

## Now You Try It!

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

### SPEECH

- a formal talk given to an audience about the speaker's opinion on a subject
- has language that catches the listeners' attention

### Writing Prompt

Imagine your school is hosting a photo exhibit called "Unsung Heroes." The exhibit is about people working together to help others. Write a short speech to be given to introduce the exhibit to the community. You will include your opinion of what makes a person a hero. Use ideas from "The Great Race of Mercy" and at least three of the academic vocabulary words.

**considered • inclined • conventional • emphasis**

### 1. Plan It

Use the organizer to plan what you want to say. Include ideas from "The Great Race of Mercy." Think about how working as a team can be better than working alone.



**What is a hero?**

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Write ideas about what it means to be a hero.

**How can people make a difference?**

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Give examples of how people can make a difference.



## Determining the Meaning of Idioms

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



1. Completing that project was *no picnic*.



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2. When I saw his *long face*, I knew something was wrong.



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3. The director of the play told the actress to *break a leg*.



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4. My little sister *drove me up a wall* for years, but now we are best friends.



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5. My cousin will *talk your ear off* if you let him.



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6. That movie was a *barrel of laughs!*



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7. His amazing performance will *knock your socks off!*



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8. My uncle was worried he was going to *pay through the nose* to have his car repaired.



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9. She knew she would *have butterflies in her stomach* before she gave her speech.



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10. Difficult situations are usually less stressful if you can *keep your cool*.



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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. Completing that project was *no picnic*.



**a difficult task**

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2. When I saw his *long face*, I knew something was wrong.



**sad expression**

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3. The director of the play told the actress to *break a leg*.



**have good luck, especially when performing**

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4. My little sister *drove me up a wall* for years, but now we are best friends.



**to have frustrated someone**

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5. My cousin will *talk your ear off* if you let him.



**talk nonstop**

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6. That movie was a *barrel of laughs*!



someone or something that is funny

7. His amazing performance will *knock your socks off*!



surprise, astound, or excite

8. My uncle was worried he was going to *pay through the nose* to have his car repaired.



pay too much

9. She knew she would *have butterflies in her stomach* before she gave her speech.



be nervous

10. Difficult situations are usually less stressful if you can *keep your cool*.



stay calm

## Determining Word Meanings by Using Affixes

**Directions:** Fill in the chart. Then complete each sentence below with a new word from the chart.



Prefix	Word	New Word
multi-	colored	
	purpose	
	million	
	grain	
	task	

- The aquarium was full of \_\_\_\_\_ fish.
- The \_\_\_\_\_ dollar house sat atop a hill overlooking the city.
- We bought \_\_\_\_\_ crackers and cereal at the grocery store.
- They use the \_\_\_\_\_ room for eating, meeting, and working.
- I \_\_\_\_\_ whenever possible in order to have more time to relax.

Word	Suffix	New Word
develop	-ment	
equip		
govern		
enjoy		
adjust		

- Changing schools was quite an \_\_\_\_\_.
- The \_\_\_\_\_ officials toured the city before meeting with the mayor.
- The team is raising money for new \_\_\_\_\_.
- Her company is working on the \_\_\_\_\_ of a new community center.
- My teacher encourages us to read for \_\_\_\_\_.

Word	Suffix	New Word
science	-ic	
electron		
history		
scene		
drama		

11. The flu vaccine was a major \_\_\_\_\_ discovery.
12. \_\_\_\_\_ products such as computers can be found at specialized stores.
13. The actor could hardly wait to make his \_\_\_\_\_ entrance.
14. The Grand Canyon is known for its \_\_\_\_\_ beauty.
15. The collapse of the former Soviet Union is considered an important \_\_\_\_\_ event.

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**Directions:** Fill in the chart. Then complete each sentence below with a new word from the chart.



Prefix	Word	New Word
multi-	colored	<b>multicolored</b>
	purpose	<b>multipurpose</b>
	million	<b>multimillion</b>
	grain	<b>multigrain</b>
	task	<b>multitask</b>

- The aquarium was full of multicolored fish.
- The multimillion dollar house sat atop a hill overlooking the city.
- We bought multigrain crackers and cereal at the grocery store.
- They use the multipurpose room for eating, meeting, and working.
- I multitask whenever possible in order to have more time to relax.

Word	Suffix	New Word
develop	-ment	<b>development</b>
equip		<b>equipment</b>
govern		<b>government</b>
enjoy		<b>enjoyment</b>
adjust		<b>adjustment</b>

- Changing schools was quite an adjustment.
- The government officials toured the city before meeting with the mayor.
- The team is raising money for new equipment.
- Her company is working on the development of a new community center.
- My teacher encourages us to read for enjoyment.

Word	Suffix	New Word
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electron		<b>electronic</b>
history		<b>historic</b>
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drama		<b>dramatic</b>

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15. The collapse of the former Soviet Union is considered an important historic event.

## Analyzing Text That Uses the Compare-and-Contrast Organizational Pattern



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

## Aztecs and Incas

Some of the greatest ancient civilizations of the world developed in Central and South America. Two of those civilizations, the Aztecs and the Incas, flourished and crumbled almost simultaneously in the years between 1100 and 1536 A.D. These two amazing cultures are similar in many ways.

Aztec society consisted of nobles, commoners, serfs, and slaves. Among the commoners, groups of Aztec families, called clans, farmed areas of land together. The nobles had serfs to farm their land for them. The Aztecs worked hard to reclaim swampland. They turned it into plots called *chinampas* where they grew maize, their primary crop. A wooden hoe was the only tool they used in their farming. They had no plows, oxen, or any wheeled vehicles.

Children worked alongside their parents from a very young age. Older boys were sent to the priests to learn history, poetry, astronomy, and most importantly, writing. The Aztecs had no alphabet. They wrote using a complicated series of pictures. They created painted books, called *codices*, from folded deerskin or paper made from bark.

Aztec craftspeople made colorful baskets and weavings, pottery, feather headdresses, and spectacular fans. Turquoise, a valuable bright blue stone, was frequently used in intricate jewelry or cut into tiny tiles and placed on ceremonial masks. A shiny black stone, obsidian, was used in tools and weapons.

The Inca empire was much more widespread and extremely organized. The Incas were master builders and masons. They constructed thousands of miles of highways linking every corner of their vast empire. Having no wheeled vehicles either, they led caravans of llamas hauling their goods as they walked. Storehouses and rest-houses were built at regular intervals, and the entire kingdom was strictly overseen by a pyramid of ruling officers and nobles.

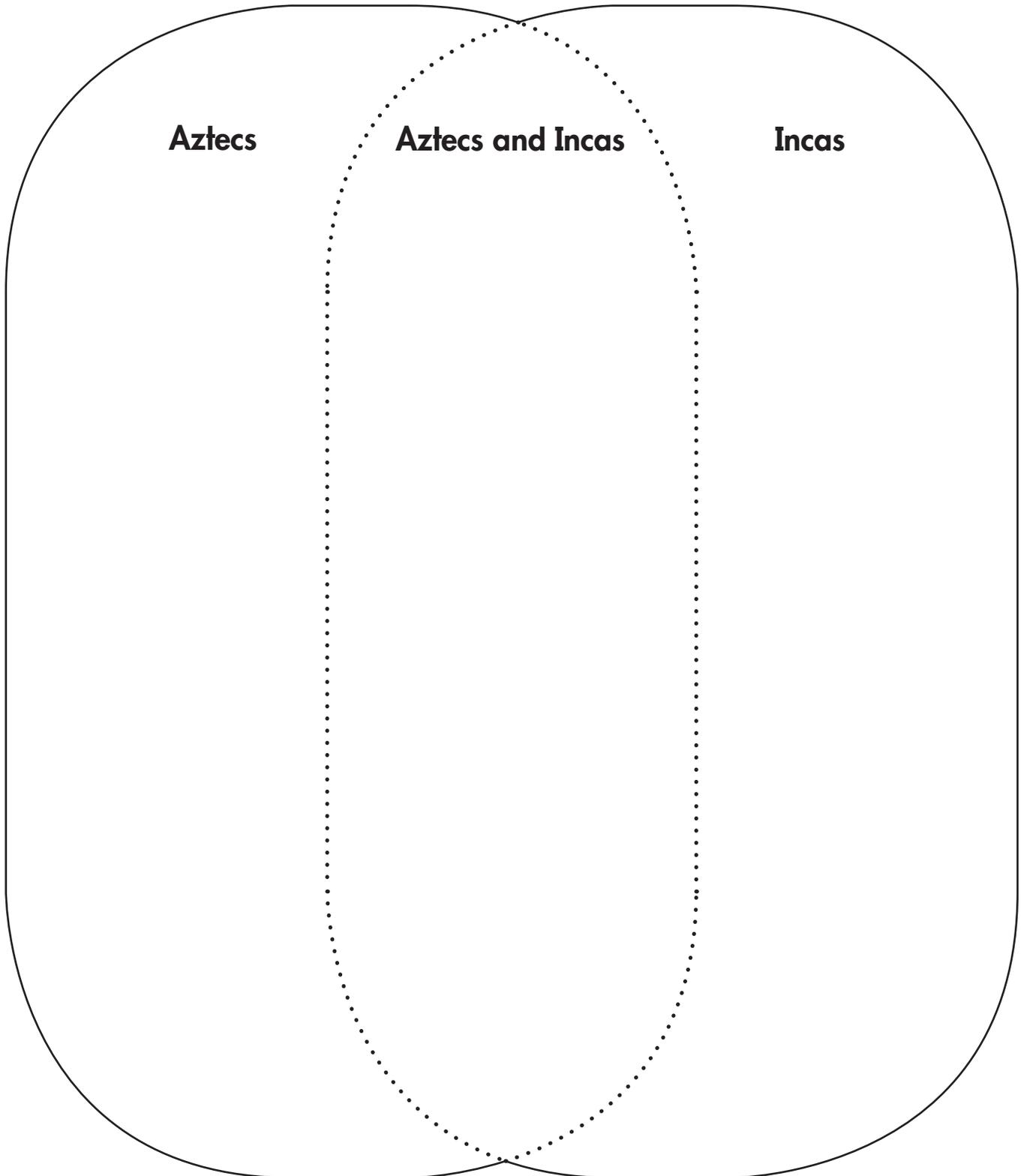
The Incas developed advanced irrigation techniques and a system of terraced fields that allowed them to grow crops on steep mountain ledges and drought-ridden coasts. Their primary crop was potatoes. They developed a method of freeze-drying that preserved the potatoes for up to a year. Inca men were given land to farm to support their families, but they had to dedicate two thirds of it to growing crops for the rulers. The Incas used only wooden foot plows.

Inca legend says that gold was the “sweat of the sun,” and Inca craftsmen excelled at working with gold. Many pieces of gold jewelry, masks, weapons, and decorations have been found among the Inca ruins.

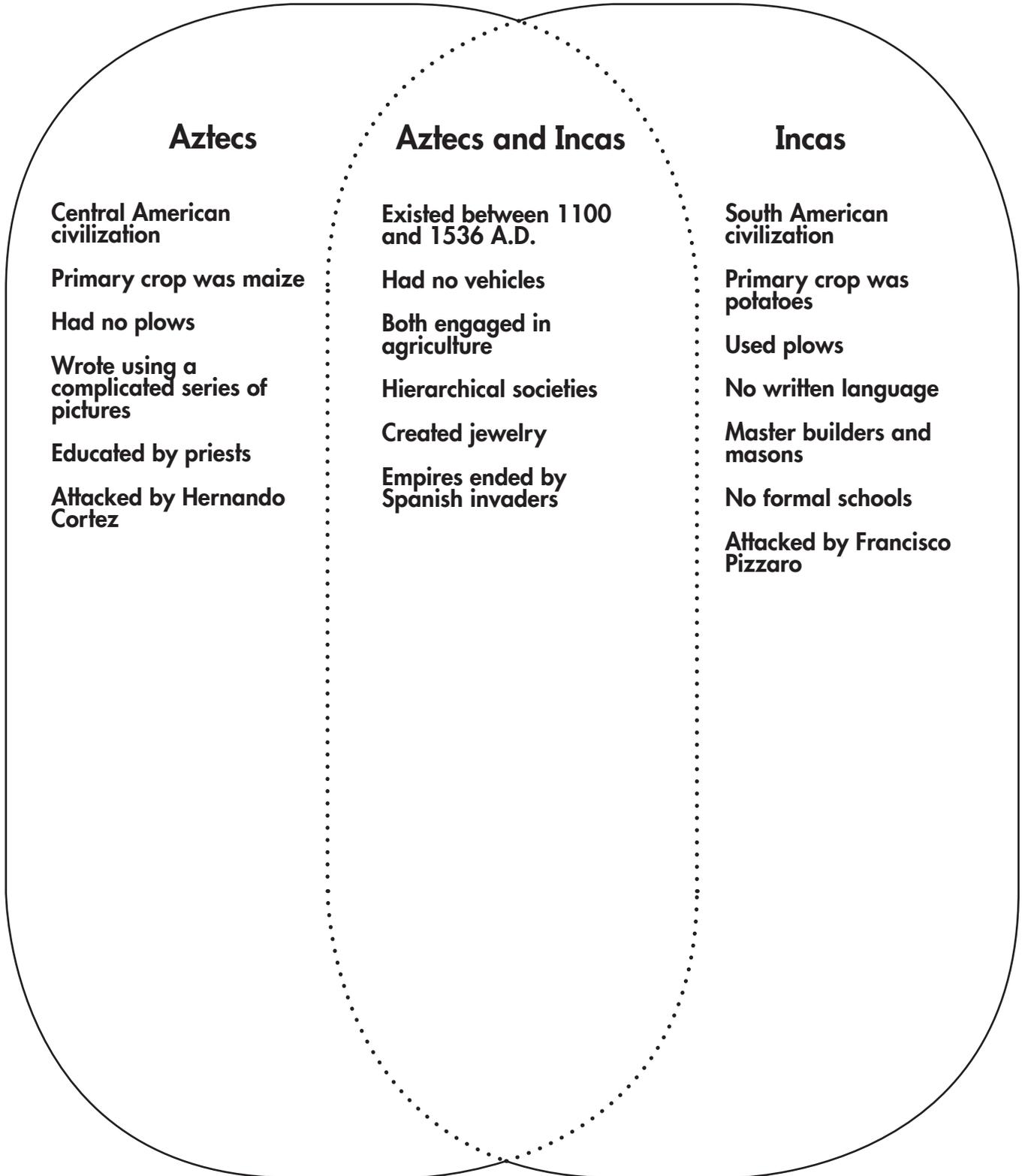
Although the Incas had no written language and there were no formal schools, some children were trained for special roles. Some were trained as warriors, relay messengers, or engineers. Some became accountants, who kept strict records of crops and populations on string calculators called *quipus*.

