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**ABSTRACT**

One of a series of Parallel Alternative Strategies for Students (PASS) packages developed to provide Florida teachers with modified approaches for presenting content courses to mainstreamed exceptional students, this guide was designed as a supplementary text and workbook for a high school English course. The guide is divided into six units of study: Spelling, Vocabulary, Literature, Oral Communication, The Writing Process, and Reading Comprehension. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning, as well as a section which lists various approaches and activities for presenting the unit content to the students. In addition, the spelling and vocabulary units contain the eighth and eleventh grade state Student Assessment Minimum Lists for Spelling and Reading. The student materials in each unit include student study sheets and learning activities, which may be reproduced for the students' use. Each learning activity has a numbered objective in the left-hand corner which is referenced to the objective listed in the teacher's guide in each unit. Answer keys are located in the appendix. This PASS has been correlated to the intended outcomes adopted by the State Board of Education for the English Skills I course and the state-suggested student performance standards. The correlation chart is found in the appendix. (ARH)

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ED 294245

# English Skills I

## Course No. 1001300

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# Parallel Alternative Strategies for Students

June 1986



State of Florida  
Department of Education  
Tallahassee, Florida  
Ralph D. Turlington, Commissioner  
Affirmative action/equal  
opportunity employer

CS 211236

This manual is one of a series of publications designed to assist Florida school districts in the provision of special programs for exceptional students. For additional copies of this manual, or for a complete listing of available publications, contact the FDLRS Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Knott Building, Tallahassee, Florida 32301 (telephone: 904/488-1879; SunCom: 278-1879; SpecialNet: BEESPS).

# **English Skills I**

**Course No. 1001300**

## **Parallel Alternative Strategies for Students**

**Bureau of Education for Exceptional Students**



State of Florida  
Department of Education  
Tallahassee, Florida  
Ralph D. Turlington, Commissioner  
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This publication was developed by Leon County Schools through the Special Project, "Improvement of Secondary Curriculum for Exceptional Students," funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under Federal Assistance for the Education of the Handicapped (P.L. 91-230, EHA, Part B, as amended by P.L. 93-380 and P.L. 94-142).

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## ACKNOWLEDGEMENTS

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was developed under the guidance and support of the following  
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## FOREWORD

Parallel Alternative Strategies for Students (PASS) is a content-centered package of alternative methods and materials designed to assist secondary teachers to meet the needs of students of various achievement levels in the basic education content courses. Each PASS offers teachers supplementary activities and strategies to assist certain exceptional students and low achieving students in the attainment of the intended outcomes of a specific course.

The alternative methods and activities found in the PASS materials have been adapted to meet the needs of specific learning disabled and emotionally handicapped students mainstreamed in content classes. The PASS materials provide basic education teachers with a modified approach for presenting the course content that may be useful with mainstreamed exceptional students and other students with learning or behavior problems in their classrooms. The PASS materials also provide the exceptional education teacher, teaching subject area courses, with curriculum materials designed for these exceptional students.

The initial work on PASS materials was done in Florida through Project IMPRESS, an EHA VI-B project funded to Leon County from 1981-1984. Four sets of modified content materials called Parallel Alternate Curriculum (PAC) were disseminated as parts 2-5 of Resource Manual, Volume V-F: An Interactive Model Program for Exceptional Secondary Students (IMPRESS). Project IMPRESS patterned the PACs after the curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona Public Schools.

This is one of a series of PASS packages which was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA VI-B Special Project, Improvement of Secondary Curriculum for Exceptional Students. This project was funded by the Florida State Department of Education, Bureau of Education for Exceptional Students to Leon County Schools for the 1984-1986 school years. Basic education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review and validate these curriculum packages for the selected courses.

Neither the content nor the activities are intended to be a comprehensive presentation of any course. These PASS materials are designed to supplement the textbooks and other instructional materials and should not be used alone. Instead, they should serve as a stimulus for the teacher's own creativity to design alternative strategies for teaching the student performance standards to the mastery level to the diverse population in a high school class.

As supplementary material to augment the curriculum for exceptional students and other low achieving students, PASS may be utilized in a variety of ways. For example, some infusion strategies for incorporating this text into the existing program are as follows:

1. alternate resource to the basic text
2. pre-teaching tool (advance organizer)
3. post-teaching tool (review)
4. alternate homework assignment
5. alternate reading assignment
6. alternate to a book report
7. extra credit
8. make-up work
9. outside assignment--individual contract
10. self-help modules
11. individual activity for drill and practice
12. general resource material for small or large groups

The content in PASS differs from the standard textbooks and workbooks in several ways: simplified text, reduced vocabulary level, increased frequency of drill and practice, shorter reading assignments, more clear and concise directions, less cluttered format and the presentation of skills in small, sequential steps.

