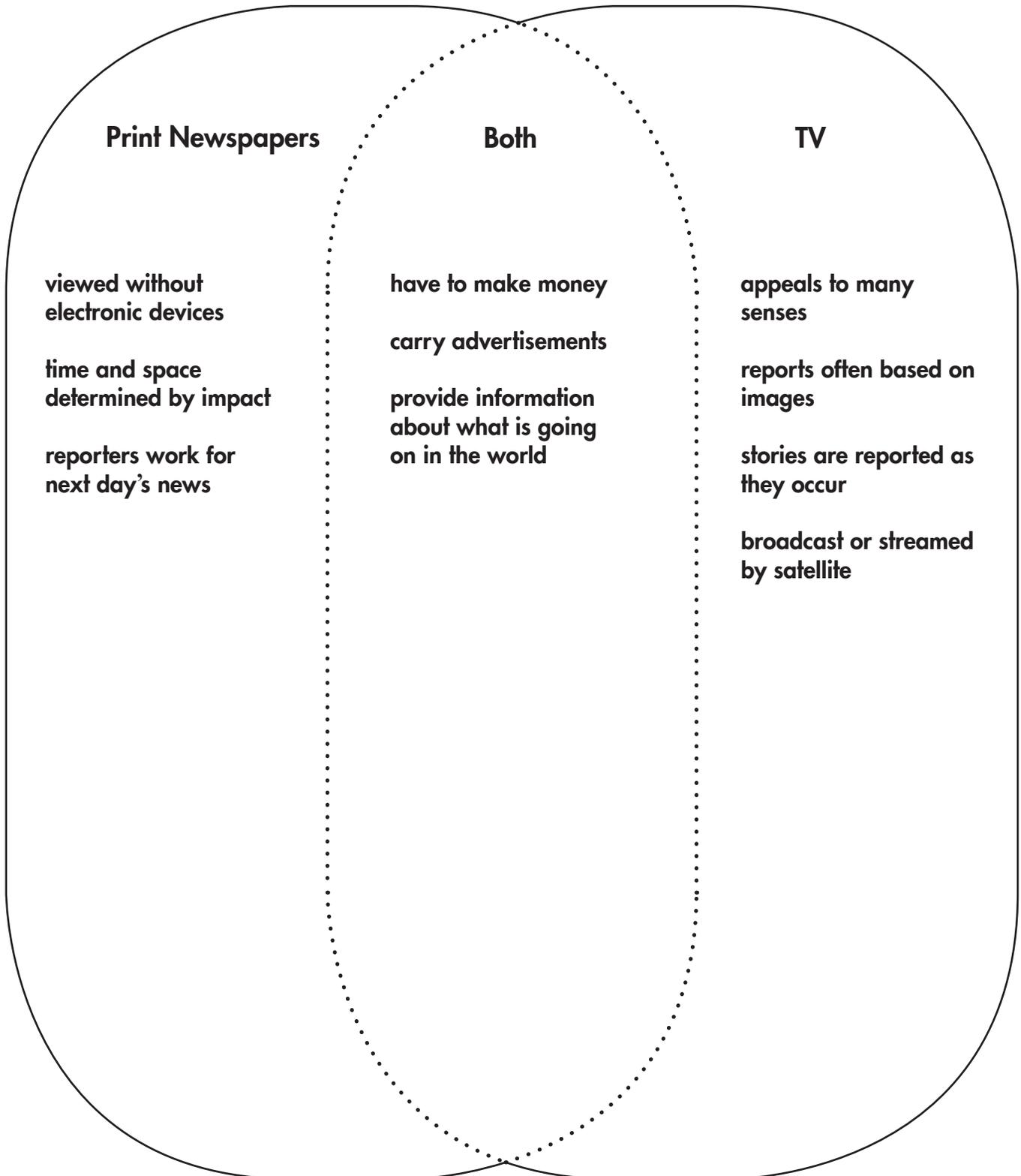
While print newspaper reporters are writing stories for the next day’s edition, television cameras can focus on the news instantly. A person without television might wait hours for information that a television viewer will learn in minutes. Networks can broadcast live. Viewers can see a presidential speech or a game-winning score as it happens.

In conclusion, comparing print and TV news is really like comparing apples and oranges. They have different advantages and disadvantages. For people interested in news, some of both might offer a balanced diet.

**Directions:** Write at least three true statements in each section of the Venn Diagram.

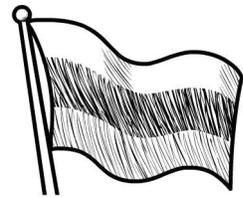


*Directions: Write at least three true statements in each section of the Venn Diagram. Answers will vary.*



## Using Question-Answer Relationships to Improve Comprehension

**Directions:** Read the passage. Circle the letter of the correct answer for each question.



### Russia

Before 1917, most of the people living in Russia were peasants who were very poor and had little political power. Most of them spent their lives doing backbreaking labor and toiling to grow crops on land owned by others. In addition, they paid high taxes to the ruling czar, but received little in return.

1. Which of the following statements is true of people in the former Soviet Union before 1917?
- A. They owned their own land.
  - B. They were successful at growing crops.
  - C. They paid low taxes.
  - D. They got little support from their government.

However, by 1917 peasant life had gone from bad to worse. At that time Russia was involved in World War I and losing to Germany. Food supplies were low, and jobs were hard find. These miserable conditions led to street demonstrations in Petrograd (now St. Petersburg). Even soldiers from the Russian army joined in, causing the ruling czar to resign. This is how the Russian Revolution began.

Unfortunately, conditions did not improve considerably under the new Provisional Government. They were still losing the war, and food was still scarce. While the new leaders tried to set up a democracy, their efforts failed. They were unable to unite the people, who called for more radical change. Within six months the government was taken over by a small group of Communists called the Bolsheviks. Their leader, Vladimir Lenin, rallied the people around his cry for “Bread, Peace, and Land!”

2. Why did the new government leaders fail when they attempted to set up a democracy?
- A. They could not unite the people.
  - B. They could not stop the demonstrations.
  - C. They were not rich enough.
  - D. They lacked the commitment.

Following his rise to power, Lenin put a number of new policies in place. He formed a peace treaty with Germany, seized privately owned land and redistributed it to the peasants, and put banks and industry under government control. Lenin believed that his policies would make Russia a nation where there was no such thing as rich and poor. The people would own everything as a group and share the fruits of their labor. He hoped that one day it would become a truly Communist nation. That is, it would be a place where people worked together so well that they would not need a government to rule and guide them. Until then, however, strict government control was the only option.

3. According to Lenin, when could Russia become a “true Communist nation”?

- A. when the government gave the people peace, land, and bread
- B. when the people worked together with no need for government
- C. when the people voted for the country to become Communist
- D. when the government controlled the resources and people

Many people, including nobles and some of the military, were strongly opposed to Lenin’s policies. As a result, a fierce civil war raged from 1918 to 1921. Despite overwhelming odds against them, the Bolsheviks won. After his victory, Lenin did away with all opposing political parties and further tightened his government’s control over the people.

4. What was the end result of the Civil War of 1918?

- A. The anti-Communists won and outlawed Communism in Russia.
- B. The Communist party was permanently defeated and never rose again.
- C. The Communist party won and allowed multiple political parties in Russia.
- D. The Bolsheviks won and made Communism the only political party in Russia.

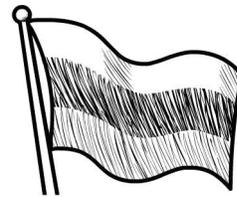
Vladimir Lenin died in 1924. Joseph Stalin, a secretary-general of the Communist party, took over as leader by out-scheming his rivals. Stalin believed in even greater governmental control than Lenin, and by the late 1920s he had become a **dictator**. In the 1930s he used his power to rid the party of what he called “enemies of the people.” In reality he was killing or banishing those who disagreed with him. Stalin died in 1953.