In the early 1500s, the Spaniards arrived in the new world, bringing new diseases that killed many natives. Spanish treasure hunter Francisco Pizarro attacked the Incas, and invader Hernando Cortes quickly conquered the weakened Aztecs. By 1536 both of these amazing empires had fallen.

**Directions:** Read the passage on the previous page. Use the Venn diagram below to compare and contrast the countries in the passage.

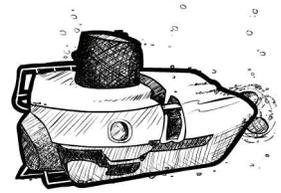


**Directions:** Read the passage on the previous page. Use the Venn diagram below to compare and contrast the countries in the passage. **Answers will vary.**



## Using Question-Answer Relationships to Improve Comprehension

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



## Earth's Final Frontier

Just over two-thirds of the Earth is covered with water. This makes the oceans the largest portion of our planet. Even so, the oceans remain the most mysterious and unexplored region on Earth. Strange and eerie creatures roam the depths where no light penetrates and no human has ever walked. Conditions under the surface of the water are as alien and different as those in many places far removed from Earth.

Undersea life requires oxygen just as we do. Sea water is full of oxygen, but our human bodies have no mechanism to remove oxygen molecules from the water the way a fish's gills do.

Pressure is a measurement of how a force spreads out over a given surface. Water is close to 1,000 times heavier than air. Consequently, the pressure of water on someone swimming in the ocean is extremely powerful. A swimmer in the ocean can only withstand the pressure of the water down to 30 or 40 feet.

Even divers in special suits have to descend extremely slowly and then ascend just as slowly. Otherwise they experience a dangerous condition called "the bends," which occurs because nitrogen molecules accumulate in their blood.

Water absorbs light, so light from the sun does not penetrate far below the surface. Just 66 feet down, much light is gone. As you travel deeper and deeper, the light grows dimmer until there is none at all.

Scientists have divided the ocean into different zones according to the depth of the water. There is the Sunlight Zone (from the surface down to 450 feet), the Twilight Zone (from 450 to 3,300 feet), the Dark Zone (from 3,300 to 13,000 feet), and the Abyss (from 13,000 to 20,000 feet). There are still deeper places called trenches, which are deep cracks in the ocean floor. Trenches can be as deep as 36,000 feet.

Around the edges of all the large land masses on Earth are sections of sea bottom called "continental shelves." Here the ocean does not get as deep as it does farther out. But these areas are only a fraction of the sea floor. Oceanographers say that the average depth of all the Earth's oceans is around 12,500 feet.

A submersible is a specialized craft made specifically to allow researchers to descend into the depths of the oceans. Submersibles can reach a depth of 21,000 to 22,000 feet. Unmanned ROVs (Remotely Operated Vehicles) can reach even deeper, taking pictures and samples of ocean life.

There have been several research facilities placed underwater, where scientists have stayed for a few weeks, but none yet has served as a permanent living space for people. Perhaps the future will bring such a development.

**Directions:** Read the passage. Circle the best answer for each question. Then write your response to the final question.

1. Identify the true statement.
  - A. Three-quarters of the Earth is covered with water.
  - B. Undersea life requires oxygen just like life on the surface.
  - C. Light penetrates to the depths of the ocean.
  - D. The oceans are the most explored regions of the Earth.
  
2. According to the passage, what is one thing people would have to do to live at the bottom of the ocean?
  - A. figure out a way to deal with the pressure of the water
  - B. determine which country owns the land in the oceans
  - C. pull a source for light from the core of the planet
  - D. avoid the strange and eerie creatures that live there
  
3. If a submersible landed on the ocean floor at 19,000 feet below sea level, which zone would it be in?
  - A. Sunlight Zone
  - B. Twilight Zone
  - C. Dark Zone
  - D. the Abyss
  
4. Which situation would most likely cause “the bends”?
  - A. The diver ascends too fast, and too much nitrogen is produced in the blood.
  - B. The diver accumulates too much oxygen in the blood.
  - C. The diver does not have enough air pressure in the submersible.
  - D. The diver does not get any critical ultraviolet sunlight while working in the Dark Zone.
  
5. What is the main idea of the passage? What should researchers consider when devising an underwater habitat?

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**Answers will vary. The main idea of the passage is that some people want to create a habitat on the ocean floor to conduct research and to learn about this vastly unexplored region of the Earth. There has been quite a bit of research to figure out what issues have to be solved in order for people to survive while living on the ocean floor. There are a number of things that will have to be resolved. Scientists will have to figure out how people can get oxygen out of the water and deal with the enormous pressure created by all that water on top of them. They will also have to find a way to get sunlight to the people living there since it is needed for good health.**

## Multiple-Meaning Words

- **Multiple-meaning words** are words that have more than one meaning.
- While reading, a reader may come across familiar words used in new ways, or multiple-meaning words. If this happens, context clues such as definitions, examples, synonyms or antonyms, or the word's part of speech can help the reader find the meaning.

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

Since there was no school on Leslie's reservation, she attended a boarding school. Leslie was glad to go away to school, and she wouldn't exchange the experience for anything else. Her teachers sent a report home every few months to tell how well Leslie did in class.

At school every spring, Leslie played tennis. All year she looked forward to

practicing a new position to improve her playing. Sometimes other coaches tried to convince her to change sports, but she would always refuse. During bad weather, she even practiced hitting a ball against the walls of her small dormitory room. Leslie wanted to be a professional tennis player. To do this, she would have to proceed with her training and practice hard every day.

1. What is the meaning of the word *position* in the story?

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2. In the passage, what is the meaning of the word *refuse*? What is another meaning for this word?

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3. What meaning of *exchange* is used in this story?

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4. What is the meaning of the word *report*? What is another meaning for this word?

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5. What does the word *proceed* mean in this story?

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1. What is the meaning of the word *position* in the story?

**the way someone or something is placed**

2. In the passage, what is the meaning of the word *refuse*? What is another meaning for this word?

**to show unwillingness to do something; garbage**

3. What meaning of *exchange* is used in this story?

**give for something else**

4. What is the meaning of the word *report*? What is another meaning for this word?

**an account of something seen, heard, read, done, or considered;**

**to present oneself**

5. What does the word *proceed* mean in this story?

**continue doing something**

## Analyzing Characters in Literature

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



### Garage Band Blues

Carlos stopped drumming and Devin put down his bass guitar. They both shook their heads. “Maybe he’s trying for a record,” Carlos yelled as Brent continued his earsplitting guitar riff while Antonio, their new vocalist, tried to sing above the din.

“Yeah,” Devin quipped, “the record for most annoying guitar player.” Brent certainly had become irritating ever since their former lead singer, Nate, moved to the west coast.

Finally, Antonio gave up trying to sing above Brent’s racket, and the three band mates waited. “Why is everybody just standing around?” Brent asked when he had finally finished.

“Because no one can hear us play,” Carlos answered, “when your amplifier is blaring.”

“No way, dudes, then no one will hear my riffs above his screeching,” Brent said pointing to Antonio. The air was thick with tension, and everyone was sensing it.

“Hey, uh, thanks guys, but it’s pretty obvious that this isn’t going to work out,” Antonio said. He stormed out of the room and slammed the door behind him.

“Good riddance,” Brent muttered under his breath.

“Brent, get at clue,” said Devin, “the Garage Band competition is only two weeks away, and we have a long way to go before we are ready. We can’t afford to lose anyone!”

“Yeah,” Carlos piped up, “what do you have against Antonio anyway?”

“Well, *Superstar* likes to hog the whole stage like he’s a solo act. He’s the absolute opposite of Nate, who was a true team player,” Brent replied.

“Hey, we’re all unhappy about losing Nate, but we’ve got to focus on this competition,” Carlos said. “Honestly, Brent, you’re the one who’s been going *solo*. Ever since Nate left, you’ve been taking your frustrations out on us—think about it. In fact, we all need some time to think. Let’s break for lunch and then get together to talk it out.”

Devin and Carlos left for lunch, but Brent stayed behind to consider what Carlos had said. He thought about Nate, his best friend since preschool, who now lived over two thousand miles away, and began to quietly play and sing a song he had written called “Old Friends.” He was so lost in the music that he did not notice Antonio return for his coat.

“That was impressive,” Antonio said when Brent finished, “did you write it?”

“Yeah, thanks,” Brent replied, then added, “I’m, uh, sorry for the way I acted earlier. I had some time to think about what’s been happening, and it turns out that I was really just missing a friend.”

“No problem, I’ve been there myself,” Antonio said. “Hey, could you sing that refrain again—the one with the low notes? I think I can come up with some cool backup harmony for it.”

When Carlos and Devin returned, they were shocked to find Brent and Antonio singing together, with smiles on their faces.

“Don’t look so surprised,” Brent smirked. “After all, we named our band The Sticky Notes because we know how to *stick* together!”

Everybody groaned as they took their places for rehearsal. “Well, *stick* with music, Brent,” Carlos grinned from behind the drums. “Your comedy is awful!”

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

1. How did Carlos handle the conflict between Brent and Antonio?

- A. He asked Antonio to pack up his things and leave the band.
- B. He told the group that he would be the new member in charge.
- C. He suggested that they take some time to think about the situation.
- D. He asked Devin to take Brent to lunch so they could find a solution.

2. Why did Brent apologize to Antonio?

- A. He wanted to find out if Antonio had joined another band.
- B. He realized he had been unfair in the way he had treated Antonio.
- C. He wanted Antonio to stay even though he did not like his singing.
- D. He did not want Antonio to tell the others that he was singing alone.

3. What did Antonio do to ease the tension with Brent?

- A. He offered to help Brent improve his song.
- B. He told Brent that he was a good musician.
- C. He accepted Brent's apology and said he was sorry.
- D. He quietly left the room so that Brent would have time to think.

4. Why were Carlos and Devin surprised when they returned from lunch?

- A. They found Brent and Antonio working together.
- B. They found their instruments had been destroyed.
- C. They found new band members waiting to practice with them.
- D. They found a note saying that Brent and Antonio had joined another band.

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

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

**Answers will vary. I think the band members will get along better now. They had an argument, but they found a good way to communicate. Carlos is a good leader. They will practice a lot for the competition and will probably win.**

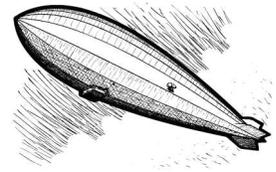
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## Distinguishing Relevant from Irrelevant Information

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



## The Airship Age

In 1923 the United States Navy built its first rigid helium airship, the *Shenandoah*. It was hoped that this cigar-shaped dirigible, over two football fields long, would symbolize the beginning of a new air age. In fact, the *Shenandoah* went on a number of publicity tours, including a cruise of more than 9,000 miles in 19 days, to prove the air-worthiness of dirigibles.

However, instead of ushering in a new era of fabulous flight, the *Shenandoah* would become the first in a decade of dirigible disasters. In 1925, it broke in half over the Ohio Valley during a violent thunderstorm, killing 14 crew members.