Students with learning or behavior problems often require alternative methods of presenting and evaluating important content. The PASS is an attempt to provide some of the modifications necessary for students with special needs to have successful classroom experiences.



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## USER'S GUIDE

The English Skills I Parallel Alternative Strategies for Students (PASS) is designed as a supplementary text and workbook for course number 1001360 and is divided into six units of study: Spelling, Vocabulary, Literature, Oral Communication, The Writing Process, and Reading Comprehension. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning. The teacher's guide also contains a section called, "Suggested Instructional Strategies", which lists various approaches and activities for presenting the unit content to the students. In addition, the Spelling and Vocabulary units contain the eighth and eleventh grade State Assessment Minimum Lists for Spelling and Reading, respectively. Additional strategies for teaching spelling are located in the Appendix.

The student materials in each unit include Student Study Sheets and Learning Activities, which may be reproduced for the students' use. The Student Study Sheets present instruction of selected skills. For example, Unit V contains Student Study Sheets for Rules of Capitalization and Dividing Words into Syllables. It cannot be assumed that students will learn the content from the handouts alone. The presentation should be accompanied by an oral introduction and discussion of the skills described on the Student Study Sheets.

Learning Activities are best used for drill and practice or review to reinforce the unit objectives and the student performance standards. This modified text presents only a limited sample of learning activities. Teachers using these supplemental materials will want to provide a variety of opportunities to stimulate the students' interest and develop higher levels of cognition. The classroom experiences will be further enriched with the inclusion of audio-visual aids and opportunities for both oral and written creative expression in conjunction with Units III, IV, and V.

Each Learning Activity has a numbered objective in the left-hand corner which is referenced to the objectives listed in the teacher's guide in each unit. Answer Keys are located in the appendix. The Learning Activities were designed to be sufficiently general and adaptable enough to accompany any English textbook.

This PASS has been correlated to the intended outcomes adopted by the State Board of Education for the English Skills I course and the state-suggested student performance standards. The correlation chart is found in the appendix. Forty-seven of the fifty-six student performance standards have been covered. Other resources must be used to teach standards not presented in this text

No one text can adequately meet all the needs of all the students. This PASS is no exception. The teacher-developed materials contained herein coupled with other carefully selected resources, effective teaching strategies, and the teacher's professional judgment should provide a good foundation for teaching the English Skills I course to exceptional students.

UNIT 1  
SPELLING

## OBJECTIVE

- 1.0 Demonstrate knowledge of basic spelling as determined by specific word lists.

The student will be able to:

- 1.1 Demonstrate the correct spelling of words on a local or state spelling list
- 1.2 identify commonly misspelled words
- 1.3 demonstrate a knowledge of the spelling of words on a local or state vocabulary list

## INTRODUCTION

It may be beneficial to some students to separate the spelling activities from vocabulary activities. The comprehension of the word may not be essential to the spelling skill. On the other hand, vocabulary lessons which cover definition, part of speech, use of the word in a sentence, synonyms, and antonyms of the spelling word may aid some students' memory.

Learning activities found in this unit are written only for the fifteen words listed below which were taken from the State Student Assessment Test (SSAT). The purpose is to give examples of a variety of activities which may be adapted to any word list.

- |               |                 |
|---------------|-----------------|
| 1. balcony    | 9. occupy       |
| 2. elevator   | 10. maintain    |
| 3. tremendous | 11. attract     |
| 4. hesitate   | 12. explanation |
| 5. substitute | 13. knight      |
| 6. reference  | 14. hangar      |
| 7. relief     | 15. residence   |
| 8. propel     |                 |

## SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students pronounce the words and discuss the definitions so that they understand the meaning of the words they are to spell.
2. Discuss the spelling of words that are commonly misspelled, such as: sophomore, dumbu, and weird.