5. What is the meaning of **dictator** in this paragraph?

- A. a ruler who trusts others
- B. a ruler with integrity
- C. a ruler with absolute authority
- D. a ruler in the 1920s

Using Question-Answer Relationships to Improve Comprehension

**Directions:** Read the passage. Circle the letter of the correct answer for each question.



## Russia

Before 1917, most of the people living in Russia were peasants who were very poor and had little political power. Most of them spent their lives doing backbreaking labor and toiling to grow crops on land owned by others. In addition, they paid high taxes to the ruling czar, but received little in return.

1. Which of the following statements is true of people in the former Soviet Union before 1917?
- A. They owned their own land.
  - B. They were successful at growing crops.
  - C. They paid low taxes.
  - D. They got little support from their government.**

However, by 1917 peasant life had gone from bad to worse. At that time Russia was involved in World War I and losing to Germany. Food supplies were low, and jobs were hard find. These miserable conditions led to street demonstrations in Petrograd (now St. Petersburg). Even soldiers from the Russian army joined in, causing the ruling czar to resign. This is how the Russian Revolution began.

Unfortunately, conditions did not improve considerably under the new Provisional Government. They were still losing the war, and food was still scarce. While the new leaders tried to set up a democracy, their efforts failed. They were unable to unite the people, who called for more radical change. Within six months the government was taken over by a small group of Communists called the Bolsheviks. Their leader, Vladimir Lenin, rallied the people around his cry for “Bread, Peace, and Land!”

2. Why did the new government leaders fail when they attempted to set up a democracy?
- A. They could not unite the people.**
  - B. They could not stop the demonstrations.
  - C. They were not rich enough.
  - D. They lacked the commitment.

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## Identifying Common, Proper, and Compound Nouns

**Directions:** Look at the nouns in the Word Box. Then write each common noun in the first column and write its corresponding proper noun in the second column. The first one is done for you: A Labrador is a dog.

Word Bank		
team	country	Twilight
continent	South America	scientist
England	Labrador	dog
cobra	movie	capitol
Iowa	Washington, D.C.	snake
state	Thomas Edison	L.A. Lakers

Common Nouns	Proper Nouns
dog	Labrador

**Directions:** Underline the compound nouns in each sentence.

**Example:** Mom made some hard sauce to serve with the gingerbread.

- Morning glories climb up the lamppost.
- That paperback became a best seller almost immediately.
- After writing a number of dramas, the playwright is now working on a musical comedy.
- Kevin Parker is studying political science.
- A passerby must have found my wallet on the sidewalk.
- The reporter rushed to get the story posted on the website before deadline.
- Paul had his bathing suit and towel in his backpack.
- The caretaker has a skeleton key that opens all the doors.
- Do not unfasten your seat belt until the airplane has come to a complete stop at the gate.
- I had trouble using chopsticks to eat my chow mein.

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## Identifying Personal and Demonstrative Pronouns

**Directions:** Underline the personal pronoun in each sentence.

**Example:** Pete and Aaron have their parents' permission to go.

1. Class, open your test booklets.
2. Last summer I took tennis lessons.
3. The house with the pale blue shutters is ours.
4. Dana was surprised that she won first prize.
5. Have you finished with the paper, Frank?
6. Both Phil and Steve lost their library cards.
7. The kitten has black markings around its eyes.
8. Dad has scheduled his vacation for the last week in July.
9. Please tell us how to get to Jefferson Park.
10. That orange sweatshirt is mine.

**Directions:** Underline the demonstrative pronoun in each sentence. Then circle the noun to which it refers.

**Example:** This must be the book you ordered.

1. That was a loud firecracker.
2. All the pastries look good, but I think I'll try one of these.
3. These are tomatoes from our garden.
4. Isn't this the sweater I loaned you?
5. Those were the best meatballs I've ever eaten.
6. That is the woman I was telling you about.
7. These are the curtains my grandmother made.
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## Identifying Action, Linking, and Helping Verbs

**Directions:** Underline the action verb in each sentence.

**Example:** The bloodhound lost the scent at the edge of the creek.

1. The teacher explained the directions again.
2. We planted four kinds of lettuce in our garden.
3. Lana teased her brother about his socks.
4. Steve borrowed lunch money from me again today.
5. Despite a number of fielding errors, the home team won.
6. Grandma promised all of us rewards for our report cards.
7. Dad estimated the distance fairly accurately.

**Directions:** Circle the linking verb in each sentence. Then underline the words that are linked by the verb.

**Example:** Penny (grew) tall over the summer.

1. Beginning violinists usually sound terrible for the first few weeks.
2. Rail service in this area has been irregular recently.
3. With Steven away on vacation, I am bored.
4. The crowd became restless because of the long delay.
5. Many of Erica's classmates were jealous of her success.
6. Jerry feels exhausted much of the time.
7. Louisa should have been more careful about her facts.

**Directions:** Underline the helping verb in each sentence. Then circle the main verb.

**Example:** Carol has been (studying) French this summer.

1. The kitchen staff will be serving dinner from 4:30 p.m. until 9:00 p.m.
2. The train should arrive at any minute.
3. Dr. Young has examined our dog.
4. My little brother can be a real pest sometimes.
5. The secretary has ordered a new supply of erasers.
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## Identifying Adjectives and Articles

**Directions:** Underline the adjectives in each sentence.

**Example:** Tired and hungry, the campers found the camp a welcome sight.

1. That popular actress has many enthusiastic and loyal fans.
2. The smallest building in that huge block is the grocery store.
3. The two old maple trees are beautiful in the fall.
4. That large white house is not occupied.
5. Nervous and excited, I went up to the stage to accept the blue ribbon.
6. Only an expert fisherman could have caught an enormous fish like that one.
7. As the withered old woman approached the microphone, the audience became silent.
8. Wide shoelaces in neon colors were a brief but colorful fad.
9. Diligent and determined, Len soon became skilled at tennis.
10. That feathery green fern looks beautiful in the front window.

**Directions:** Underline the articles in each sentence. Then identify whether each article is definite (D) or indefinite (I). The number of articles in each sentence may vary.

**Example:** I found a little white cat under the tree in the front yard. I D D

1. Sharon is taking a writing course at summer school. \_\_\_ \_\_\_ \_\_\_
2. Allison has a book on reserve at the library. \_\_\_ \_\_\_ \_\_\_
3. Everyone at the party wore an unusual hat. \_\_\_ \_\_\_ \_\_\_
4. The coach has called an extra practice session before the game on Saturday. \_\_\_ \_\_\_ \_\_\_
5. We had a good time on the camping trip. \_\_\_ \_\_\_ \_\_\_
6. The sentence on the second line needs a period at the end. \_\_\_ \_\_\_ \_\_\_
7. The child drew a picture of a visitor from another planet. \_\_\_ \_\_\_ \_\_\_
8. An unexpected phone call ended the meeting early. \_\_\_ \_\_\_ \_\_\_
9. The principal made an announcement about the class trip. \_\_\_ \_\_\_ \_\_\_
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## Identifying How Adverbs Modify Words

**Directions:** Underline the adverb in each sentence. Then circle the word each adverb modifies.

**Example:** Jeff was very(unhappy)about his lost puppy.

1. That new baby seldom cries.
2. Yesterday, I discovered a leak in the boat.
3. Our mail usually arrives in the afternoon.
4. Gary performed well at his first recital.
5. Lenore is sometimes careless.
6. We gradually solved the puzzle.
7. The club has two large parties annually.
8. The neighbors were quite annoyed by the loud noise.
9. The ice melted rapidly in the sun.
10. Paul practices his scales diligently.

**Directions:** Circle the adverb that modifies the underlined word in each sentence. Then indicate whether the adverb modifies a verb, an adjective, or an adverb.