In the early 1930s, the U.S. Navy made another attempt to perfect the dirigible. The Navy created the sister ships, *Akron* and *Macon*. Both were 100 feet longer than the *Shenandoah*, and both had the ability to carry, launch, and retrieve up to five planes while in flight. Unfortunately, it seemed that dirigibles were plagued with bad luck. In 1933 the *Akron* ran into severe weather and crashed off the New Jersey coast. Two years later, bad weather was to blame once again when the *Macon* crashed into the Pacific Ocean. This crash marked the end of the U.S. Navy's airship program.

Meanwhile in Germany, the Zeppelin Company was determined to prove that dirigibles were a safe and comfortable way to travel. In 1928 they built the *Graf Zeppelin*. This was a 774-foot long luxurious ship with ten private rooms, a formal dining room, and an all-electric kitchen. The *Graf Zeppelin* was quite a success. It carried a total of 13,000 passengers to four different continents before its retirement in 1937.

The German *Hindenburg*, the largest airship ever built, was even more luxurious than the *Graf Zeppelin*. It featured 25 private rooms, a library, and a lounge. Despite its tremendous size, the *Hindenburg* still managed a top speed of 84 miles per hour through the use of its four diesel engines. However, the Germans had no access to helium at the time. As a result, the *Hindenburg* was inflated with over 7,000,000 cubic feet of highly flammable hydrogen gas.

In 1936, the *Hindenburg* made 10 successful round trips between Germany and the U.S. But then tragedy struck in May of 1937. The *Hindenburg* was just completing one of its transatlantic flights. As it attempted to dock in Lakehurst, New Jersey, it burst into flames. Incredibly, 62 of the 97 people aboard were able to escape. However, the accident was seen by many people via film, photographs, and radio. This publicity set many against the idea of dirigible travel, and the age of the airship came to an end.

**Directions:** Write the main idea of the passage. Then use the graphic organizer to list details from the passage that are relevant or irrelevant to the main idea of the story.

What is the main idea of this passage?

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Relevant	Irrelevant
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____
6. _____ _____	6. _____ _____
7. _____ _____	7. _____ _____
8. _____ _____	8. _____ _____

**Directions:** Write the main idea of the passage. Then use the graphic organizer to list details from the passage that are relevant or irrelevant to the main idea of the story. **Answers will vary.**

What is the main idea of this passage?

Answers will vary. Once people started traveling on dirigibles, there were many disasters. It was not a very safe way to travel, even though it was popular.

Relevant	Irrelevant
1. <u>The <i>Shenandoah</i> symbolized the beginning of a new air age.</u>	1. <u>The <i>Shenandoah</i> was longer than two football fields.</u>
2. <u>There were many disasters associated with dirigibles.</u>	2. <u>The <i>Akron</i> and <i>Macon</i> were both 100 feet longer than <i>Shenandoah</i>.</u>
3. <u>The <i>Shenandoah</i> was destroyed in a thunderstorm.</u>	3. <u>The <i>Graf Zeppelin</i> was built in 1928.</u>
4. <u><i>Akron</i> crashed off the New Jersey coast.</u>	4. <u>The <i>Graf Zeppelin</i> had ten private rooms.</u>
5. <u><i>Macon</i> crashed into the ocean.</u>	5. <u>The <i>Hindenburg</i> had a lounge.</u>
6. <u>The Zeppelin Company was determined to prove that dirigibles were a safe and comfortable way to travel.</u>	6. <u>Four engines powered the <i>Hindenburg</i>.</u>
7. <u>The <i>Hindenburg</i> burst into flames upon landing.</u>	7. <u>The <i>Hindenburg</i> tried to land at Lakehurst, New Jersey.</u>
8. _____	8. _____

## Using Cause-and-Effect to Gain Meaning

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



### Jay's Treaty: Looking Back

Jay's Treaty was very unpopular with the American public when it was signed in 1794. However, with the passage of time, it proved to be a very good thing for the United States. Most importantly, this accord between Great Britain and the U.S. government prevented a war that would have been devastating for the new country. Continued tension between the nations was avoided. Instead, Jay's Treaty ushered in 10 years of friendly relations. In addition, it gave the U.S. control over the Northwest Territory.

Jay's Treaty provided early America with another unexpected benefit as well. When news got out that the treaty had been signed, the members of the Spanish royal court were filled with dread. For them, Jay's Treaty could only mean one thing. It meant that England and the U.S. had forged a military alliance, and that together they would take over the American Southwest. Because of this concern, the Spanish court eagerly received the U.S. envoy, John Pinckney. Jay's Treaty, and the fear it produced in the Spanish, led to the signing of Pinckney's Treaty in 1795.

Through Pinckney's Treaty, Spain and the United States agreed on western and southern boundaries for the United States: the Mississippi River to the west, and the 31st parallel to the south. In addition, the agreement allowed Americans to freely navigate the Mississippi River and use Spanish-ruled New Orleans as a port. These were two things American shippers had been unable to do since 1780.

Looking back, it is easy to see that Jay's Treaty created a domino effect of positive outcomes for the United States, even though it initially caused an uproar. History shows that it fostered peace with Great Britain, and surprisingly, with Spain as well. This period of concord gave the new country valuable time to grow economically and establish its place in the world.

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

## Cause

## Effect

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

.....➤

War with Great Britain was avoided, and the United States gained control over the Northwest Territory.

The Spanish heard about Jay's Treaty.

.....➤

\_\_\_\_\_

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\_\_\_\_\_

The Spanish were worried about the long-term effects of Jay's Treaty.

.....➤

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\_\_\_\_\_

.....➤

Americans were able to freely navigate the Mississippi River and settle west of the mountains.

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

## Cause

## Effect

**Jay's Treaty was signed.**

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.....▶

War with Great Britain was avoided, and the United States gained control over the Northwest Territory.

The Spanish heard about Jay's Treaty.

.....▶

**The Spanish feared England and America might be in a secret alliance, allowing America's frontiersmen to take the Southwest from Spain.**

The Spanish were worried about the long-term effects of Jay's Treaty.

.....▶

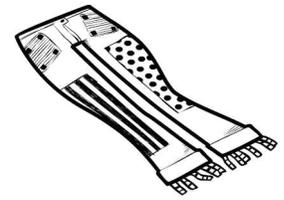
**The Spanish and the Americans signed Pinckney's Treaty, establishing new boundaries.**

**The Spanish and the Americans signed Pinckney's treaty, establishing new boundaries.**

.....▶

Americans were able to freely navigate the Mississippi River and settle west of the mountains.

Using Clue Words to Differentiate Facts, Opinions, Generalizations, and Overgeneralizations



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

## Jean's Jeans

Jean and her aunt made their way down the sidewalk to the used clothing store. "We have ten orders," Jean remarked as she shook open a crumpled piece of notebook paper for her aunt to see.

"That's a wonderful start!" Jean's aunt said. "See, you can do anything you choose. You already have your own fashion design business."

"Sometimes it's necessary to start from scratch," Jean said with a playful grin. Her aunt had said the exact same thing a month ago. Jean had called her up complaining that she could never afford any of the clothes at the mall. Her aunt had come by the next day with a sewing machine, a large box, and an old pair of beat-up jeans.

"These are perfect for you," she'd said, laughing at the expression on Jean's face. "Don't worry, everything works out in the end. These pants will be the only ones you'll ever want to wear when we're done," her aunt had added.

The box Jean's aunt brought over contained brightly colored ribbon, braided tassels, metallic antique buttons, and assorted fabric scraps. "Usually, adults don't know what kids your age prefer, so you'll be the designer and I'll just sew," her aunt had said. Jean had felt a spark of excitement as she began sifting through the various pieces of fabric and other embellishments in order to decide how to refashion the old jeans.

She chose a striped fabric for her aunt to sew down the side of one pant leg. She chose a polka-dotted pattern for the side of the other pant leg. She had her aunt cuff the bottoms of the jeans with wide swaths of indigo beaded tassel. She even stitched two front pockets herself. She fashioned them from crushed velvet and lined them with silver square buttons. When the jeans were finished, Jean's aunt commented that they were "simply spectacular."

"So, what will you call your business?" Jean's aunt asked, snapping Jean out of her reverie. "I have only one choice," Jean replied. "*Jean's Jeans* says it all, don't you agree?"

"That's a terrific name!" Jean's aunt said as she took her arm and they walked into the store to buy ten pairs of old beat-up denim pants.

**Directions:** Place the following sentences from the passage into the correct category. Then write a response to the last question.

“You already have your own fashion design business.”

“These ought to fit you.”

Her aunt had come by the next day with a sewing machine, a large box, and an old pair of beaten up jeans.

“I have only one choice,” Jean replied. “*Jean’s Jeans* says it all, don’t you agree?”

“Don’t worry, they’ll be everything you’ve ever dreamed a pair of pants could be when we’re done.”

She chose a striped fabric for her aunt to sew down the side of one pant leg.

“Usually, adults don’t know what kids your age prefer, so you’ll be the designer and I’ll just sew.”

<b>Opinion</b> a belief or judgment that cannot be proven	<b>Fact</b> can be proven true through research	<b>Generalization</b> a conclusion supported by facts	<b>Overgeneralization</b> a conclusion based on widely held opinions

Read the following text from the passage:

“So, what will you call your business?” Jean’s aunt asked, snapping Jean out of her reverie. “I have only one choice,” Jean replied, “*Jean’s Jeans* says it all, don’t you agree?”

What do you think Jean was trying to say at this point in the passage? Explain your answer.

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**Directions:** Place the following sentences from the passage into the correct category. Then write a response to the last question.

“You already have your own fashion design business.”

“These ought to fit you.”

Her aunt had come by the next day with a sewing machine, a large box, and an old pair of beaten up jeans.

“I have only one choice,” Jean replied. “*Jean’s Jeans* says it all, don’t you agree?”

“Don’t worry, they’ll be everything you’ve ever dreamed a pair of pants could be when we’re done.”

She chose a striped fabric for her aunt to sew down the side of one pant leg.

“Usually, adults don’t know what kids your age prefer, so you’ll be the designer and I’ll just sew.”

<b>Opinion</b> a belief or judgment that cannot be proven	<b>Fact</b> can be proven true through research	<b>Generalization</b> a conclusion supported by facts	<b>Overgeneralization</b> a conclusion based on widely held opinions
<p>“That’s a terrific name.”</p>	<p>Her aunt came by the next day with a sewing machine, a large box, and an old pair of beaten up jeans.</p> <p>She chose a striped fabric for her aunt to sew down the side of one pant leg.</p>	<p>“I have only one choice,” Jean replied. “<i>Jean’s Jeans</i> says it all, don’t you agree?”</p> <p>“Don’t worry, they’ll be everything you’ve ever dreamed a pair of pants could be when we’re done.”</p> <p>“Usually, adults don’t know what kids your age prefer so you’ll be the designer and I’ll just sew.”</p>	<p>“You already have your own fashion design business.”</p>

Read the following text from the passage:

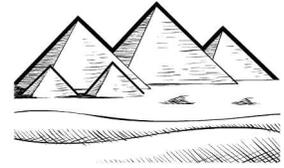
“So, what will you call your business?” Jean’s aunt asked, snapping Jean out of her reverie. “I have only one choice,” Jean replied, “*Jean’s Jeans* says it all, don’t you agree?”

What do you think Jean was trying to say at this point in the passage? Explain your answer.

**Answers will vary. Jean thought she would use a play on words that includes her name and her new profession. There is a sense of irony that someone named Jean would like to work in the jeans business. Jean respects her aunt’s opinion so she needed to make sure her aunt agreed that the only choice she had for her business name would be Jean’s Jeans.**

## Paraphrasing Information: Simplifying Difficult Information to Clarify Meaning

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



## The Great Pyramid

Of the Seven Wonders of the Ancient World, only one remains today: the Great Pyramid of Giza. It was built as a tomb for King Khufu, the second pharaoh of the fourth dynasty of ancient Egypt.

King Khufu commissioned the construction of his tomb at Giza around 2,600 B.C.E. Measuring 756 feet along each side of its base, standing 481 feet high, and covering 13 acres, the Great Pyramid of Khufu is the largest pyramid ever built. It is made of 2.3 million limestone blocks. Each block averages about 2.5 tons. These huge stones were transported from quarries, polished, and then pushed up ramps into position.

In the absence of advanced machinery or tools, this was an amazing feat. The Great Pyramid, and the two slightly smaller pyramids nearby, were built by workers from Egyptian villages. Their work was overseen by the pharaoh's supervisors. Scholars believe it took approximately 30 years to complete the Great Pyramid of Khufu. (It took approximately 80 years to complete all three pyramids.) The first 10 years were spent building the ramp leading from the Nile valley to the pyramid. The next 20 years were spent building the pyramid itself. The Great Pyramid has two large interior chambers, a number of small air chambers for ventilation, and many passages.