3. Pretest spelling words by dividing the list into thirds and testing each third on a specified day of the week, or suggest that students break the list into small segments for study purposes.
4. Ask questions that focus the students' attention on troublesome spots. (See Learning Activity, p. 16.)
5. Provide a variety of worksheet activities for drill and practice. For example:
  - a. find and circle the spelling words in a list of words (Learning Activity p. 15).
  - b. write letters of the words in word block configuration like **b o y** (Learning Activity p. 20).
  - c. fill in the missing letters, such as b a l c o n y (Learning Activity p. 17).
  - d. use word search or word find (Learning Activity p. 19).
  - e. select correct spelling from several choices such as, balcony, ballcony, balcany, bolcany (Learning Activity p. 18).
  - f. scramble the spelling words (Learning Activity p. 14).
6. Limit the amount of words to only ten or fifteen per week.
7. Encourage peer teaching with flash cards.
8. Given a fifteen-word spelling test, have students circle ten of the words that they want to be graded as their test.
9. Students can practice spelling words by writing them five times each on paper, by air writing so they will sense the motion of the word, or by writing them on the board while blindfolded forcing them to visualize the word.
10. At the beginning of a grading term, provide a list of spelling words for that grading term, thus giving the student with slower learning methods more time with each week's words.



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FLORIDA DEPARTMENT OF EDUCATION  
FLORIDA LISTS FOR ASSESSMENT OF SPELLING  
FOR GRADES 8 AND 11  
(June, 1980)

1. What are the Florida Lists for Assessment of Spelling?

They are lists of words which are being taught through instructional materials in the state of Florida.

2. What is the rationale behind the spelling lists?

Students should be assessed on words they are already being taught through the use of basal spellers and readers, instructional materials and activities which integrate reading, vocabulary study, spelling, writing and usage.

3. What is the purpose of the lists?

The spelling lists inform districts of the core set of words on which students may be assessed. They represent a minimal number of words for assessment purposes at grades three, five, eight, and eleven. The lists do not reflect all of the words needed by individual students in their writing activities nor higher educational competencies that individual school districts expect of most students.

4. Who identified the criteria for selecting words for the lists?

In August, 1979, a committee of language arts supervisors, teachers, and Department of Education consultants recommended criteria for determining the words to be utilized in measuring spelling skills. These criteria were considered by Department of Education representatives from the Bureaus of Curriculum Services and Program Support Services in a meeting on October 10, 1979, and approved with modifications.

5. What are the criteria for selecting words for the lists?

- a. Words are those which are common to the adopted spelling textbooks in use in Florida.

- b. The levels of the words are as follows:

- (1) 3rd grade assessment--from grade 1 spelling textbooks.
  - (2) 5th grade assessment--from grades 2 and 3 spelling textbooks
  - (3) 8th grade assessment--from grades 4 and 5 spelling textbooks
  - (4) 11th grade assessment--from grades 6 and 7 spelling textbooks
- c. The words appear on the McGraw-Hill Educational Development Laboratories (EDL/McGraw-Hill) Revised Reading Core Vocabulary which is based on the appearance of words in nine basal reading series and the additional resources listed below.

A Basic Vocabulary of Elementary School Children, by Henry D. Rinsland

The Teacher's Word Book of 30,000 Words, by Edward L. Thorndike and Irving Lorge.

The EDL placement levels of the words occur prior to the grade level when assessed in spelling.

The words on the lists have the following EDL placement level ranges:

3rd grade - grades P-2  
5th grade - grades P-4  
8th grade - grades 1-6  
11th grade - grades 3-9

Generally, the words selected have been introduced in reading several grades earlier than when mastery in spelling is required. One of the reasons for the variations between reading grade placement and spelling grade placement in a basal series is the concern with word structure and form used in teaching spelling, rather than concentration on word meaning in context.

Both practice and research demonstrate that in order to learn to spell, it is not necessary for children to learn the meaning of the majority of their spelling words. However, the criteria used in the development of the Florida Lists for Assessment of Spelling first identify words from adopted spelling series, and further, EDL substantiates that these words are, in fact, those

with which students have become familiar through reading material and writing.

- d. Spelling words required by skill number 56 (spelling of months, days, and selected numbers) will not be included on the printed lists, since the words are clearly identified by the skill.
- e. The writing standards require instruction in forming inflected and derived forms of words (skills 2, 3, 4, 7, 8, 10, 11, 61, 66, and 69). Students are expected to spell both inflected and derived forms of the words appropriate for the level of assessment.
- f. Words to be utilized when assessing students on skills 59-61 may be drawn from any of the spelling lists (including inflected and derived forms).