**Example:** I (recently)acquired the fabulous corner office. \_\_\_\_\_ verb \_\_\_\_\_

1. All of our relatives gather yearly. \_\_\_\_\_
2. Joyously, we celebrate our good fortunes. \_\_\_\_\_
3. Her coat appears rather short. \_\_\_\_\_
4. I received my engraved invitation early. \_\_\_\_\_
5. I find this assignment to be somewhat enjoyable. \_\_\_\_\_
6. We receive a new shipment almost weekly. \_\_\_\_\_
7. This change utterly surprised us. \_\_\_\_\_
8. Eagerly, the restaurant manager promised an unusually favorable rate. \_\_\_\_\_
9. They guaranteed everything fully. \_\_\_\_\_
10. I dine at that restaurant quite often. \_\_\_\_\_

### Identify How Adverbs Modify Words

**Directions:** Underline the adverb(s) in each sentence below. Then, circle the word each adverb modifies.

**Example:** Jeff was very (unhappy) about his lost puppy.

1. That new baby seldom (cries).
2. Yesterday, I (discovered) a leak in the boat.
3. Our mail usually (arrives) in the afternoon.
4. Gary (performed) well at his first recital.
5. Lenore (is) sometimes careless.
6. We gradually (solved) the puzzle.
7. The club (has) two large parties annually.
8. The neighbors were quite (annoyed) by the loud noise.
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**Directions:** For each sentence below, circle the adverb that modifies the underlined word. Write verb, adjective, or adverb to indicate which part of speech the adverb modifies.

**Example:** I acquired the (fabulous) corner office. adjective

1. All our relatives gather (yearly). verb
2. (Joyously), we celebrate our good fortunes. verb
3. Her coat appears (rather) short. adjective
4. I received my engraved invitation (early). verb
5. This year we celebrated (uptown). verb
6. We receive a new shipment (almost) weekly. adverb
7. This change (utterly) surprised us. verb
8. Eagerly, the restaurant promised an (unusually) favorable rate. adjective
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## Identifying Prepositions

**Directions:** Underline the preposition(s) in each sentence.

**Example:** Gerry left without a word to anyone.

1. A new family has moved into the house next to ours.
2. The club isn't much fun without Sharon.
3. Among the three of us, we had just enough money for a pizza.
4. Because of that incident, the families do not speak to each other.
5. We watched the fireworks display from a spot across the river.
6. Draw a line through any words that are not needed.
7. The rake has been leaning against the garage since yesterday.
8. A letter for Mike is on the table in the hall.
9. You will be safe from the mosquitoes until dusk.
10. No one except Judy's mother baked brownies.

**Directions:** Fill in the blank with a preposition to complete each sentence. **Answers will vary.**

**Example:** We agreed to meet before dinner.

1. Carl has ridden his bike \_\_\_\_\_ the river.
2. I haven't seen Louise \_\_\_\_\_ a month.
3. We waited \_\_\_\_\_ six o'clock \_\_\_\_\_ the train to arrive.
4. A crowd of people gathered \_\_\_\_\_ the movie star.
5. I found my sneakers \_\_\_\_\_ the couch.
6. Many people became restless \_\_\_\_\_ the long delay.
7. I am reading a book \_\_\_\_\_ Judy Blume.
8. My old boss kept his boots \_\_\_\_\_ his office.
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## Identifying Coordinating Conjunctions, Correlative Conjunctions, and Interjections

**Directions:** Circle the coordinating conjunction in each sentence. Then underline the words or word groups it joins.

**Example:** Throughout the stormy night (and) into the morning, rescuers searched the cove.

1. Should I use green or blue for the lettering?
2. The pianist performed with great accuracy but without much feeling.
3. Carol and Luke are finalists in the spelling bee.
4. We arrived early, so we could get good seats for the concert.
5. Jason or Madeline should be able to give you directions.
6. The crowd was somewhat noisy yet otherwise well-behaved.
7. Carol has not called, nor has she written.
8. We took the subway to the ballpark, for we knew traffic would be heavy.

**Directions:** Circle both parts of the correlative conjunction in each sentence. Then underline the words or word groups it connects.

**Example:** I wonder (whether) it will rain (or) snow during the night.

1. Ellen usually either walks or rides her bike to school.
2. This pie crust is not only tender but also flaky.
3. Both Paul and his family are Tiger fans.
4. My new CD was neither in its case nor in the stereo.
5. Do you know whether Shana or her sister took the message?
6. The dinner includes either a salad or vegetables.
7. Ben not only set the table but also washed the dishes.
8. Either Fran will make the arrangements, or Mom will be angry.

**Directions:** Underline the interjection in each sentence.

**Example:** Brother! It surely is hot in here.

1. Nonsense! Who would ever believe a story like that?
2. Gosh, I wish I had thought of that.
3. That was a great hit! Terrific!
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## Identifying the Subject and Predicate

**Directions:** Circle the simple subject and underline the simple predicate in each sentence.

**Example:** Colonial(women)cooked in a fireplace.

1. I remember every scratch in the old table.
2. English settlers arrived in Plymouth Colony in 1620 after a long voyage.
3. The teacher called the front office.
4. Many people came to the fair on Saturday night.
5. Yesterday we moved the old truck.
6. The wooden chair wobbles a bit.
7. Many letters were written at that table.
8. The Pilgrim's ship was called the Mayflower.
9. The new playground pleased the children.
10. My uncle Jonathan will sell the furniture at his garage sale this weekend.

**Directions:** Circle the complete subject and underline the complete predicate in each sentence.

**Example:** (Animals in fables)act like human beings.

1. A shiny new bicycle stood outside the door.
2. The third problem is a little tricky.
3. The first Monday in September is Labor Day.
4. My older brother earns money doing odd jobs.
5. The first radio station in the United States was KDKA in Pittsburgh.
6. The tanker was slowly breaking into pieces on the rocks.
7. The youngest of the three brothers has the best voice.
8. The manager of the Otters argued angrily with the umpire.
9. A large crocodile snoozed in the mud near the shore.
10. The hedge in front of the house concealed the street.

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7. Many(letters)were written at that table.
8. The Pilgrim's(ship)was called the Mayflower.
9. The new(playground)pleased the children.
10. My(Uncle Jonathan)will sell furniture at his garage sale this weekend.

**Directions:** Circle the *complete* subject and underline the *complete* predicate in each sentence.

**Example:** (Animals in fables)act like human beings.

1. (A shiny new bicycle)stood outside the door.
2. (The third problem)is a little tricky.
3. (The first Monday in September)is Labor Day.
4. (My older brother)earns money doing odd jobs.
5. (The first radio station in the United States)was KDKA in Pittsburgh.
6. (The tanker)was slowly breaking into pieces on the rocks.
7. (The youngest of the three brothers)has the best voice.
8. (The manager of the Otters)argued angrily with the umpire.
9. (A large crocodile)snoozed in the mud near the shore.
10. (The hedge in front of the house)concealed the street.

## Identifying Adjective, Adverb, and Appositive Phrases

**Directions:** *Underline the adjective phrase in each sentence below. Circle the noun or pronoun it modifies.*

**Example:** (Teams) in the junior baseball league have ten players.

1. The main character in the story is a young boy.
2. He is a visitor from another planet.
3. Part of the treasure map is missing.
4. The road along the coastline has the best views.
5. Several of the eggs are cracked.
6. The sign on the bench said “WET PAINT.”
7. I’m reading a book about the Pony Express.

**Directions:** *Underline the adverb phrase in each sentence below. Circle the word the phrase modifies.*

**Example:** Cindy (borrowed) lunch money from the office.

1. The soldiers crossed the river in small boats.
2. The library closes early on Saturdays.
3. Michelle delivers papers after school.
4. Water boils at 100° Celsius.
5. The coat was too big for the little boy.
6. Kevin plays the trumpet in the school band.
7. The children were curious about the large package.

**Directions:** *Underline the appositive phrase in each sentence below. Circle the noun or pronoun it identifies or explains.*

**Example:** (Alfred Nobel), the inventor of dynamite, invented the Nobel Prizes.

1. The eohippus, a small hooped mammal, was the ancestor of the horse.
2. Dave, a strong swimmer, works as a lifeguard in the summers.
3. The damaged plane, a Boeing 727, landed safely.
4. The lighthouse, a landmark for sailors, is nearly two hundred years old.
5. Enrico Caruso, a famous opera tenor, had an amazing voice.
6. Ms. Geering, the next mayor, has promised many reforms.
7. The Blue Whale, the largest mammal on Earth, can weigh up to 115 tons.