The tombs of the great pharaohs were built to shelter them in the afterlife. It was important for Ancient Egyptians to take proper care of their pharaoh's dead bodies. They believed that after death, a pharaoh became "king of the dead." A piece of his spirit was believed to remain with his corpse. Unless his corpse was properly cared for, a pharaoh could not fulfill his duties as king of the dead. If this happened, Egypt would be subject to great disaster.

Ancient Egyptians took great care to prevent disaster by mummifying their dead pharaohs. Mummification was intended to purify the pharaoh's corpse and preserve his spirit. The process involved removing, drying, and bandaging the organs, which were put into decorated jars to be placed with the body. Then the body was cleaned, stuffed, and left to dehydrate for approximately 40 days. Finally, the stuffing was replaced. Then the body was coated in wax and wrapped in bandages before being placed in a coffin.

Everything a pharaoh might need in the afterlife—including food, jewelry, weapons, gold, and furniture—would be buried with him. To guard against thieves, the Egyptians placed the pharaoh and his belongings inside a sealed coffin. That coffin was placed inside a larger coffin, which was placed into an even larger coffin, and so on until the trusted servants were satisfied their pharaoh was safely preserved and out of reach of thieves. The servants placed the coffins into one of the two or three chambers within the tomb, keeping the exact location a carefully guarded secret.

To this day, the Great Pyramid of Giza remains intact and in good condition. It stands as a testament to the architectural expertise and hard work of the ancient Egyptians. This first wonder of the ancient world continues to inspire wonder and awe in the modern world.

**Directions:** Read the paragraph. Then paraphrase it in the space provided.

<sup>1</sup> In the absence of advanced machinery or tools, this was an amazing feat. The Great Pyramid, and the two slightly smaller pyramids nearby, were built by workers from Egyptian villages. Their work was overseen by the pharaoh's supervisors. Scholars believe it took approximately 30 years to complete the Great Pyramid of Khufu. (It took approximately 80 years to complete all three pyramids.) The first 10 years were spent building the ramp leading from the Nile valley to the pyramid. The next 20 years were spent building the pyramid itself. The Great Pyramid has two large interior chambers, a number of small air chambers for ventilation, and many passages.

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<sup>2</sup> The tombs of the great pharaohs were built to shelter them in the afterlife. It was important for Ancient Egyptians to take proper care of their pharaoh's dead bodies. They believed that, after death, a pharaoh became "king of the dead." A piece of his spirit was believed to remain with his corpse. Unless his corpse was properly cared for, a pharaoh could not fulfill his duties as king of the dead. If this happened, Egypt would be subject to great disaster.

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<sup>3</sup> Ancient Egyptians took great care to prevent disaster by mummifying their dead pharaohs. Mummification was intended to purify the pharaoh's corpse and preserve his spirit. The process involved removing, drying, and bandaging the organs, which were put into decorated jars to be placed with the body. Then the body was cleaned, stuffed, and left to dehydrate for approximately 40 days. Finally, the stuffing was replaced. Then the body was coated in wax and wrapped in bandages before being placed in a coffin.

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<sup>4</sup> Everything a pharaoh might need in the afterlife—including food, jewelry, weapons, gold, and furniture—would be buried with him. To guard against thieves, the Egyptians placed the pharaoh and his belongings inside a sealed coffin. That coffin was placed inside a larger coffin, which was placed into an even larger coffin, and so on until the trusted servants were satisfied their pharaoh was safely preserved and out of reach of thieves. The servants placed the coffins into one of the two or three chambers within the tomb, keeping the exact location a carefully guarded secret.

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<sup>5</sup> To this day, the Great Pyramid of Giza remains intact and in good condition. It stands as a testament to the architectural expertise and hard work of the ancient Egyptians. This first wonder of the ancient world continues to inspire wonder and awe in the modern world.

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*Directions: Read the paragraph. Then paraphrase it in the space provided.*

<sup>1</sup> In the absence of advanced machinery or tools, this was an amazing feat. The Great Pyramid, and the two slightly smaller pyramids nearby, were built by workers from Egyptian villages. Their work was overseen by the pharaoh’s supervisors. Scholars believe it took approximately 30 years to complete the Great Pyramid of Khufu. (It took approximately 80 years to complete all three pyramids.) The first 10 years were spent building the ramp leading from the Nile valley to the pyramid. The next 20 years were spent building the pyramid itself. The Great Pyramid has two large interior chambers, a number of small air chambers for ventilation, and many passages.

**The pyramids took many years to complete. Considering that the ancient Egyptians did not have modern technology, the pyramids were very sophisticated.**

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<sup>2</sup> The tombs of the great pharaohs were built to shelter them in the afterlife. It was important for Ancient Egyptians to take proper care of their pharaoh’s dead bodies. They believed that, after death, a pharaoh became “king of the dead.” A piece of his spirit was believed to remain with his corpse. Unless his corpse was properly cared for, a pharaoh could not fulfill his duties as king of the dead. If this happened, Egypt would be subject to great disaster.

**Egyptians believed that they needed to protect the pharaoh’s body so that he could rule in an afterlife.**

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<sup>3</sup> Ancient Egyptians took great care to prevent disaster by mummifying their dead pharaohs. Mummification was intended to purify the pharaoh’s corpse and preserve his spirit. The process involved removing, drying, and bandaging the organs, which were put into decorated jars to be placed with the body. Then the body was cleaned, stuffed, and left to dehydrate for approximately 40 days. Finally, the stuffing was replaced. Then the body was coated in wax and wrapped in bandages before being placed in a coffin.

**Ancient Egyptians used a complex process to mummify dead pharaohs. When the process was complete, the body was placed in a coffin.**

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<sup>4</sup> Everything a pharaoh might need in the afterlife—including food, jewelry, weapons, gold, and furniture—would be buried with him. To guard against thieves, the Egyptians placed the pharaoh and his belongings inside a sealed coffin. That coffin was placed inside a larger coffin, which was placed into an even larger coffin, and so on until the trusted servants were satisfied their pharaoh was safely preserved and out of reach of thieves. The servants placed the coffins into one of the two or three chambers within the tomb, keeping the exact location a carefully guarded secret.

**Pharaohs were buried with everything they might need in the afterlife. There was much ritual involved.**

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<sup>5</sup> To this day, the Great Pyramid of Giza remains intact and in good condition. It stands as a testament to the architectural expertise and hard work of the ancient Egyptians. This first wonder of the ancient world continues to inspire wonder and awe in the modern world.

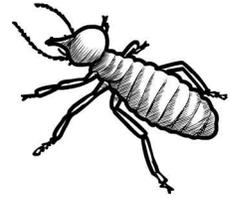
**The Great Pyramid of Giza is still standing.**

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## Summarizing Text: Using a Graphic Organizer to Organize Information

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

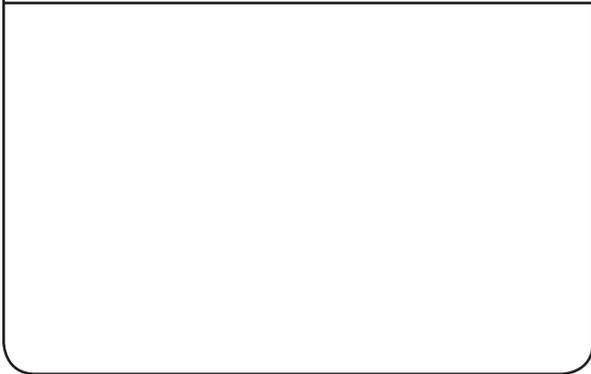


## Tenacious Termites

- <sup>1</sup> Termites are social insects that have been around for a long time. One reason they have endured as a species is their amazing ability to defend their colonies. Termites use many different strategies to protect their colonies from attackers. Nobody understands this better than Glenn D. Prestwich, a well-respected chemist who studies the chemical defenses of termites.
- <sup>2</sup> Prestwich knows that, of the many different types of termites, each has its own unique defense method. Most termite defenses rely on chemistry rather than physical strength. One unusual defense is used by the soldier termite. When its nest is attacked (usually by ants), it blocks the entry tunnels by swelling its body until it explodes, covering its attacker with its remains. Other termites split in two when pinched, spurting digestive juices that burn their enemies' bodies like acid. The bazooka termite uses a remarkable flypaper-type strategy. It shoots glue from its long forehead, trapping its enemy in the sticky substance until it dies.
- <sup>3</sup> Some termites are more precise in the way they deliver their chemical weapons. Some bite the attacker and then coat its wound with a poisonous chemical. Others “paint” the faces of their attackers using a built-in “paint brush” extension from their upper lip. Some inject chemical poisons directly. Still others squirt poisons from their extra-long noses.
- <sup>4</sup> With all these chemical weapons at their disposal, we have to wonder what keeps these different types of termites from poisoning themselves. This is a topic of particular interest to Prestwich. He continues to research termites with the goal of finding out more about these unusually durable insects.

*Directions: Identify the main idea for each paragraph. Then identify the main idea of the story.*

**What is the main idea of Paragraph 1?**



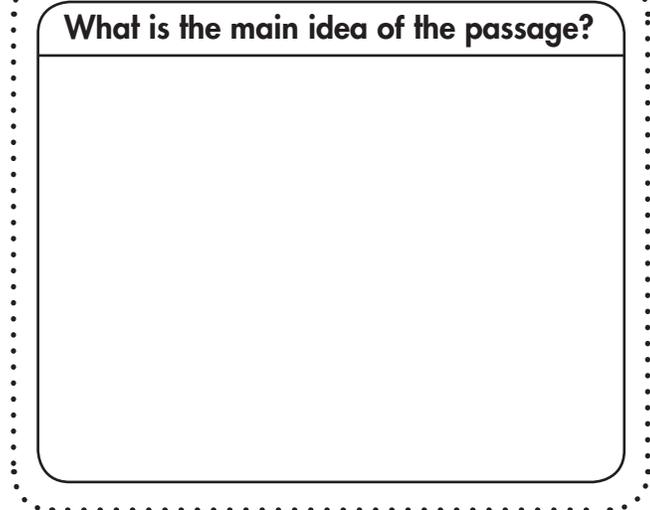
**What is the main idea of Paragraph 2?**



**What is the main idea of Paragraph 3?**



**What is the main idea of the passage?**



*Directions: Identify the main idea for each paragraph. Then identify the main idea of the story. Answers will vary.*

**What is the main idea of Paragraph 1?**

**Termites have a range of defenses to hold off enemies.**

**What is the main idea of Paragraph 2?**

**Termites tend to use chemical defenses rather than muscle power.**

**What is the main idea of Paragraph 3?**

**Some termites have very precise ways of delivering chemicals to their enemies.**

**What is the main idea of the passage?**

**Glenn D. Prestwich studies different types of termites that have developed a variety of defenses against enemies. Most of these defenses are chemical rather than physical. Some termites deliver chemical defense by killing themselves, releasing poison on their enemies. Others have specific ways of delivering chemicals, such as through biting or squirting.**

## Identifying Common, Proper, Compound, and Collective Nouns

**Directions:** Underline the noun(s) in each sentence. Then write each noun in the appropriate column in the table. Some nouns may be used in more than one column. The first one has been done for you.

1. Melissa applauded the performance of the orchestra.
2. An angry crowd assembled in front of the capitol.
3. My father wants to build new bookshelves.
4. Charles Dickens is easily my favorite British author.
5. My uncle hopes to raise a flock of sheep.
6. Her outlook is always positive.
7. The library on Weldon Lane will be closed tomorrow.
8. How did your cousin like her new junior high school?
9. Euripides, the tragic poet, was born in 485 B.C.E.
10. Mike visited the Smithsonian Institution in Washington, D.C.
11. Andrew Carnegie built a very elaborate mansion.

Common Nouns	Proper Nouns	Compound Nouns	Collective Nouns
performance	Melissa		orchestra

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Common Nouns	Proper Nouns	Compound Nouns	Collective Nouns
performance	Melissa	Andrew Carnegie	orchestra
author	Andrew Carnegie	bookshelves	audience
bookshelves	Charles Dickens	Charles Dickens	class
capitol	Euripides	junior high school	crowd
cousin	Melissa	outlook	flock
father	Mike	Smithsonian Institution	orchestra
junior high school	Smithsonian Institution	spring picnic	
library	Washington, D.C.	Weldon Lane	
mansion	Weldon Lane		
outlook			
performance			
poet			
crowd			
sheep			
flock			
uncle			
orchestra			

## Identifying Pronouns

**Directions:** Underline the pronoun(s) in each sentence. Then identify whether each pronoun(s) is personal, demonstrative, relative, interrogative, or indefinite. Write your answers in the order the pronouns appear in the sentence. A sentence may have more than one type of pronoun.