## Objective 1.3

Florida Department of Education  
Student Assessment Minimal List for Spelling

## Grade 08

afraid	county	important	picnic	split
aid	cousin	inches	picture	square
already	damage	include	plain	stage
among	death	instead	plane	stall
answer	destroy	jacket	planet	station
apron	discover	jelly	pocket	steal
bacon	dislike	join	poem	stout
banana	dividing	juice	potato	sugar
bare	doctor	kitchen	prepare	sunshine
basement	double	kneel	prevent	supply
beauty	doubt	knives	pupil	teeth
beg	dozen	language	ranch	though
between	draw	let's	range	thousand
blanket	drew	level	recover	thread
blood	either	lily	remain	through
bloom	enemy	listen	remark	ton
booth	engine	locate	remember	tooth
breath	evening	lose	repair	torch
breeze	event	lumber	report	trouble
cabin	explore	marble	return	turkey
calm	farther	market	rifle	unit
calves	field	message	roar	vacation
careless	football	minute	robin	valley
center	forest	month	rule	village
cheese	fresh	mountain	sailor	visitor
chew	frozen	nation	scout	vote
chicken	fruit	nature	season	voyage
chief	geography	nickel	sentence	wasn't
choose	giant	notice	settle	waste
choice	habit	ocean	shape	we're
circle	harvest	office	sign	weren't
circus	haul	orbit	since	wheat
coach	health	oven	slept	wife
coast	heavy	package	slice	worm
company	helmet	patch	slight	worry
cookies	hero	peace	soil	worst
cottage	huge	peaceful	spare	worth
country	husband	perhaps	speech	young

190 TOTAL WORDS FOR GRADE 08

NOTE: SKILL NUMBER 56 REQUIRES EIGHTH GRADERS TO SPELL THE DAYS OF THE WEEK, THE MONTHS OF THE YEAR AND THE NUMBERS OF ONE THROUGH ONE HUNDRED TWENTY-ONE.

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**Florida Department of Education  
Student Assessment Minimal List for Spelling**

**Grade 08**

afraid	county	important	picnic	split
aid	cousin	inches	picture	square
already	damage	include	plain	stage
among	death	instead	plane	stall
answer	destroy	jacket	planet	station
apron	discover	jelly	pocket	steal
bacon	dislike	join	poem	stout
banana	dividing	juice	potato	sugar
bare	doctor	kitchen	prepare	sunshine
basement	double	kneel	prevent	supply
beauty	doubt	knives	pupil	teeth
beg	dozen	language	ranch	though
between	draw	let's	range	thousand
blanket	drew	level	recover	thread
blood	either	lily	remain	through
bloom	enemy	listen	remark	ton
booth	engine	locate	remember	tooth
breath	evening	lose	repair	torch
breeze	event	lumber	report	trouble
cabin	explore	marble	return	turkey
calm	farther	market	rifle	unit
calves	field	message	roar	vacation
careless	football	minute	robin	valley
center	forest	month	rule	village
cheese	fresh	mountain	sailor	visitor
chew	frozen	nation	scout	vote
chicken	fruit	nature	season	voyage
chief	geography	nickel	sentence	wasn't
choose	giant	notice	settle	waste
choice	habit	ocean	shape	we're
circle	harvest	office	sign	weren't
circus	haul	orbit	since	wheat
coach	health	oven	slept	wife
coast	heavy	package	slice	worm
company	helmet	patch	slight	worry
cookies	hero	peace	soil	worst
cottage	huge	peaceful	spare	worth
country	husband	perhaps	speech	young

190 TOTAL WORDS FOR GRADE 08

NOTE: SKILL NUMBER 56 REQUIRES EIGHTH GRADERS TO SPELL THE DAYS OF THE WEEK, THE MONTHS OF THE YEAR AND THE NUMBERS OF ONE THROUGH ONE HUNDRED TWENTY-ONE.



## Objective 1.3

Florida Department of Education  
Student Assessment Minimal List for Spelling

Grade 11

absolute	compare	error
absorb	compete	estimate
action	complain	examination
actor	conclusion	example
adapt	conducc	exceed
adventure	confusion	excellent
advice	continent	exception
advise	continue	explanation
agent	conversation	faucet
agriculture	convince	favorite
aisle	corporal	federal
alter	costume	firm
amaze	council	fortunate
anchor	counsel	fortune
angel	cruel	freight
article	current	funnel
attic	dangerous	general
attract	dentist	glide
audience	dependence	governor
balance	despair	grace
balcony	diagram	grammar
barrel	dial	grief
basin	diet	guest
brief	difference	guilty
bury	director	hangar
business	dismissal	hemisphere
cancel	division	hesitate
cartoon	duel	honor
cautious	earnest	human
celebrate	earthquake	humor
certain	ease	idol
certificate	edit	ignorance
circular	electricity	image
citizen	element	inquire
civil	elevator	journey
combine	engineer	kindergarten
commerce	envy	knight

224 TOTAL WORDS FOR GRADE 11

NOTE: SKILL NUMBERS 56 REQUIRES ELEVENTH GRADERS TO SPELL THE DAYS OF THE WEEK, THE MONTHS OF THE YEAR AND THE NUMBERS ONE THROUGH ONE HUNDRED TWENTY-ONE.