## Identifying Adjective, Adverb, and Appositive Phrases

**Directions:** *Underline the adjective phrase in each sentence. Then circle the noun or pronoun it modifies.*

**Example:** (Teams) in the junior baseball league have ten players.

1. The main (character) in the story is a young boy.
2. He is a (visitor) from another planet.
3. (Part) of the treasure map is missing.
4. The (road) along the coastline has the best views.
5. (Several) of the eggs are cracked.
6. The (sign) on the bench said "WET PAINT."
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## Identifying Independent and Subordinate Clauses

**Directions:** In the space provided, identify each clause as independent or subordinate.

**Example:** the last scene scared many viewers independent

1. the ancient Egyptians worshipped cats \_\_\_\_\_
2. who have some experience \_\_\_\_\_
3. after the concert has begun \_\_\_\_\_
4. some trains travel at 120 miles per hour \_\_\_\_\_
5. the map of Thailand is shaped like an elephant's head \_\_\_\_\_
6. until the last error has been corrected \_\_\_\_\_
7. although Jamie did not expect to win \_\_\_\_\_
8. before the runner could get to first base \_\_\_\_\_
9. Ms. Maloney teaches science \_\_\_\_\_
10. we were waiting for the bus \_\_\_\_\_
11. Harriet Tubman was born a slave \_\_\_\_\_
12. when she was six years old \_\_\_\_\_
13. she heard about slave uprisings \_\_\_\_\_
14. although Harriet was still a child \_\_\_\_\_
15. while she worked in the fields \_\_\_\_\_
16. Harriet Tubman escaped from slavery \_\_\_\_\_
17. she decided to help other slaves escape \_\_\_\_\_
18. after one group escaped \_\_\_\_\_
19. the Underground Railroad became famous \_\_\_\_\_
20. this woman of courage led many people to freedom \_\_\_\_\_
21. Jan got her chance \_\_\_\_\_
22. until the senator began to speak \_\_\_\_\_
23. during the time that she worked in the factory \_\_\_\_\_
24. although the enemy destroyed the city \_\_\_\_\_
25. the guest told jokes during dinner \_\_\_\_\_
26. since everyone agrees with the plan \_\_\_\_\_
27. when they had all gathered in the hall \_\_\_\_\_
28. our teacher showed us some slides \_\_\_\_\_

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## Determining Subject/Verb Agreement

**Directions:** Circle the verb in the parentheses that agrees with the simple subject of each sentence.

**Example:** Taxes (increase, increases) most of the time.

1. The cake mix (look, looks) too thin.
2. Your dogs (bark, barks) at night.
3. Milt (like, likes) the high jump.
4. The forest (provide, provides) a home for many creatures.
5. Usually, his movies (get, gets) good reviews.
6. Dachshunds (stand, stands) low to the ground.
7. He (act, acts) like a clown too often.
8. Our neighbors often (borrow, borrows) tools from us.
9. The fresh cake (taste, tastes) delicious.
10. They (meet, meets) twice a month.

**Directions:** Circle the verb in the parentheses that agrees with the compound subject of each sentence.

**Example:** The parents and children (play, plays) on opposite teams.

1. Black and white (is, are) my favorite color combination.
2. The trees and shrubs (look, looks) nice today.
3. Place mats or a tablecloth (go, goes) in the picnic basket.
4. Trucks and tractors (slow, slows) down traffic.
5. Neither the men nor the women (want, wants) that rule.
6. Either Sally or Eric (bring, brings) the main course.
7. A shirt and tie (look, looks) best at a formal dinner.
8. Either chicken or steak (taste, tastes) good when barbequed.
9. Neither the couch nor the chairs (look, looks) right in the room.
10. Swimming and running (is, are) good ways to exercise.

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## Using Commas

**Directions:** Insert commas where they are needed in each sentence.

**Example:** A husky is a large dog but a sheepdog is larger.

A husky is a large dog, but a sheepdog is larger.

1. I turned on the light for it was getting dark.
2. I think we should take a vote but Alan wants to wait.
3. We can stay and explore or we can return tomorrow.
4. I explained the procedure but they didn't understand.
5. Anna wants to join the art club for she loves to paint.
6. Terry calls once a week but Bill telephones every day.
7. Alice was shy so Barbara did all the talking.
8. Summer has arrived yet the days are still chilly.
9. We can walk to the park or we can ride our bicycles.
10. They did not seem confused nor did they ask for help.
11. Memphis Nashville and Chattanooga are cities in Tennessee.
12. We met the writer producer and director of the television show.
13. As John made the winning shot, the fans gasped cheered and shouted his name.
14. We need volunteers who will supply soda cook hamburgers and prepare a salad.
15. They could not decide whether to take their vacation in June July or August.
16. To decorate her room, Caitlin added a rug a bookcase and a poster.
17. Jasmine has many pets, including a dog a cat a bird and a hamster.
18. You can peel the potatoes make the lemonade and set the table.
19. It was so cold that Kurt wore a shirt a sweater and a jacket.
20. Would you like to go to the beach take a hike or watch a movie?

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4. I explained the procedure, but they didn't understand.
5. Anna wants to join the art club, for she loves to paint.
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8. Summer has arrived, yet the days are still chilly.
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11. Memphis, Nashville, and Chattanooga are cities in Tennessee.
12. We met the writer, producer, and director of the television show.
13. As John made the winning shot, the fans gasped, cheered, and shouted his name.
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15. They could not decide whether to take their vacation in June, July, or August.
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## Using Semicolons and Colons

**Directions:** Add a semicolon where necessary in each sentence.

**Example:** Benjamin Franklin was a printer he ran a newspaper in Philadelphia.  
Benjamin Franklin was a printer; he ran a newspaper in Philadelphia.

1. We are going to stop at the museum it is presenting an exhibit of African art.
2. These books are about the American Revolution they were written by Esther Forbes.
3. Daniel is a serious photographer he has taken hundreds of photographs.
4. The stories she told me were fascinating they were about her childhood.
5. You are invited to my graduation come to the school auditorium on Friday at 7:30 p.m.
6. Let's go over to Jason's house we can see his new puppies.
7. I read the news today it was quite upsetting.
8. Dominick got a new desk it is made of oak.
9. This bedspread is too small for the bed the bed is queen-size, but the bedspread is twin-size.
10. The ticket counter opens at eight o'clock in the evening Brett plans to be there early.

**Directions:** Add a colon where necessary in each sentence.

**Example:** We visited three Canadian cities Calgary, Edmonton, and Winnipeg.  
We visited three Canadian cities: Calgary, Edmonton, and Winnipeg.

1. The works of two poets will be featured in the magazine Sylvia Plath and Robert Frost.
2. We play on the following dates May 15, May 18, and May 21.
3. The three dives I can do are these the cannonball, the backward somersault, and the jackknife.
4. I left the beach at 430 p.m. and arrived at Grandmother's house at 645 p.m.
5. Dear Ms. Wilson
6. The facts lead to these conclusions we are wasting our resources and damaging our health.
7. The play begins at 800 p.m., so we should leave the house no later than 700 p.m.
8. I met the following people at the party James, Felicia, and Aaron.
9. Dear Sir or Madam
10. Warning guard dogs protect this property.

## Using Semicolons and Colons

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7. The play begins at 8:00 p.m., so we should leave the house no later than 7:00 p.m.
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10. Warning: guard dogs protect this property.

## Practicing Correct Spelling

**Directions:** Each misspelled word has vowels before the letter r. Spell each word correctly, and then write it on the line.