**Examples:** This article is not correct. demonstrative  
No one really knows our secret. indefinite personal

1. Unfortunately, these tomatoes are now overripe. \_\_\_\_\_
2. Have you tried some of these fabulous desserts? \_\_\_\_\_
3. Picasso is the painter whom I most admire. \_\_\_\_\_
4. Which is the shortest route to the stadium? \_\_\_\_\_
5. Where is the man whose dog was found? \_\_\_\_\_
6. Who was chosen as our homecoming queen? \_\_\_\_\_
7. Of all her photos, those are the most original. \_\_\_\_\_
8. Both of the suggestions are extremely helpful. \_\_\_\_\_
9. Father decided this was the most practical van. \_\_\_\_\_
10. Amazingly, Uncle Burt knew everyone at the dinner. \_\_\_\_\_
11. That is the last piece of chicken. \_\_\_\_\_
12. The junior prom committee accepted one of our ideas. \_\_\_\_\_
13. Is this the map of Antarctica? \_\_\_\_\_
14. Whose jacket is still in the closet? \_\_\_\_\_
15. The book that you reserved has not yet arrived. \_\_\_\_\_
16. My father knows somebody at the licensing bureau. \_\_\_\_\_
17. Are those your books? \_\_\_\_\_
18. Many of our friends will be going on the field trip. \_\_\_\_\_

### Identifying Pronouns

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**Examples:** This article is not correct. demonstrative  
No one really knows our secret. indefinite personal

1. Unfortunately, these tomatoes are now overripe. demonstrative
2. Have you tried some of these fabulous desserts? personal indefinite demonstrative
3. Picasso is the painter whom I most admire. relative personal
4. Which is the shortest route to the stadium? interrogative
5. Where is the man whose dog was found? interrogative relative
6. Who was chosen as our homecoming queen? interrogative personal
7. Of all her photos, those are the most original. personal demonstrative
8. Both of the suggestions are extremely helpful. indefinite
9. Father decided this was the most practical van. demonstrative
10. Amazingly, Uncle Burt knew everyone at the dinner. indefinite
11. That is the last piece of chicken. demonstrative
12. The junior prom committee accepted one of our ideas. indefinite personal
13. Is this the map of Antarctica? demonstrative
14. Whose jacket is still in the closet? interrogative
15. The book that you reserved has not yet arrived. relative personal
16. My father knows somebody at the licensing bureau. personal indefinite
17. Are those your books? demonstrative personal
18. Many of our friends will be going on the field trip. indefinite personal

## Identifying the Principal Parts of a Verb

**Directions:** Underline the verb or verb phrase in each sentence. Then write whether the tense of the verb is present, past, future, present perfect, past perfect, or future perfect.

**Example:** We will have completed the training program by next fall. future perfect

1. She will attend a conference in Washington, D.C. \_\_\_\_\_
2. Barbara and Marie refused to sign the petition. \_\_\_\_\_
3. The dancers rehearse every day. \_\_\_\_\_
4. We had considered several alternative plans. \_\_\_\_\_
5. I have memorized two poems by Walt Whitman. \_\_\_\_\_
6. Gabriel will present his report first. \_\_\_\_\_
7. We lived in Idaho for ten years. \_\_\_\_\_
8. They had notified us of their arrival. \_\_\_\_\_
9. Elaine and June practice their figure skating every day. \_\_\_\_\_
10. Our dogs have bitten no one. \_\_\_\_\_
11. The Olivier family will have finished dinner by 7:00 p.m. \_\_\_\_\_
12. Linda and Alison arrived at school earlier than usual. \_\_\_\_\_
13. We have seen that movie twice. \_\_\_\_\_
14. I will stay here no longer. \_\_\_\_\_
15. The Jones family owns a store in the mall. \_\_\_\_\_

**Directions:** Write the correct form of the verb as directed in parentheses.

**Example:** Helen Keller spoke her first word when she was an infant. (speak—past)

1. We \_\_\_\_\_ the police officer for directions to the museum. (ask—past)
2. The Feeneys \_\_\_\_\_ three times in the past year. (move—present perfect)
3. They \_\_\_\_\_ everything in Dallas by the end of the week. (see—past perfect)
4. Lou always \_\_\_\_\_ his homework after dinner. (begin—present)
5. By the end of the tour, the band \_\_\_\_\_ in 11 cities. (perform—future perfect)
6. We \_\_\_\_\_ an art museum this summer. (visit—future)
7. Sharon \_\_\_\_\_ to her counselor earlier in the day. (talk—past perfect)
8. He never \_\_\_\_\_ what he is told to do. (do—present)
9. We \_\_\_\_\_ very fond of our new neighbors. (grow—present perfect)
10. She \_\_\_\_\_ you a chance to play yesterday. (give—past)

## Identifying the Principal Parts of a Verb

**Directions:** Underline the verb or verb phrase in each sentence. Then write whether the tense of the verb is present, past, future, present perfect, past perfect, or future perfect.

**Example:** We will have completed the training program by next fall. future perfect

1. She will attend a conference in Washington, D.C. future
2. Barbara and Marie refused to sign the petition. past
3. The dancers rehearse every day. present
4. We had considered several alternative plans. past perfect
5. I have memorized two poems by Walt Whitman. present perfect
6. Gabriel will present his report first. future
7. We lived in Idaho for ten years. past
8. They had notified us of their arrival. past perfect
9. Elaine and June practice their figure skating every day. present
10. Our dogs have bitten no one. present perfect
11. The Olivier family will have finished dinner by 7:00 p.m. future perfect
12. Linda and Alison arrived at school earlier than usual. past
13. We have seen that movie twice. present perfect
14. I will stay here no longer. future
15. The Jones family owns a store in the mall. present

**Directions:** Write the correct form of the verb as directed in parentheses.

**Example:** Helen Keller spoke her first word when she was an infant. (speak—past)

1. We asked the police officer for directions to the museum. (ask—past)
2. The Feeneys have moved three times in the past year. (move—present perfect)
3. They had seen everything in Dallas by the end of the week. (see—past perfect)
4. Lou always begins his homework after dinner. (begin—present)
5. By the end of the tour, the band will have performed in 11 cities. (perform—future perfect)
6. We will visit an art museum this summer. (visit—future)
7. Sharon had talked to her counselor earlier in the day. (talk—past perfect)
8. He never does what he is told to do. (do—present)
9. We have grown very fond of our new neighbors. (grow—present perfect)
10. She gave you a chance to play yesterday. (give—past)

## Identifying Compound, Demonstrative, and Interrogative Adjectives

**Directions:** Underline the compound adjective in each sentence. Then circle the noun it modifies.

**Example:** Hannah gave a ten-minute (presentation) about the American Revolution.

1. Have you ever taken a multiple-choice test?
2. We invited a professional football player to visit us.
3. Our next guest will be a well-known actress.
4. Did you purchase a round-trip ticket?
5. My talented aunt is designing a crisscross pattern.
6. We have just formed a cleanup squad.
7. Our inept team actually scored a first-quarter touchdown.
8. I have two nearsighted brothers.
9. We have planned to make a life-size statue of Winston Churchill.
10. People are afraid he will be a lifelong legislator.

**Directions:** Find the word this, that, these, or those in each sentence and underline it. If it is used as a pronoun, write pronoun. If it is used as a demonstrative adjective, write the noun it modifies.

**Example:** That is her decision. pronoun

1. This room is always light and airy. \_\_\_\_\_
2. After thinking it over, he took those. \_\_\_\_\_
3. Have you read that article yet? \_\_\_\_\_
4. These photos are among the best I've seen. \_\_\_\_\_
5. I just can't believe that. \_\_\_\_\_

**Directions:** Underline the word which, what, or whose in each sentence. If the word is used as a pronoun, write pronoun. If it is used as an interrogative adjective, write the noun it modifies.

**Example:** What are you going to do? pronoun

1. Which bus did he decide to take? \_\_\_\_\_
2. What can be done now to stop them? \_\_\_\_\_
3. At whose house shall we have the party? \_\_\_\_\_
4. What movie do you want to see this weekend? \_\_\_\_\_
5. Which of the routes is the fastest to your house? \_\_\_\_\_

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4. Did you purchase a round-trip (ticket)?
5. My talented aunt is designing a crisscross (pattern).
6. We have just formed a cleanup (squad).
7. Our inept team actually scored a first-quarter (touchdown).
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## Distinguishing between Adjectives and Adverbs

**Directions:** Indicate whether each underlined word functions as an adverb or an adjective.

**Example:** We have a weekly conference. adjective

1. On the day of the fair, Sandy awoke early. \_\_\_\_\_
2. My sister has always been a fast eater. \_\_\_\_\_
3. I have an uncle who sings beautifully. \_\_\_\_\_
4. We bought Mom a lovely present for her birthday. \_\_\_\_\_
5. Our insurance salesman works late twice a week. \_\_\_\_\_
6. Make certain to give the squad leader an early signal. \_\_\_\_\_
7. Our teacher speaks very fast. \_\_\_\_\_
8. For breakfast I usually eat a hard roll. \_\_\_\_\_
9. My friend lives close to the racetrack. \_\_\_\_\_
10. Sam had an extremely close call this morning. \_\_\_\_\_
11. My grandfather was a kindly man. \_\_\_\_\_
12. Aunt Robin drives regularly to Apache Junction to shop. \_\_\_\_\_
13. I always work hard on my class reports. \_\_\_\_\_
14. Mother had a hard time reaching the doctor. \_\_\_\_\_
15. The senator bitterly criticized his opponents. \_\_\_\_\_
16. My science teacher is an unusually friendly person. \_\_\_\_\_
17. Does the early bird catch the worm? \_\_\_\_\_
18. I jog daily. \_\_\_\_\_
19. Taking a coffee break is a daily practice in our company. \_\_\_\_\_
20. Has the engine been running smoothly? \_\_\_\_\_

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## Distinguishing between Prepositions and Adverbs

**Directions:** In each sentence pair, find the word that is used both as a preposition and an adverb and circle it. If the word acts as a preposition, underline the prepositional phrase. If the word acts as an adverb, write adverb in the blank.

**Example:** We found the keys (in) the car. \_\_\_\_\_  
They came (in) and dinner began. adverb

1. The rabbit would not come near. \_\_\_\_\_  
The rose bush is near the white fence. \_\_\_\_\_
2. You will find the house if you continue past the traffic light. \_\_\_\_\_  
The old man would often walk past in the evening. \_\_\_\_\_
3. Turn the lights on before it gets dark. \_\_\_\_\_  
The shopping center is two blocks farther on the right. \_\_\_\_\_
4. Several vultures soared around gracefully. \_\_\_\_\_  
Go completely around the traffic circle. \_\_\_\_\_
5. He and his baggage were thrown out the door. \_\_\_\_\_  
We all went out to celebrate our parents' anniversary. \_\_\_\_\_
6. When I saw him, I just walked on by. \_\_\_\_\_  
The packages were left by the back door. \_\_\_\_\_
7. Please plan to get here before noon. \_\_\_\_\_  
Have you ever been here before? \_\_\_\_\_
8. We walked to the meadow and strolled about for an hour. \_\_\_\_\_  
It has been about three hours since I talked to Ted. \_\_\_\_\_
9. The kite quickly rose above the trees. \_\_\_\_\_  
"I live in the apartment above," said Jason. \_\_\_\_\_
10. "Move along quickly now," said the guard. \_\_\_\_\_  
The daffodils were planted along the sidewalk. \_\_\_\_\_

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## Recognizing Conjunctions

**Directions:** Circle the coordinating conjunction in each sentence. Then underline the words or groups of words connected by the conjunction.

**Example:** We nibbled on cheese (and) crackers.

1. We bought a small yet comfortable sofa.
2. The experiments are conducted in the morning and in the evening.
3. I must catch the train at noon, for I have a doctor's appointment in the city.
4. The eagle soared, swooped, and landed in its nest.
5. You cannot go to the movie, nor can you go to Fred's house.
6. Darryl's art was the best, so he won the prize.
7. Pam will ask Dorothy, Amy, or Anna to go with her.
8. Robin bought a ticket, but she missed the train.

**Directions:** Circle the correlative conjunction in each sentence. Then underline the words or groups of words connected by the conjunction.

**Example:** I can ask (neither) my father (nor) my mother for permission.

1. She trains for the marathon both in the morning and in the afternoon.
2. Not only was he a fine athlete, but he was also a fine student.
3. Neither Nathan nor Shannon could explain the strange noises.
4. Grandfather was either reading or jogging.
5. Both Lola and Harry enjoy this restaurant.
6. This hat belongs to either Joe or Antonio.
7. The fault was neither Latisha's nor Brian's.

**Directions:** Circle the subordinating conjunction in each sentence. Then underline the dependent idea that follows it.

**Example:** (When) I received the package, I jumped for joy.

1. Mother entered the store while everyone else waited in the car.
2. Although I understand his reason, I cannot accept his poor behavior.
3. Unless I hear from the committee tomorrow, I will change my plans.
4. Uncle Bob always phones whenever he is in town.
5. I cannot go to the concert because I have to study for my finals.
6. Unless we notify the book club, we will continue to get a new book each month.
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## Identifying Subjects and Verbs

**Directions:** Underline the subject and circle the verb in each sentence. Some of the subjects and verbs may be compound.

**Example:** Many streets and schools (are given) the names of famous people.

1. He swam to the canoe and paddled the rest of the way to the shore.
2. Waiting near the bridge, we finally spotted the caravan of trucks.
3. Jennie passed French but failed algebra.
4. My mother, my father, and my sister all attended the play.

**Directions:** Underline the subject and circle the verb in each independent clause.

**Example:** Bolivia (has) no seacoast; Paraguay (is) also landlocked.

1. Our first stop was Hamilton in Bermuda; our second stop was Nassau in the Bahamas.
2. Several tiles fell off the space shuttle during liftoff, but the craft nonetheless landed safely.
3. Susan baked the bread, and Ron prepared the salad.
4. Your argument is weak, for you have no proof to support your ideas.

**Directions:** Underline the subject and circle the verb in each clause.

**Example:** The player who (scores) the most points (wins).

1. I will leave after you are safely indoors.
2. Although he is a marvelous science student, he is weak in mathematics.
3. The noise that shattered the window was a sonic boom.
4. You may sit here if you like.

**Directions:** Underline the subject and circle the verb in each clause. Then put parentheses around each subordinate clause.

**Example:** The person (who (knows) it best) (is) not here, but we (can try) it anyway.

1. The mountain areas are barren, but the valleys are fertile since they are irrigated daily.
2. The musicians who appeared for the audition were generally excellent, but a few were real amateurs.
3. Since the blizzard ended, the schools have remained closed, but shops in town have reopened.
4. Our school band seems ready for the concert, and the chorus will again be in top shape because its leading tenor has returned after a long illness.

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## Recognizing Sentence Types

**Directions:** Add the appropriate punctuation mark to each sentence. Then identify whether the sentence is declarative, interrogative, imperative, or exclamatory.

**Example:** What a mistake that was! exclamatory

1. Please correct your misspelled words now \_\_\_\_\_
2. Ginseng is an herb used for medicinal purposes \_\_\_\_\_
3. What a terrible accident \_\_\_\_\_
4. Which artist do you admire the most \_\_\_\_\_
5. Lassie starred in *Lassie Come Home* \_\_\_\_\_
6. How many DVDs do you have in your collection \_\_\_\_\_
7. Drive to the first traffic light and turn right \_\_\_\_\_
8. How happy we all are today \_\_\_\_\_
9. In Greek mythology, Orpheus wrote beautiful music \_\_\_\_\_
10. Stop that shouting at once \_\_\_\_\_
11. Have you visited the dentist yet this year \_\_\_\_\_
12. Choose the hat with the best fit \_\_\_\_\_
13. Between 1629 and 1640, many people emigrated from England \_\_\_\_\_
14. She worked very hard as governor \_\_\_\_\_
15. Stand absolutely still now, please \_\_\_\_\_
16. What are the other ingredients needed for the molasses cookies \_\_\_\_\_
17. I agree with the editorial in this newspaper \_\_\_\_\_
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## Understanding Problematic Sentence Features

**Directions:** Indicate whether each group of words is a sentence (S) or a fragment (F).

**Example:** Since you expect an answer now. F

1. Would be able to go tomorrow. \_\_\_\_\_
2. If I can remember the directions to her house. \_\_\_\_\_
3. We can leave at once. \_\_\_\_\_
4. At the end of the first half. \_\_\_\_\_
5. A group of boys are charging down the path. \_\_\_\_\_
6. When we spoke to them on the phone yesterday. \_\_\_\_\_
7. The arrangements have been made in advance. \_\_\_\_\_
8. In spite of all their objections. \_\_\_\_\_

**Directions:** Indicate whether each sentence is a complete sentence (C) or a run-on sentence (RO).

**Example:** I inflated the bike tire, it wouldn't hold the air. RO

1. Jakob Grimm and his brother Wilhelm collected German folktales they were later published and became famous as *Grimm's Fairy Tales*. \_\_\_\_\_
2. People in this area like to talk about the great floodwater that covered the entire downtown shopping center and many other parts of town. \_\_\_\_\_
3. She opens her mail every day; she pays her bills every week. \_\_\_\_\_
4. Jute is a tropical plant grown primarily for its fiber it is used to make burlap, twine, and backing yarns for rugs. \_\_\_\_\_

**Directions:** Indicate whether each sentence is correct (C) or contains a misplaced modifier (MM).

**Example:** Having phoned my parents, the bus began to pull out. MM

1. After staying out late, the house was hard to find. \_\_\_\_\_
2. The statue was destroyed in the storm erected in 1869. \_\_\_\_\_
3. After changing into my jeans, I began to work in the garden. \_\_\_\_\_
4. Flying near the airport, the cars looked like small beetles. \_\_\_\_\_
5. The dinner prepared by a chef was allowed to spoil. \_\_\_\_\_
6. I felt my ankles begin to swell while skating on the frozen canal. \_\_\_\_\_
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**Example:** Since you expect an answer now. F

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3. We can leave at once. S
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## Using Commas

**Directions:** Each sentence needs a comma to set off introductory material. Write the introductory word or words, the comma, and the word following the comma.

**Example:** To get a better view Fran climbed to the top of the hill.

To get a better view, Fran

1. For better or for worse we were committed to the task.

\_\_\_\_\_

2. If you are easily frightened don't see that movie.

\_\_\_\_\_

3. Gripping the man's cuff in its jaws the iguana braced its legs and pulled.

\_\_\_\_\_

4. Yes these plastic treads should make the stairs safer.

\_\_\_\_\_

5. To calm the jittery horse Irene stroked its neck and spoke quietly.

\_\_\_\_\_

6. Please isn't there any way you could make an exception?

\_\_\_\_\_

**Directions:** Rewrite each sentence, adding commas as needed to set off the parenthetical expression.

**Example:** This dog however is not yours.

This dog, however, is not yours.

1. Check the yellow pages of the telephone directory Melissa.

\_\_\_\_\_

2. Charles we believe is the right person for the job.

\_\_\_\_\_

3. Audrey's hair is black not red.

\_\_\_\_\_

4. We assumed nevertheless that you would still come to the party.

\_\_\_\_\_

5. This kitten however believes your hen is its mother.

\_\_\_\_\_

6. If you bring in the painting Mr. Curtis we can help you choose a frame.

\_\_\_\_\_

7. Beth's grades therefore need improvement.

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To get a better view, Fran

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**For better or for worse, we**

2. If you are easily frightened don't see that movie.

**If you are easily frightened, don't**

3. Gripping the man's cuff in its jaws the iguana braced its legs and pulled.

**Gripping the man's cuff in its jaws, the**

4. Yes these plastic treads should make the stairs safer.

**Yes, these**

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**To calm the jittery horse, Irene**

6. Please isn't there any way you could make an exception?

**Please, isn't**

**Directions:** Rewrite each sentence, adding commas as needed to set off the parenthetical expression.

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**Check the yellow pages of the telephone directory, Melissa.**

2. Charles we believe is the right person for the job.

**Charles, we believe, is the right person for the job.**

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**Audrey's hair is black, not red.**

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**We assumed, nevertheless, that you would still come to the party.**

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**This kitten, however, believes your hen is its mother.**

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**If you bring in the painting, Mr. Curtis, we can help you choose a frame.**

7. Beth's grades therefore need improvement.

**Beth's grades, therefore, need improvement.**

## Using Semicolons and Colons

**Directions:** Insert any necessary semicolons in each sentence.

**Example:** Ken slept late as a result, he missed his bus.

Ken slept late; as a result, he missed his bus.

1. George decided not to walk to work it was too far, and he had too little time.
2. Running through the park, Gail tripped she scraped her knee badly.
3. I thought Barry's painting was excellent in fact, it was the best in the show.
4. Pack a warm sweater for the trip otherwise, you will be cold at night.
5. The tulips, which looked so beautiful this spring, were planted only last fall however, we will have to move them when we build the new garage.
6. During the Golden Age of Greece, playwrights wrote great tragedies they also wrote brilliant comedies.
7. If we expect to have this paper finished by May 15, we can't waste any time therefore, let's begin planning it today.
8. After the plane had landed, mechanics checked its engines as a result, they decided to ground the aircraft for three days.

**Directions:** Insert any necessary colons in each sentence. Write correct in the space provided for any sentence that does not need a colon.

**Example:** We bought three items a pencil, a pen, and an eraser.

We bought three items: a pencil, a pen, and an eraser.

1. We finally located several constellations Orion, Taurus, Pisces, and Virgo. \_\_\_\_\_
2. Antonio carried the following items on his first day of class a notebook, a pencil, a calculator, and a lunch box. \_\_\_\_\_
3. It was once believed that the universe was made up of four elements earth, water, air, and fire. \_\_\_\_\_
4. My favorite movies include *North by Northwest*, *The Sound of Music*, and *The Matrix*. \_\_\_\_\_
5. The value of our property increased because of several improvements landscaping the yard, paving the driveway, and insulating the house. \_\_\_\_\_
6. Follow these rules for healthy teeth brush at least twice a day, floss regularly, eat healthful foods, and visit your dentist twice a year. \_\_\_\_\_
7. Andrew has sailed in each of these oceans the Pacific, the Atlantic, the Indian, and the Arctic. \_\_\_\_\_
8. From recycled glass we get glass jars and tiles. \_\_\_\_\_

## Using Semicolons and Colons

**Directions:** Insert any necessary semicolons in each sentence.

**Example:** Ken slept late as a result, he missed his bus.

Ken slept late; as a result, he missed his bus.

1. George decided not to walk to work; it was too far, and he had too little time.
2. Running through the park, Gail tripped; she scraped her knee badly.
3. I thought Barry's painting was excellent; in fact, it was the best in the show.
4. Pack a warm sweater for the trip; otherwise, you will be cold at night.
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8. From recycled glass we get glass jars and tiles. correct

## Spelling with Suffixes and Unstressed Syllables

**Directions:** Determine whether each word is spelled correctly. If the word is misspelled, write the word correctly in the space provided. Then write the word and the suffix that were combined to make each spelling word. Use a dictionary to check your spelling.

Spelling Word	Correct Spelling	Word + Suffix
acquited		
bubbling		
certified		
collapses		
challengeing		
controlling		
accessible		
criticized		
adviseible		
denyed		
divisible		
evolveing		
fascinating		
agreible		
admisible		
occupied		
patroling		

**Directions:** Sort each word according to the spelling of the final vowel sound.

absence	adolescent	apparent	arrogant	assistant
attendance	audience	brilliant	confidence	consistent
convenience	insurance	evidence	fluent	fragrant
frequent	independence	performance	ingredient	instant

Words Ending in <i>ant</i>	Words Ending in <i>ent</i>	Words Ending in <i>ance</i>	Words Ending in <i>ence</i>

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acquited	<b>acquitted</b>	<b>acquit + ed</b>
bubbling		<b>bubble + ing</b>
certified	<b>certified</b>	<b>certify + ed</b>
collapses		<b>collapse + es</b>
challengeing	<b>challenging</b>	<b>challenge + ing</b>
controlling		<b>control + ing</b>
accessible		<b>access + ible</b>
criticized		<b>criticize + ed</b>
adviseible	<b>advisable</b>	<b>advise + able</b>
denyed	<b>denied</b>	<b>deny + ed</b>
divisible		<b>division + ible</b>
evolveing	<b>evolving</b>	<b>evolve + ing</b>
fascinating		<b>fascinate + ing</b>
agreible	<b>agreeable</b>	<b>agree + able</b>
admisible	<b>admissible</b>	<b>admit + ible</b>
occupied		<b>occupy + ed</b>
patroling	<b>patrolling</b>	<b>patrol + ing</b>

**Directions:** Sort each word according to the spelling of the final vowel sound.

absence	adolescent	apparent	arrogant	assistant
attendance	audience	brilliant	confidence	consistent
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Words Ending in <i>ant</i>	Words Ending in <i>ent</i>	Words Ending in <i>ance</i>	Words Ending in <i>ence</i>
<b>arrogant</b>	<b>adolescent</b>	<b>attendance</b>	<b>absence</b>
<b>assistant</b>	<b>apparent</b>	<b>insurance</b>	<b>audience</b>
<b>brilliant</b>	<b>consistent</b>	<b>performance</b>	<b>confidence</b>
<b>fragrant</b>	<b>fluent</b>		<b>convenience</b>
<b>instant</b>	<b>frequent</b>		<b>evidence</b>
	<b>ingredient</b>		<b>independence</b>

## Spelling with Vowels

**Directions:** Use the chart to sort each word according to the vowel that comes before r. Some words fit into more than one category.

authority	carpenter	carpeting	carton	detergent
dirty	disturbance	dormitory	forfeit	furnace
furthermore	impaired	inverted	malaria	mercy
merely	partial	porpoise	scar	flourish

Words Containing ar	Words Containing er	Words Containing or	Words Containing ir, ur, or a Digraph Plus r

**Directions:** Determine whether each word is spelled correctly. Then correctly spell any misspelled words in the space provided. Use a dictionary to check your spelling.