Incorrect Spelling	Correct Spelling
appere	
areguement	
disterb	
harmany	
oarchard	
perchase	
survice	
towurd	

**Directions:** Add -ed or -ing to each word to create a new word.

**Examples:** amuse + ed = amused (the final e in amuse is dropped)  
 please + ing = pleasing (the final e in please is dropped)

- choose + ing = \_\_\_\_\_
- collapse + ed = \_\_\_\_\_
- dance + ing = \_\_\_\_\_
- freeze + ing = \_\_\_\_\_
- promise + ed = \_\_\_\_\_
- race + ed = \_\_\_\_\_
- remove + ed = \_\_\_\_\_
- squeeze + ing = \_\_\_\_\_

**Directions:** One word in each group is spelled incorrectly. Circle the misspelled word, and then write it correctly on the line.

- boring, traced, prepareing \_\_\_\_\_
- researching, favoured, rewarded \_\_\_\_\_
- exerciseing, corresponded, surprising \_\_\_\_\_
- prepared, sparked, explouring \_\_\_\_\_
- scaired, harmed, hearing \_\_\_\_\_
- borded, remarked, striped \_\_\_\_\_
- learning, restored, burnning \_\_\_\_\_
- charming, incerted, discouraged \_\_\_\_\_

### Practicing Correct Spelling

**Directions:** Each misspelled word has vowels before the letter r. Spell each word correctly, and then write it on the line.

Incorrect Spelling	Correct Spelling
appere	appear
areguement	argument
disterb	disturb
harmany	harmony
oarchard	orchard
perchase	purchase
survice	service
towurd	toward

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**Examples:** amuse + ed = amused (the final e in amuse is dropped)  
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- choose + ing = choosing
- collapse + ed = collapsed
- dance + ing = dancing
- freeze + ing = freezing
- promise + ed = promised
- race + ed = raced
- remove + ed = removed
- squeeze + ing = squeezing

**Directions:** One word in each group is spelled incorrectly. Circle the misspelled word, and then write it correctly on the line.

- boring, traced, (prepareing) preparing
- researching, (favoured), rewarded practicing
- (exerciseing), corresponded, surprising exercising
- prepared, sparked, (explouring) hiking
- (scaired), harmed, hearing scared
- (borded), remarked, striped combining
- learning, restored, (burnning) reunited
- charming, (incerted), discouraged phoning

## Recognizing Digraphs, Diphthongs, and Silent Consonants

**Directions:** Use the chart to sort each word according to its digraph or diphthong.

amount	appoint	awful	blouse	caught
choice	cloudy	coward	crawl	daughter
destroy	laundry	loyal	moisture	noise
oyster	proud	saucer	sausage	awning
straw	bowl	taught	bowl	voyage

Words spelled with <i>ou</i>	Words spelled with <i>oi</i>	Words spelled with <i>aw</i>	Words spelled with <i>au</i>	Words spelled with <i>ow</i>	Words spelled with <i>oy</i>

**Directions:** Each word is missing a silent consonant. Identify the missing consonant and write it in the middle column. Then write each word correctly in the last column.

Word with Missing Letter	Missing Letter	Correct Spelling
anser		
kichen		
nit		
sord		
busle		
knowlege		
lisen		
plege		
hole		
juge		
rap		
nee		

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blouse	choice	crawl	daughter	plow	loyal
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proud	noise	awning	saucer		voyage
			sausage		
			taught		

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Word with Missing Letter	Missing Letter	Correct Spelling
anser	w	answer
kichen	t	kitchen
nit	k	knit
sord	w	sword
busle	t	bustle
knowlege	d	knowledge
lisen	t	listen
plege	d	pledge
hole	w	whole
juge	d	judge
rap	w	wrap
nee	k	knee

## Spelling Words with Double Consonants and Unstressed Endings

**Directions:** Some of these words are misspelled. Write whether the word is spelled correctly or incorrectly in the second column. If the word is misspelled, write the correct spelling in the last column. The first two have been completed for you.

cariage	incorrect	carriage
allow	correct	
accomodate		
balloon		
bussiness		
cabbagge		
imposible		
parrallel		
squirrel		
sucess		
tennis		
umbrela		
mammal		
lugage		
sherif		

**Directions:** One word in each sentence is spelled incorrectly. Circle the misspelled word, and then write it correctly in the space provided.

- Four quarters equal one doller. \_\_\_\_\_
- Put a name lable on your backpack. \_\_\_\_\_
- My teacher requests that we complete our math homework with a pencil. \_\_\_\_\_
- The poler bear lives in the frigid Arctic regions. \_\_\_\_\_
- Large trucks are not able to pass through that tunnle. \_\_\_\_\_
- When I broke my foot, an ambulance took me to the hospitel. \_\_\_\_\_
- We store food and supplies in our celler. \_\_\_\_\_
- Your necklace is extremely similer to mine. \_\_\_\_\_
- The machine isn't working because it needs a new moter. \_\_\_\_\_
- My friend Emily likes to use naturel shampoo to wash her hair. \_\_\_\_\_
- Tomorrow night, my friends and I are going to the carnivel. \_\_\_\_\_
- The passerby did not hapen to see the incident occur. \_\_\_\_\_

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allow	correct	
accomodate	incorrect	accommodate
balloon	correct	
bussiness	incorrect	business
cabbage	incorrect	cabbage
imposible	incorrect	impossible
parrallel	incorrect	parallel
squirrel	correct	
sucess	incorrect	success
tennis	correct	
umbrela	incorrect	umbrella
mammal	correct	
lugage	incorrect	luggage
sherif	incorrect	sheriff

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- The (poler) bear lives in the frigid Arctic regions. polar
- Large trucks are not able to pass through that (tunnle). tunnel
- When I broke my foot, an ambulance took me to the (hospitel). hospital
- We store food and supplies in our (celler). cellar
- Your necklace is extremely (similer) to mine. similar
- The machine isn't working because it needs a new (moter). motor
- My friend Emily likes to use (naturel) shampoo to wash her hair. natural
- Tomorrow night, my friends and I are going to the (carnivel). carnival
- The passerby did not (hapen) to see the incident occur. happen

## Distinguishing between Homophones

**Directions:** Complete each pair of sentences with the correct pair of homophones from the box.

feet	grown	site	heed	groan
born	altar	boulder	bolder	seen
forth	fourth	feat	scene	sight
alter	through	borne	he'd	threw

- A resourceful employee chose the \_\_\_\_\_ for the holiday party.  
Mr. Peters was amazed at the \_\_\_\_\_ of the singing cowboys.
- The majority of the employees have \_\_\_\_\_ accustomed to his cufflinks.  
A few employees still \_\_\_\_\_ when they see this clothing accessory.
- Ellie earned \_\_\_\_\_ place in the line-dancing contest.  
A judge came \_\_\_\_\_ to present her a beautiful belt buckle.
- Eliot was unhappy because he had to \_\_\_\_\_ his shirt before the wedding.  
The bride and groom stood happily by the \_\_\_\_\_.
- The athletic cat jumped a couple of \_\_\_\_\_ to the left.  
The boy was not surprised; he had seen his cat perform such a \_\_\_\_\_ almost daily.
- The young coyote sat on a \_\_\_\_\_ watching the setting sun.  
She was becoming stronger and growing \_\_\_\_\_ every day.
- The boy had read the sign but refused to \_\_\_\_\_ the warning.  
\_\_\_\_\_ made the mistake of jumping into a very cold swimming pool.
- A few short years after she was \_\_\_\_\_, the village elders realized she was a gifted singer.  
Her slender shoulders had \_\_\_\_\_ the hopes and dreams of an entire village.
- The amazing \_\_\_\_\_ caused all the neighbors to rush out of their homes.  
Most of them had never \_\_\_\_\_ cats playing soccer before.
- The pitcher held onto his dream \_\_\_\_\_ four years in the minor leagues.  
All his hard work paid off when he \_\_\_\_\_ his first pitch in the major leagues.