Spelling Word	Correct Spelling
aukward	
bough	
cartune	
cawliflower	
chowder	
compownd	
deploi	
devower	
diloot	
fawcet	
flownder	
growchy	
hawghty	
hoyst	
intrude	
issoo	

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Words Containing ar	Words Containing er	Words Containing or	Words Containing ir, ur, or a Digraph Plus r
carpenter carpeting carton malaria partial scare	carpenter detergent furthermore inverted mercy merely	authority dormitory forfeit furthermore porpoise	dirty disturbance flourish furnace furthermore impaired

**Directions:** Determine whether each word is spelled correctly. Then correctly spell any misspelled words in the space provided. Use a dictionary to check your spelling.

Spelling Word	Correct Spelling
aukward	awkward
bough	
cartune	cartoon
cawliflower	cauliflower
chowder	
compownd	compound
deploi	deploy
devower	devour
diloot	dilute
fawcet	faucet
flownder	flounder
growchy	grouchy
hawghty	haughty
hoyst	hoist
intrude	
issoo	issue

## Spelling Words with Double Consonants

**Directions:** Look at the spelling of each word in the first column. If the word is spelled incorrectly, write the correct spelling in column two. Then indicate the number of pairs of double consonants, if any, in the third column. Not every word is spelled incorrectly. Not every word has pairs of double consonants.

Word	Correct Spelling	Pairs of Double Consonants
accessible		
accommodate		
aproximately		
brocoli		
comittee		
diaulogue		
efficient		
embarras		
environment		
exagerate		
extraordinary		
immediatey		
leisiure		
lieutenant		
linousine		
mayonaise		
necesity		
occasion		
occurence		
parliament		
plateau		
posession		
sissors		
seargeant		
temperature		
treasure		
tresspass		
unecessary		
vague		

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Word	Correct Spelling	Pairs of Double Consonants
accessible	accessible	2
accommodate		2
aproximately	approximately	1
brocoli	broccoli	1
comittee	committee	2
diaologue	dialogue	
efficient		1
embarras	embarrass	2
environment		
exagerate	exaggerate	1
extraordinary		
immediatey	immediately	1
leisiure	leisure	
lieutenant		
linousine	limousine	
mayonaise	mayonnaise	1
necary	necessary	1
occasion		1
occurence	occurrence	2
parliament		
plateau		
posession	possession	2
sissors	scissors	1
seargeant	sergeant	
temperature		
treasure	treasure	
tresspass	trespass	1
unecessary	unnecessary	2
vague		

## Distinguishing between Homophones

**Directions:** Complete each sentence pair with the correct pair of homophones.

bazaar	fowl	scents	assent	flare
knight	wade	passed	compliment	sensor
bizarre	sense	flair	night	past
complement	ascent	ensor	foul	weighed

- Robin spent her days in the \_\_\_\_\_ searching for rare perfume.  
She occasionally witnessed people engaged in \_\_\_\_\_ behavior.
- Michelle once performed an \_\_\_\_\_ of Mt. Kilimanjaro in Tanzania.  
Against her better judgment, Michelle gave her \_\_\_\_\_ for the karaoke party.
- Joanie's frozen yogurt was destroyed after the \_\_\_\_\_ failed on her freezer.  
Antonio continued to speak as it is unconstitutional to \_\_\_\_\_ free speech.
- The \_\_\_\_\_ emerging from Debbie's kitchen were unmistakable.  
The chef had enough \_\_\_\_\_ not to make a batch of marmalade cookies.
- Shannon was pleasantly surprised to receive a \_\_\_\_\_ on her report.  
At lunch Shannon ate duck with its traditional \_\_\_\_\_ of orange sauce.
- As Enda has a \_\_\_\_\_ for the dramatic, his comments are not taken seriously.  
It was not uncommon for the manager's temper to \_\_\_\_\_ without any warning.
- The hiker was forced to \_\_\_\_\_ through the river to reach the shelter of the cave.  
The horse \_\_\_\_\_ over 1,500 lbs; it was really painful when it stepped on my foot.
- It was late into the \_\_\_\_\_ before the wolves stopped howling at the moon.  
The \_\_\_\_\_ was somewhat strange; he rode a donkey, not a horse, on his quests.
- The \_\_\_\_\_ ran to the house when the woman started throwing grain into the yard.  
No matter how much I wash my dog, he still has a \_\_\_\_\_ smell.
- The tortoise \_\_\_\_\_ the snail in a mad dash to the finish line.  
Boris decided to be positive and not dwell on his \_\_\_\_\_ mistakes.

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No matter how much I wash my dog, he still has a **foul** smell.
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Boris decided to be positive and not dwell on his **past** mistakes.

## Spelling Homophones

**Directions:** Choose the correct homophone to complete each paragraph. Each word is used only once.

council	aid	bawl	canvass
pier	hoard	counsel	aide
canvas	horde	ball	peer

The village \_\_\_\_\_ assembled for its monthly meeting. Rocking chairs were carried to the \_\_\_\_\_; the sound of crashing waves helped calm the nerves of the council members. It was no surprise when two council members started to \_\_\_\_\_ uncontrollably. Sympathetic bystanders came to their \_\_\_\_\_, giving them a shoulder to cry on.

The problem began when a \_\_\_\_\_ of traveling artists descended upon the sleepy village of Primrose Glen. It was unusual for visitors to arrive in such numbers. Evidently, after a \_\_\_\_\_ of readers, an art magazine had deemed the countryside near Primrose Glen ideal for landscape painting. Mayor Betsy Hillridge was in a carpentry class, so the task fell to her \_\_\_\_\_ to welcome the strangers.

The newcomers took up residence in The Wayward Cow, the local inn. They partook in community events, such as racing wheelbarrows and kicking a leather \_\_\_\_\_ against a wall. The people of Primrose Glen certainly knew how to have a good time!

All went well until the streets became littered with large sheets of \_\_\_\_\_. Soon, it was downright dangerous to stroll on the sidewalk; villagers never knew when a sheet of wayward trash might obstruct their vision or even sweep them off their feet. The humble townsfolk needed \_\_\_\_\_ on how to deal with the trash epidemic. Then Betsy Hillridge's brother, visiting from nearby Sunshine Shire, came to the rescue. He explained to everyone that artists use large pieces of paper to paint on.

Betsy took the initiative and promptly walked to the inn. Inside, some artists were playing chess while a \_\_\_\_\_ group watched a goldfish swim round and round and round its bowl. Fascinating! After listening to the mayor, Vicenza LaBohem, the group leader, seemed troubled. Vicenza had a tendency to \_\_\_\_\_ large quantities of art supplies. This quirk, combined with her love of open windows and high-powered electric fans, often caused her supplies to be scattered far and wide. This time Vicenza had crossed the line—she had littered while on vacation!

A contrite apology was offered to the villagers, but emotional scars remain to this day. No amount of time spent rocking by the ocean can cure that.

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A contrite apology was offered to the villagers, but emotional scars remain to this day. No amount of time spent rocking by the ocean can cure that.

## Multiple-Meaning Words

- Some words have more than one meaning. They are called **multiple-meaning words**.
- When you see a word you don't know, you may find clues about the word's meaning in the words near the unknown word. These are called context clues.

**Directions:** Read the following passage. Then answer the questions below. Use context clues to help you.

The two-wheeled vehicle known as the bicycle was invented in Europe in the nineteenth century. A French version, called a “boneshaker,” ran on wooden wheels covered with iron. Its front wheel was slightly larger than the rear one, and required a bit of force to propel it forward. As indicated by its name, this was not a comfortable bike to ride.

In the 1880s, the English inventor John Kemp Starley took on the project

of improving the bicycle. In 1885, he manufactured the Rover Safety Bicycle, a more stable bike with air-filled tires.

Today, cyclists enjoy using bikes for travel. Bike paths on streets in the city keep riders safe, and trails through forests or fields are used for enjoyment. Bikes don't need gas to power them, so they do not produce pollution. For this reason, many consider them a fabulous way to get around town.

1. What clues helped you figure out the meaning of *power*?

---

2. What is another meaning of *produce*?

---

3. What are two meanings of the word *field*?

---

4. How do you know which meaning of the word *current* is used here?

---

5. Write a sentence using a different meaning of the word *force* than the way it is used in the passage.

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1. What clues helped you figure out the meaning of *power*?

**“gas” and the word being used as a verb**

2. What is another meaning of *produce*?

**fresh fruits and vegetables**

3. What are two meanings of the word *field*?

**an area used for a specific purpose; a piece of land without trees**

4. How do you know which meaning of the word *current* is used here?

**The word is used as an adjective to describe how bikes of the past are different from today's bikes.**

5. Write a sentence using a different meaning of the word *force* than the way it is used in the passage.

**Answers will vary.**

## Connotations and Denotations

- A word's **denotation** is its dictionary definition.
- A word's **connotation** is the emotion associated with it. A word can have a positive or a negative connotation.

**Directions:** Read the following thesaurus entries. Then answer the questions below.

**fancy** (adj) excessive, extravagant, lavish.

**flaw** (noun) blotch, defect, disfigurement.

**precious** (adj) **1. having a high price:** expensive, high-end, valuable; **2. given special treatment:** cherished, favorite, pet.

**worthless** (adj) flawed, no-good, valueless.

1. What is the denotation of the word *worthless*?

2. Which synonym has the same denotation as *worthless*?

3. Read the sentence: The mother secured the precious infant in the backseat of the car. Which synonym could replace the word *precious* without changing the meaning of this sentence?

4. Which denotation do the words *precious* and *valuable* share?

5. Which synonym for *fancy* has the most negative connotation?

6. Which synonym for *fancy* has the most positive connotation?

7. Which synonym has the same denotation as *flaw*?

---

8. Write a sentence using the word *worthless*.

---

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9. Write a sentence using the word *valuable*.

---

---

10. Write a sentence using the word *fancy*.

---

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11. Write a sentence using the word *flaws*.

---

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**worthless** (adj) flawed, no-good, valueless.

1. What is the denotation of the word *worthless*?

**not worth anything**

2. Which synonym has the same denotation as *worthless*?

**valueless**

3. Read the sentence: The mother secured the precious infant in the backseat of the car. Which synonym could replace the word *precious* without changing the meaning of this sentence?

**cherished**

4. Which denotation do the words *precious* and *valuable* share?

**having a high price**

5. Which synonym for *fancy* has the most negative connotation?

**excessive**

6. Which synonym for *fancy* has the most positive connotation?

**lavish**

---

7. Which synonym has the same denotation as *flaw*?

**defect**

---

8. Write a sentence using the word *worthless*.

**Answers will vary.**

---

9. Write a sentence using the word *valuable*.

**Answers will vary.**

---

10. Write a sentence using the word *fancy*.

**Answers will vary.**

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11. Write a sentence using the word *flaws*.

**Answers will vary.**

---

## Greek and Latin Roots

- When you are reading and see an unfamiliar word, check to see if you recognize any **Greek** or **Latin roots**. These can help you figure out the word's meaning.
- Latin roots include *vis* for "see," *uni* for "one," and *ject* for "send" or "throw."

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

The ground shook for a long time. Dust rose and clouded our vision. I coughed and squeezed my sister's hand. Finally, the earthquake was over. Once the dust cleared, I looked at Jane and noticed she was visibly upset. Her hands were shaking and tears

had streaked her dirty face. I wrapped my arms around her. She did not reject my hug but returned it instead. "Let's go," she said. I didn't object to that idea. Carefully, we opened the cellar doors and went outside, hoping to reunite with our parents.

1. What Latin root is in the word *reunite*? How does this root help you to determine the meaning?

---

---

2. What is the meaning of the word *object* in the passage? How does it relate to the meaning of the root word?

---

---

3. Circle the two words in the passage that have the Latin root meaning "see." What do the two words mean?

---

---

4. *Reject* combines the prefix *re-*, meaning "back or again," with the Latin root *ject*. How can this word structure help you to determine the meaning of the word?

---

---

5. Write a sentence using the word *visibly*.

---

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1. What Latin root is in the word *reunite*? How does this root help you to determine the meaning?

**The root *uni* in *reunite* means “one.” It shows that the word means “being one again.”**

2. What is the meaning of the word *object* in the passage? How does it relate to the meaning of the root word?

**It means “give as a reason against.” It has the root *ject*, meaning “send” or “throw,” and *object* has to do with sending an idea away.**

3. Circle the two words in the passage that have the Latin root meaning “see.” What do the two words mean?

***Vision* means “ability to see.” *Visibly* means “in a way that can be seen.”**

4. *Reject* combines the prefix *re-*, meaning “back or again,” with the Latin root *ject*. How can this word structure help you to determine the meaning of the word?

**Putting the meaning of *re-* and *ject* together shows that *reject* means to throw back.”**

5. Write a sentence using the word *visibly*.

**Answers will vary.**

## Synonyms

- **Synonyms** are words that have the same or similar meanings.
- When you read, you may come across a word you don't know. Look for synonyms as clues to the unknown word's meaning.

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

**F**or Ally, this summer was unforgettable. The reason it was so memorable was because she had a job as a lifeguard. Ally was a dedicated, or devoted, swimmer. Every day, she practiced swimming against a current in the lake and treading water for several minutes at a time. All lifeguards had to pass a test before being hired to work at the beach, so Ally made sure to prepare for the test ahead of time. While passion is a good thing, she knew her enthusiasm for swimming might distract

her from the test, so she also worked on keeping her excitement in check. Although she had an influential, or powerful, friend who could just give her the job, she wanted to be hired for her abilities. Ally felt she would do well and her confidence soared. When she saw the smiles of the swimming instructors, her confidence skyrocketed even more. She knew she had gotten the job!

1. What synonym for the word *memorable* appears in the passage?

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2. What does the word *dedicated* mean? How do you know?

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3. What synonym for *passion* is included in the passage? Write a second synonym for *passion*.

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4. What is the meaning of *influential* in the passage? How can you tell?

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5. What synonym for *soared* can be found in the passage?

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1. What synonym for the word *memorable* appears in the passage?

**unforgettable**

2. What does the word *dedicated* mean? How do you know?

**It means "devoted" because the two words are synonyms.**

3. What synonym for *passion* is included in the passage? Write a second synonym for *passion*.

**enthusiasm; excitement**

4. What is the meaning of *influential* in the passage? How can you tell?

**It means "powerful" because the two words are synonyms.**

5. What synonym for *soared* can be found in the passage?

**skyrocketed**

## Antonyms

- An **antonym** is a word that means the opposite of another word.
- Words such as *unlike*, *but*, and *instead* may indicate the presence of antonyms.

**Directions:** Read the following passage about an athlete. Then circle the words in the list below that complete antonym pairs. Use a thesaurus to help you.

**A**lthough Hannah was born without legs, she refused the idea that her disability would slow her down. Instead of feeling doubt about her abilities, Hannah had confidence in herself. It was true that her wheelchair sometimes made her feel confined at school, but on weekends rock climbing made her feel completely free.

Unlike those who tried to discourage Hannah from rock climbing, her instructors

continued to promote rock climbing because they knew Hannah was up for the challenge. One of the instructors was Hannah's personal heroine, not a villain. She encouraged Hannah to do her best. Hannah had great enthusiasm for rock climbing, rather than indifference. She thought she might become a professional some day, but for now she was still an amateur.

- |                        |              |            |           |
|------------------------|--------------|------------|-----------|
| 1. <b>villain</b>      | instructors  | challenge  | heroine   |
| 2. <b>professional</b> | personal     | amateur    | best      |
| 3. <b>confidence</b>   | free         | doubt      | true      |
| 4. <b>promote</b>      | discourage   | confined   | dangerous |
| 5. <b>enthusiasm</b>   | indifference | disability | continued |

**Directions:** Write two sentences using any of the antonym pairs from above.

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**Directions:** Write two sentences using any of the antonym pairs from above.

**Answers will vary.**

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## Now You Try It!

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

### Writing Prompt

After reading the e-mails “What Makes a Hero?” suppose that you are helping to create a Web page about kid heroes. Write a blog entry that would appear on the Web page. Use ideas from the e-mails and at least three of the academic vocabulary words.

**considerable • inclination • unconventional**  
**• emphasize**

### BLOG

- an online journal of a writer’s experiences, observations, or opinions on a topic

### 1. Plan It

Use the organizer to plan what you want to say. Include ideas from “What Makes a Hero?” Then circle the details that are the most convincing or interesting.



### Kid Heroes

My feelings or opinions about kid heroes:

Details from the article that helped me form my opinion:

## 2. Write It

Now use your organizer to write your blog entry. You can start by completing the writing frame below.

○ ○ ○

I feel that kid heroes are \_\_\_\_\_

\_\_\_\_\_

The reasons I feel this way are \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## 3. Check It and Fix It

After you have written your blog entry, check your work. Use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your blog entry 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 blog entry share a feeling or opinion about kid heroes?**  
1   2   3   4   5
- 2. Does the blog entry include information from “What Makes a Hero?” that supports the feelings or opinions?**  
1   2   3   4   5
- 3. Are at least three academic vocabulary words used?**  
1   2   3   4   5

**Academic Vocabulary • Word Relationships**

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

## Leonardo's Journals

Leonardo da Vinci pursued a considerable range of interests. He had so many interests and ideas that new ones distracted him from other projects. Some have observed that he possessed too many abilities. One lifetime contains too few hours for such a man. Leonardo was an unconventional thinker, different from the normal people of his time. Leonardo's journals have preserved many of his plans and ideas. He had an inclination to record plans for many inventions. This is how we learn of his great genius today.

- 1 Which of the following is a synonym of *considerable*?
  - A small
  - B colorful
  - C great
  - D unusual
  
- 2 Which of the following is a synonym of *inclination*?
  - A distraction
  - B concern
  - C slanted
  - D tendency
  
- 3 Which of the following is an antonym of *inclination*?
  - A position
  - B distraction
  - C dislike
  - D influence
  
- 4 Which of the following is an antonym of *considerable*?
  - A insignificant
  - B emphasized
  - C unworthy
  - D disgusting
  
- 5 Which of the following is a synonym of *unconventional*?
  - A nontraditional
  - B customary
  - C typical
  - D frequent

## Academic Vocabulary • Word Relationships

### Word Bank

emphasis	emphasizes	conventional	considerably
unconventional	convention	inclination	emphasizing
consideration	inclined	considered	disinclined

**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. His message had a strong \_\_\_\_\_: He needed the serum fast—within days, not weeks.
2. The Board of Health was strongly \_\_\_\_\_ to use a dogsled relay and voted for it unanimously.
3. Our teacher wants us to think beyond \_\_\_\_\_ heroes—brave soldiers, great athletes, or fictional superheroes.
4. But other \_\_\_\_\_ heroes include those who fight and conquer suffering over a long period of time.
5. As he \_\_\_\_\_ in his book, heroes come in all shapes and sizes.
6. They inspired me to do some research of my own, with an \_\_\_\_\_, or special focus, on kids who have fought illness or injury for a long time.
7. It may be that the \_\_\_\_\_ to rescue someone in need is actually an instinct rather than a choice.
8. Although we are naturally \_\_\_\_\_ to avoid dangerous situations, in some cases, a person, whether old or young, may be driven to act.
9. Unlike images of the Greek heroes, these statues are \_\_\_\_\_ realistic.
10. Their \_\_\_\_\_ was on the portrayal of the gladiators' courage and athletic strength.
11. They also preferred to depict the general dressed in the \_\_\_\_\_, or traditional, military uniform of the era.
12. One \_\_\_\_\_ in Ancient Rome was to reward victorious fighters with crowns and silver platters heaped with prize money.

**Academic Vocabulary • Word Relationships**

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## Academic Vocabulary • Word Relationships

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<b>unconventional</b>	<b>convention</b>	<b>inclination</b>	<b>emphasizing</b>
<b>consideration</b>	<b>inclined</b>	<b>considered</b>	<b>disinclined</b>

**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.

- His message had a strong **emphasis**: He needed the serum fast—within days, not weeks.
- The Board of Health was strongly **inclined** to use a dogsled relay and voted for it unanimously.
- Our teacher wants us to think beyond **conventional** heroes—brave soldiers, great athletes, or fictional superheroes.
- But other **unconventional** heroes include those who fight and conquer suffering over a long period of time.
- As he **emphasizes** in his book, heroes come in all shapes and sizes.
- They inspired me to do some research of my own, with an **emphasis**, or special focus, on kids who have fought illness or injury for a long time.
- It may be that the **inclination** to rescue someone in need is actually an instinct rather than a choice.
- Although we are naturally **inclined** to avoid dangerous situations, in some cases, a person, whether old or young, may be driven to act.
- Unlike images of the Greek heroes, these statues are **considerably** realistic.
- Their **emphasis** was on the portrayal of the gladiators' courage and athletic strength.
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- One **convention** in Ancient Rome was to reward victorious fighters with crowns and silver platters heaped with prize money.

## Now You Try It!

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

### OPINION LETTER

- a message written to explain an opinion about a topic

#### Writing Prompt

A school in your community is considering having all students take an IQ test. Write a letter to the school principal expressing whether you think this is a good idea. Use ideas from the interview “The IQ Question” and at least three of the academic vocabulary words.

**judge • limited • develop • promote**

### 1. Plan It

Use the organizer to plan what you want to say. Think about the ideas from “The IQ Question.” Is it a good idea or a bad idea to have all students take an IQ test?



### Letter to the Principal

#### My Opinion

Your opinion is what you think about the issue.

#### My Reasons

Your reasons explain your opinion.



## Now You Try It!

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

### JOURNAL

- a person's record of daily activities and thoughts

#### Writing Prompt

Do you consider yourself a right-brained or a left-brained person? A right-brained person is creative and spontaneous. A left-brained person is logical and cautious. Explain which of these choices best describes you. Use ideas from "Brain Battle" and at least three of the academic vocabulary words.

**judgment • unlimited • development • promoting**

### 1. Plan It

Use the organizer to plan what you want to say. Think about the ideas from "Brain Battle." Then write your reasons for why you are right-brained or left-brained.



### Journal Entry

#### My Behavior

Explain whether you are a right-brained or a left-brained person.

#### Why I Am That Way

Explain why you behave this way.



## Academic Vocabulary • Compare and Contrast

- When you **compare and contrast**, you tell how two or more things are alike and how they are different.
- Sometimes words such as *like*, *as*, *however*, and *unlike* signal comparisons or contrasts.

**Directions:** Read the following passage. Then complete the chart below.

**S**chools in China and the United States are alike and different. In both countries, the school year is about 40 weeks long. However, in China, students attend six days a week instead of five. Chinese elementary schools teach the same core subjects as U.S. schools, but politics, foreign language, and manual labor are taught too. In the United States, about the same amount of time is spent on English as on other subjects. However, in China,

nearly 40 percent of class time is spent on Chinese because it is so difficult. This means Chinese students have a limited amount of time for other subjects. Unlike U.S. students, Chinese students must pass exams to be promoted to junior high school (called junior middle school) or high school (called senior middle school). Finally, in the United States all children attend junior high school, but in China less than half of all children attend.

	<b>United States</b>	<b>China</b>
<b>Length of school year</b>	40 weeks	40 weeks
<b>Length of school week</b>	Five days	Six days
<b>Elementary school subjects</b>	1.	
<b>Time spent on language</b>	2.	
<b>Entrance exams</b>	3.	
<b>Junior high attendance</b>	4.	
<b>Names of schools</b>	5.	

## Academic Vocabulary • Word Relationships

### Word Bank

develop  
limits  
limited

promote  
judge  
judgment

developed  
promoting  
unlimited

limitation  
promotion  
development

**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. Keep in mind that not all brains \_\_\_\_\_, or grow, at the same rate.
2. He also identified \_\_\_\_\_ abilities in some children who could not complete the tasks at their age level.
3. People who \_\_\_\_\_ testing say that, when used properly, IQ tests provide a way to identify students who might benefit from special programs.
4. The results were being used to \_\_\_\_\_ people without considering other factors, such as their cultural background or life experiences.
5. Others, not made every day, require more careful \_\_\_\_\_.
6. Because some areas of teen brains are not yet fully \_\_\_\_\_, teens do not make decisions in the same way as adults do.
7. There is one key to \_\_\_\_\_ good development of all parts of your brain: sleep.
8. There may be times when you feel that you are facing \_\_\_\_\_ choices—so many that you just can't make a decision.
9. If parts of a person's brain are destroyed, the result can be the \_\_\_\_\_ of brain functions.
10. Many experts say that mental exercise also helps \_\_\_\_\_ good brain health.
11. Now when I think about watching TV or reviewing my notes, my better \_\_\_\_\_ tells me that reviewing my notes will help my brain to grow smarter.
12. However, even \_\_\_\_\_, or mature, brain cells can also lose connections.

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<b>Elementary school subjects</b>	<b>1. core subjects</b>	<b>core subjects plus others</b>
<b>Time spent on language</b>	<b>2. same amount of time as on other subjects</b>	<b>40 percent of class time</b>
<b>Entrance exams</b>	<b>3. no entrance exams</b>	<b>entrance exams for junior high and high school</b>
<b>Junior high attendance</b>	<b>4. All children attend.</b>	<b>Less than half attend.</b>
<b>Names of schools</b>	<b>5. junior high school, high school</b>	<b>junior middle school, senior middle school</b>

## Academic Vocabulary • Word Relationships

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limited

promote  
judge  
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limitation  
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