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alter	through	borne	he'd	threw

- A resourceful employee chose the site for the holiday party.  
Mr. Peters was amazed at the sight of the singing cowboys.
- The majority of the employees have grown accustomed to his cufflinks.  
A few employees still groan when they see this clothing accessory.
- Ellie earned fourth place in the line-dancing contest.  
A judge came forth to present her a beautiful belt buckle.
- Eliot was unhappy because he had to alter his shirt before the wedding.  
The bride and stood happily by the altar.
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The boy was not surprised; he had seen his cat perform such a feat almost daily.
- The young coyote sat on a boulder watching the setting sun.  
She was becoming stronger and growing bolder every day.
- The boy had read the sign but refused to heed the warning.  
He'd made the mistake of jumping into a very cold swimming pool.
- A few short years after she was born, the village elders realized she was a gifted singer.  
Her slender shoulders had borne the hopes and dreams of an entire village.
- The amazing scene caused all the neighbors to rush out of their homes.  
Most of them had never seen cats playing soccer before.
- The pitcher held onto his dream through four years in the minor leagues.  
All his hard work paid off when he threw his first pitch in the major leagues.

## Spelling Homophones

**Directions:** Complete the paragraphs by choosing the correct homophones from the box. Use each word only once.

main	mane	oversees	missed	teem
coarse	overseas	team	course	mist

Igor was sorely \_\_\_\_\_ by everyone in the village, young and old. Even though he behaved in a \_\_\_\_\_ manner, he had a kind and generous heart. Villagers had grown accustomed to his startling \_\_\_\_\_ of shining orange hair. Their world lost some of its glow following Igor's departure.

The wrestling \_\_\_\_\_ in particular missed his presence; their perfect record was in tatters without their three-hundred pound star. The wrestling coach took some comfort in the fact that he would not have to repair the obstacle \_\_\_\_\_ after each of Igor's workouts.

No matter what the villagers said, Igor had decided to move \_\_\_\_\_. He knew he would have to row his tiny boat for several weeks, but he did not care. Igor had to leave; he had refined taste and grew tired of raw potatoes being the \_\_\_\_\_ part of his diet.

Several weeks later, Igor emerged from the \_\_\_\_\_ off the coast of Italy. After reaching land, the friendly giant strolled into the nearest supermarket. It appeared to \_\_\_\_\_ with people. Initially, the townspeople ran screaming from this hulk of a man. However, after several days of observing him through their windows, they realized that all Igor wanted to do was eat.

Igor became a beloved member of his new community. He even joined the local wrestling team! He now \_\_\_\_\_ a pasta factory in a little grove outside of town. On Wednesday nights, he serves his famous ravioli with mushroom sauce in the village square. This dish is very popular with the locals.

### Spelling Homophones

**Directions:** Complete the paragraphs by choosing the correct homophones from the box. Use each word only once.

main	mane	oversees	missed	teem
coarse	overseas	team	course	mist

Igor was sorely **missed** by everyone in the village, young and old. Even though he behaved in a **coarse** manner, he had a kind and generous heart. Villagers had grown accustomed to his startling **mane** of shining orange hair. Their world lost some of its glow following Igor's departure.

The wrestling **team** in particular missed his presence; their perfect record was in tatters without their three-hundred pound star. The wrestling coach took some comfort in the fact that he would not have to repair the obstacle **course** after each of Igor's workouts.

No matter what the villagers said, Igor had decided to move **overseas**. He knew he would have to row his tiny boat for several weeks, but he did not care. Igor had to leave; he had refined taste and grew tired of raw potatoes being the **main** part of his diet.

Several weeks later, Igor emerged from the **mist** off the coast of Italy. After reaching land, the friendly giant strolled into the nearest supermarket. It appeared to **teem** with people. Initially, the townspeople ran screaming from this hulk of a man. However, after several days of observing him through their windows, they realized that all Igor wanted to do was eat.

Igor became a beloved member of his new community. He even joined the local wrestling team! He now **oversees** a pasta factory in a little grove outside of town. On Wednesday nights, he serves his famous ravioli with mushroom sauce in the village square. This dish is very popular with the locals.

## Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.

### ADVICE COLUMN

- a column in a newspaper or magazine written by someone to people who ask for advice
- the question is included first and the response follows

### Writing Prompt

After reading “More Than Words,” what do you think about body language? Write an advice column for your school newspaper about how to read and interpret body language. Use ideas from the article and at least three of the academic vocabulary words. **communicate • emotions • experience • response**

### 1. Plan It

Use the planner to organize your thoughts on what your classmates need to know about body language. Make sure to include ideas from the article “More Than Words.”



### Advice Column

**My Opinion**

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Your advice is what you think people should understand about body language.

**Interpretations**

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Your interpretations are specific body language stances and gestures and what they might mean.



## Greek and Latin Roots

Root	Definition	Example
<i>claim</i> <i>clam</i>	to shout or cry out	<b>proclaim</b> <b>clamor</b>
<i>sens</i>	to feel	<b>sensory</b>
<i>pos</i>	to sit or put	<b>deposit</b>

**Directions:** Read the following passage. Look for familiar roots as you read. Then answer the questions below. Use a dictionary to help you.

Since ancient times, breaking an enemy's code has been very important. During World War II, Allied code breakers worked hard to uncover the secrets found in German codes. The codes were difficult to break but not impossible. From 1939 to 1945, these scholars used their knowledge

of math and technology to crack the codes of German communications. If code breakers could translate a message, spies' positions might be known and lives could be saved. Breaking a code gave a sensation of triumph. Code breakers exclaimed in celebration when they broke a code!

1. How is the meaning of *exclaimed* similar to the meaning of the root word *claim*?

---

2. How is the meaning of *positions* related to the meaning of the root word *pos*?

---

3. Which word in the passage has the root word *sens*?

---

4. The root word *posse* means "be able." How is this meaning related to the meaning of *impossible*?

---



---

5. Circle the meaning of the word *senses*. Then write a sentence using the word.

feels

knows

---



---

## Greek and Latin Roots

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**Directions:** Read the following passage. Look for familiar roots as you read. Then answer the questions below. Use a dictionary to help you.

**S**ince ancient times, breaking an enemy's code has been very important. During World War II, Allied code breakers worked hard to uncover the secrets found in German codes. The codes were difficult to break but not impossible. From 1939 to 1945, these scholars used their knowledge

of math and technology to crack the codes of German communications. If code breakers could translate a message, spies' positions might be known and lives could be saved. Breaking a code gave a sensation of triumph. Code breakers exclaimed in celebration when they broke a code!

1. How is the meaning of *exclaimed* similar to the meaning of the root word *claim*?

**Both mean "cry out."**

2. How is the meaning of *positions* related to the meaning of the root word *pos*?

**Both have to do with where something is put.**

3. Which word in the passage has the root word *sens*?

**sensation**

4. The root word *posse* means "be able." How is this meaning related to the meaning of *impossible*?

**Impossible means "not able to happen," which is the opposite of posse.**

5. Circle the meaning of the word *senses*. Then write a sentence using the word.

**feels**

knows

**Answers will vary.**

## Multiple-Meaning Words

- **Multiple-meaning words** are words that are spelled the same but have different meanings.
- When you are reading you may run across words whose meanings you know, but whose meanings do not make sense in the sentence.
- To figure out the correct meaning of a multiple-meaning word, you can use clues in the surrounding words or sentences and the word's part of speech.

**Directions:** Read the following passage. Then answer the questions below.

**S**andy Robinson, an astronaut, slipped through the hatch and into the capsule. She was ready for her mission—researching rocks on the moon. She had to train for this mission for several months. Two years ago, Sandy had to serve other astronauts as they walked on the moon's surface. Some people said it wasn't fair because Sandy had completed the same

program as the others. This time, though, Sandy would walk on the moon herself.

Sandy made sure she was ready. Looking at her air tank, she noted how many units of air it contained. Sandy heard the order given to open the hatch. She could hardly bear the nervous feeling in her stomach. Then the door opened.

1. In this passage, what is the meaning of the multiple-meaning word *train*? What is another meaning of the word that is not used in this passage?

---



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2. How do you know *program* does not mean “to provide instructions for a computer”?

---



---

3. What context clues help you understand the meaning of the word *units*?

---



---

4. What is the meaning of the word *order* in this passage?

---



---

5. How do you know *serve* does not mean “become a member of the armed forces”?

---



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## Multiple-Meaning Words

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program as the others. This time, though, Sandy would walk on the moon herself.

Sandy made sure she was ready. Looking at her air tank, she noted how many units of air it contained. Sandy heard the order given to open the hatch. She could hardly bear the nervous feeling in her stomach. Then the door opened.

### Possible answers given.

1. In this passage, what is the meaning of the multiple-meaning word *train*? What is another meaning of the word that is not used in this passage?

**In this passage, *train* means “practice.” Another meaning is “a connected line of railroad cars.”**

2. How do you know *program* does not mean “to provide instructions for a computer”?

**The sentence uses the word *program* as a noun.**

3. What context clues help you understand the meaning of the word *units*?

**“how many” and “of air”**

4. What is the meaning of the word *order* in this passage?

**command**

5. How do you know *serve* does not mean “become a member of the armed forces”?

**The context clues say that Sandy had to serve other astronauts, not that she became a soldier.**

## Multiple-Meaning Words

- **Multiple-meaning words** are words with the same spelling but different meanings.
- If you read a word that you recognize, but it is used in an unfamiliar way, look for clues about its meaning in the words nearby. Then use a dictionary to help you understand its meaning.

**Directions:** Read the following passage. Then answer the questions below.

**K**erry could barely contain his excitement about his visit to the rain forest. He let out a whoop of delight as he saw strange fish unlike any of those in his aquarium at home swimming below the surface of the water. The trees grew so large that their long branches reached out into the water, like flexible arms bending out to his boat. He took the cover off his

camera so he could take pictures. He was surprised when he caught quick glimpses of dolphins making their way down the long river. Kerry gobbled up his simple meal of baked bread in a hurry. He knew he did not have much time to spend in the rain forest and he wanted to see everything he could.

1. What is the meaning of the word *contain* in this passage? How do you know?

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2. What context clue helps you understand the meaning of the word *strange*?

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3. *Long* can mean “to have a strong desire.” How do you know this is not its meaning in the passage?

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4. What is the meaning of the word *cover* in this passage?

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---

5. *Simple* can mean “easy.” How is it used in the passage? How do you know?

---



---

## Multiple-Meaning Words

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### Possible answers given.

1. What is the meaning of the word *contain* in this passage? How do you know?

**hold back; Kerry could hardly keep himself from being excited about the visit**

2. What context clue helps you understand the meaning of the word *strange*?

**“unlike any of those in his aquarium at home”**

3. *Long* can mean “to have a strong desire.” How do you know this is not its meaning in the passage?

**The word *long* is used as an adjective to describe the branches.**

4. What is the meaning of the word *cover* in this passage?

**a thing that is put over something else**

5. *Simple* can mean “easy.” How is it used in the passage? How do you know?

**It means “basic.” In the passage, it is used to describe baked bread, which is a plain food.**

## Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.

### Writing Prompt

After reading “6 Ways to Resolve Family Conflicts,” what advice would you give someone who was having a disagreement with a parent or teacher? Write a letter for the advice column in a school newspaper responding to a student who has asked how to resolve a conflict. Use ideas from the article and at least three of the academic vocabulary words.

**experienced • communicator • emotions • responsive**

### ADVICE COLUMN

- a column in a newspaper or magazine written by someone to people who ask for advice
- often in letter form

### 1. Plan It

Use the planner to list ideas about ways to resolve conflicts. Think about the article “6 Ways to Resolve Family Conflicts.” What ideas from the article can you include?



### Asking for Advice

#### Ways to Resolve Conflicts

1.	_____
	_____
2.	_____
	_____
3.	_____
	_____
4.	_____
	_____
5.	_____
	_____



## Academic Vocabulary • Parts of a Book

- Understanding the **parts of a book** can help you to use books more easily.
- The **title page** gives the title, author, and publisher, and the **copyright page** tells when the book was published. It can help you to know if information in the book is recent. The **table of contents** lists the chapters, stories, or other contents of the book.

**Directions:** Read these four pages from a book.

### A History of Autism

Second Edition

by  
Matthew Allison

Communication Publishing Company  
New York and London

© 2000 by Matthew Allison  
All rights reserved.  
Printed in the United States of America  
ISBN 0-333-44444-6

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**Directions:** Use the book pages you just read to answer the following questions.

1. What information do you find on the first page?

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2. What year was this book published?

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3. By looking at the table of contents, how can you tell where the main part of the book begins?  
What is the name of the first section of the main part of the book?

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4. Which chapter would you read to find out more about how autistic children communicate?

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5. What is Chapter 4 about?

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6. Which chapter would you read to find out about how medical professionals have treated autism? How do you know?

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## Academic Vocabulary • Word Relationships

### Word Bank

communicate	communicator	experienced	responses
communicating	emotions	inexperienced	responsive
communication	experience	respond	unemotional

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

- After years of Carly's silence, Carly and her family got to know one another, \_\_\_\_\_ through instant messaging, e-mails, and even social media.
- We use our eyes and the many tiny muscles around them to show different \_\_\_\_\_, such as joy, sadness, and anger.
- Studies show that nonverbal messages can be truer than words, especially if they are automatic \_\_\_\_\_.
- When Carly was two, doctors discovered that Carly had severe autism, a condition that causes problems in \_\_\_\_\_ and with forming relationships.
- Body language is part of our \_\_\_\_\_ —or what we see, do, and live through—as humans.
- If you are new to or \_\_\_\_\_ in dealing with conflict in a healthy way, follow these tips.
- You don't have to be \_\_\_\_\_ or show no feelings to prevent conflict.
- People are more \_\_\_\_\_, or willing to talk, when they don't feel like they are being attacked.
- Human beings have many unique ways to \_\_\_\_\_ —to send and receive messages.
- She is a great \_\_\_\_\_ —she uses a tablet and tweets and posts on social media sites.
- We can better understand some of the \_\_\_\_\_ and feelings felt by teenagers with autism.
- Carly's written \_\_\_\_\_ delighted and amazed her family.

## Academic Vocabulary • Parts of a Book

- Understanding the **parts of a book** can help you to use books more easily.
- The **title page** gives the title, author, and publisher, and the **copyright page** tells when the book was published. It can help you to know if information in the book is recent. The **table of contents** lists the chapters, stories, or other contents of the book.

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**Directions:** Use the book pages you just read to answer the following questions.

1. What information do you find on the first page?

**title, edition number, name of author and publishing company,  
location of publishing company**

2. What year was this book published?

**2000**

3. By looking at the table of contents, how can you tell where the main part of the book begins?  
What is the name of the first section of the main part of the book?

**Roman numerals are used for pages before the main part of the  
book; Introduction is the first section of the main part.**

4. Which chapter would you read to find out more about how autistic children communicate?

**Chapter 6**

5. What is Chapter 4 about?

**the emotional behavior of autistic children**

6. Which chapter would you read to find out about how medical professionals have treated autism? How do you know?

**Chapter 5 because the title indicates that the chapter is about  
the responses of medical professionals and the solutions they  
have found in autism.**

## Academic Vocabulary • Word Relationships

Word Bank			
communicate	communicator	experienced	responses
communicating	emotions	inexperienced	responsive
communication	experience	respond	unemotional

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

- After years of Carly’s silence, Carly and her family got to know one another, **communicating** through instant messaging, e-mails, and even social media.
- We use our eyes and the many tiny muscles around them to show different **emotions**, such as joy, sadness, and anger.
- Studies show that nonverbal messages can be truer than words, especially if they are automatic **responses**.
- When Carly was two, doctors discovered that Carly had severe autism, a condition that causes problems in **communicating** and with forming relationships.
- Body language is part of our **experience**—or what we see, do, and live through—as humans.
- If you are new to or **inexperienced** in dealing with conflict in a healthy way, follow these tips.
- You don’t have to be **unemotional** or show no feelings to prevent conflict.
- People are more **responsive**, or willing to talk, when they don’t feel like they are being attacked.
- Human beings have many unique ways to **communicate**—to send and receive messages.
- She is a great **communicator**—she uses a tablet and tweets and posts on social media sites.
- We can better understand some of the **emotions** and feelings felt by teenagers with autism.
- Carly’s written **responses** delighted and amazed her family.





## Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.



- a formal talk given to an audience about a speaker's opinions or thoughts on a subject

### Writing Prompt

Imagine that a successful adventurer is coming to speak at your school. Write a speech to introduce him or her. You may choose to write about Robyn Davidson or another adventurer. Use at least three of the academic vocabulary words.

**achievement • determination • important • successfully**

### 1. Plan It

Use the planner to organize your thoughts about the adventurer you chose. Write your opinion of people who search for adventurers and specific notes on the adventurer you will introduce. Circle the strongest reasons that support your opinion.



**Speech Introducing:** \_\_\_\_\_

#### My General Opinion

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This is your general opinion of adventurers.

#### Specific Notes About \_\_\_\_\_

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These are the facts and thoughts about the adventurer.

## 2. Write It

Now use your planner to write an introductory speech. Start by stating your opinion of adventurers. Next, introduce the adventurer and give your thoughts about him or her. Remember to make your speech positive and friendly.

Adventurers are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Our guest today is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## 3. Check It and Fix It

After you have written your speech, use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your speech on a separate sheet of paper.



### CHECKLIST

Evaluate your writing. A score of "5" is excellent. A score of "1" means you need to revise your work.

**1. Does the speech state an opinion of the adventurer clearly?**

1 2 3 4 5

**2. Are there strong reasons that explain the opinion?**

1 2 3 4 5

**3. Are at least three academic vocabulary words used?**

1 2 3 4 5

## Academic Vocabulary • Poster/Announcement

- An **announcement** makes something known to the public.
- A **poster** is a type of announcement that gives specific facts about an event. It should answer the questions *Who? What? When? Where?* and *Why?*

**Directions:** Read the poster below.

### Do you have the knowledge to successfully survive any situation? We do!

If you are determined to survive danger and emergency situations, join us on Friday, February 5, at the Yukon Memorial Library, where the Survival Enthusiasts of Tri-City are hosting their annual *Be Smart: Learn All There Is to Know About Survival* seminar. Eight mini-sessions will teach you how to prepare yourself for just about anything.

The chart below shows a preview of the seminar.

Name	Description	Time	Location
<b>Survival Kits</b>	Learn what important items everyone must have in order to make a survival kit for almost any circumstance. Make your own survival kit during the session.	<b>8:00 A.M.– 8:45 A.M.</b>	Hendricks Room
<b>Natural Disasters Awareness</b>	Have you ever witnessed a hurricane, tornado, or earthquake? If you haven't, then come to this session to learn what you need to do to prepare yourself for these natural disasters.	<b>9:00 A.M.– 10:00 A.M.</b>	Conference Room B

If you're interested in joining us for a hands-on look at how to survive just about any situation, please **call us at 555-2000** to get more information or to request the registration form. You may send the form directly to the *Survival Enthusiasts of Tri-City, P.O. Box 580, Yukon, Minnesota, 55509*, with your check made out to the organization for the seminar fee of \$150. The price of the seminar includes the mini-sessions, a survival kit, lunch, and your very own *Learn How to Survive* packet. The **deadline for registration is January 20**. Hope to see you there!

**Directions:** Use the poster to answer the following questions.

1. What event is this poster announcing?

2. Where is this event being held?

3. When is it too late to register for the event?

4. What will you learn about in Conference Room B at 9 A.M.?

5. Read the description of the Survival Kits session. Which word is a synonym for *essential*?

6. Who might be interested in attending this seminar?

7. What does *successfully* mean in the first sentence of the poster?

8. What might a person hope to achieve by the end of this event?

## Academic Vocabulary • Word Relationships

Word Bank			
achieve	determination	importantly	successful
achievements	determining	unimportant	successfully
determined	important	success	unsuccessful

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

1. She \_\_\_\_\_—or made up her mind—that she would walk alone to the North Magnetic Pole.
2. Still, Helen felt that something \_\_\_\_\_, or meaningful, in her life was missing.
3. After 19 days of travel, Helen and Charlie finally experienced \_\_\_\_\_ when they reached the North Magnetic Pole.
4. She expected to \_\_\_\_\_ complete the journey in a few months, but then things started to go wrong.
5. Though some might predict that Robyn would be \_\_\_\_\_, they would be proven wrong, for Robyn knew she could do it.
6. It took her two years to prepare for her journey, but she kept on going anyway, determined to \_\_\_\_\_, or accomplish, her goal.
7. Despite the challenges she knew she would be facing alone in the desert, she was \_\_\_\_\_ to set out on the adventure.
8. Unlike some adventurers, breaking world records or winning races was \_\_\_\_\_ to her.
9. After each try, Steve learned a little more about what he needed to do to make his flight more \_\_\_\_\_.
10. He explained that Steve “proved \_\_\_\_\_ what a man with a dream can do.”
11. Some of Steve’s \_\_\_\_\_ include breaking world records as a speed sailor and a pilot.

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<b>Survival Kits</b>	Learn what important items everyone must have in order to make a survival kit for almost any circumstance. Make your own survival kit during the session.	<b>8:00 A.M.– 8:45 A.M.</b>	Hendricks Room
<b>Natural Disasters Awareness</b>	Have you ever witnessed a hurricane, tornado, or earthquake? If you haven't, then come to this session to learn what you need to do to prepare yourself for these natural disasters.	<b>9:00 A.M.– 10:00 A.M.</b>	Conference Room B

If you're interested in joining us for a hands-on look at how to survive just about any situation, please **call us at 555-2000** to get more information or to request the registration form. You may send the form directly to the *Survival Enthusiasts of Tri-City, P.O. Box 580, Yukon, Minnesota, 55509*, with your check made out to the organization for the seminar fee of \$150. The price of the seminar includes the mini-sessions, a survival kit, lunch, and your very own *Learn How to Survive* packet. The **deadline for registration is January 20**. Hope to see you there!

**Directions:** Use the poster to answer the following questions.

**Possible answers given for 6 and 8.**

1. What event is this poster announcing?

**It is announcing an emergency-survival seminar.**

2. Where is this event being held?

**Yukon Memorial Library**

3. When is it too late to register for the event?

**It will be too late to register after January 20.**

4. What will you learn about in Conference Room B at 9 A.M.?

**You will learn about natural disasters and how to prepare for them.**

5. Read the description of the Survival Kits session. Which word is a synonym for *essential*?

**important**

6. Who might be interested in attending this seminar?

**People who are determined to survive.**

7. What does *successfully* mean in the first sentence of the poster?

**in a favorable way**

8. What might a person hope to achieve by the end of this event?

**have the knowledge to survive any situation**

## Academic Vocabulary • Word Relationships

Word Bank			
achieve	determination	importantly	successful
achievements	determining	unimportant	successfully
determined	important	success	unsuccessful

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

1. She **determined**—or made up her mind—that she would walk alone to the North Magnetic Pole.
2. Still, Helen felt that something **important**, or meaningful, in her life was missing.
3. After 19 days of travel, Helen and Charlie finally experienced **success** when they reached the North Magnetic Pole.
4. She expected to **successfully** complete the journey in a few months, but then things started to go wrong.
5. Though some might predict that Robyn would be **unsuccessful**, they would be proven wrong, for Robyn knew she could do it.
6. It took her two years to prepare for her journey, but she kept on going anyway, determined to **achieve**, or accomplish, her goal.
7. Despite the challenges she knew she would be facing alone in the desert, she was **determined** to set out on the adventure.
8. Unlike some adventurers, breaking world records or winning races was **unimportant** to her.
9. After each try, Steve learned a little more about what he needed to do to make his flight more **successful**.
10. He explained that Steve “proved **successfully** what a man with a dream can do.”
11. Some of Steve’s **achievements** include breaking world records as a speed sailor and a pilot.