## Objective 1.3

Florida Department of Education  
Student Assessment Minimal List for Spelling

## Grade 11

local	prefer	sheriff
machine	preserve	shield
maintain	prevail	simplicity
manufacture	proceed	sincere
mechanic	process	singular
medium	produce	smooth
melody	project	soldier
merchant	propel	source
method	protection	sponge
minor	pursue	stadium
museum	qualif	standard
nephew	quality	straight
nervous	quantity	stretch
normal	quiet	substitute
notify	quote	tackle
occupy	radiator	tad
operate	rebel	telegraph
ounce	reduce	temperature
panel	reference	throughout
pardon	regular	tractor
particular	relief	tremendous
patience	remedy	trial
pearl	rescue	umpire
peer	residence	vacant
performance	rival	vague
period	rough	valuable
photograph	satisfy	vapor
phrase	scene	venture
pier	scenery	victory
pilot	scheme	view
plaster	scholar	vigor
pleasure	science	violin
pliers	scientific	vital
poise	sculptor	volcano
policy	senate	weight
politics	senator	whatever
postpone	servant	wrench
		yolk

## Objective 1.2

## COMMONLY MISSPELLED WORDS

(This list is included for reference)

abbreviate	dictionary	laboratory	realize
accidentally	dependent	lightning	recognize
achievement	description	literature	recommend
across	desirable	loneliness	reference
address	different	maintenance	referred
all right	disagree	marriage	rehearse
altogether	disappear	mathematics	repetition
always	disappoint	medicine	representative
amateur	discipline	minimum	restaurant
analyze	dissatisfied	mischievous	rhythm
anonymous	efficient	missile	ridiculous
answer	eighth	misspell	sandwich
apologize	eligible	mortgage	schedule
appearance	eliminate	municipal	scissors
appreciate	embarrass	necessary	secretary
appropriate	emphasize	nickel	separate
argument	environment	ninety	sergeant
arrangement	enthusiastic	noticeable	similar
associate	equipped	nuclear	sincerely
awkward	especially	nuisance	sophomore
balance	exaggerate	obstacle	souvenir
bargain	excellent	occasionally	specifically
beginning	exhaust	occur	strategy
believe	expense	opinion	strictly
bicycle	experience	opportunity	success
bookkeeper	familiar	original	surprise
bulletin	fascinating	outrageous	syllable
bureau	February	parallel	sympathy
business	financial	particularly	symptom
cafeteria	foreign	permanent	temperament
calendar	fourth	permissible	temperature
campaign	fragile	persuade	throughout
candidate	generally	picnicking	through
certain	government	pleasant	together
changeable	grammar	pneumonia	tomorrow
characteristic	guarantee	politics	traffic
column	guard	possess	tragedy
committee	gymnasium	possibility	transferred
courageous	handkerchief	practice	truly
courteous	height	prejudice	Tuesday
criticize	humorous	preparation	twelfth
curiosity	imaginary	privilege	undoubtedly
cylinder	immediately	probably	unnecessary
dealt	incredible	professor	vacuum
decision	influence	pronunciation	vicinity
definitely	intelligence	propeller	village
despair	interesting	psychology	weird
desperate	knowledge	quantity	writing

## Objective 1.1

DIRECTIONS: Use the list of spelling words on the left to unscramble the words on the right. Make sure that all the letters in the scrambled word are in the unscrambled word.

balcony	1.	denertusom	_____
elevator	2.	nerecefer	_____
tremendous	3.	reoppl	_____
hesitate	4.	tactrat	_____
substitute	5.	nhkigt	_____
reference	6.	seniredce	_____
relief	7.	coynabl	_____
propel	8.	yucpoc	_____
occupy	9.	tapelxinoan	_____
maintain	10.	sateetih	_____
attract	11.	rahgna	_____
explanation	12.	ratelveo	_____
knight	13.	rifeel	_____
hangar	14.	naaimtin	_____
residence	15.	butitusets	_____

**DIRECTIONS:** Circle this week's spelling words, as the teacher says them.

- |                |                |                |
|----------------|----------------|----------------|
| 1. qualify     | 16. phrase     | 31. costume    |
| 2. knight      | 17. governor   | 32. substitute |
| 3. confusion   | 18. occupy     | 33. servant    |
| 4. balcony     | 19. fortune    | 34. residence  |
| 5. satisfy     | 20. elevator   | 35. citizen    |
| 6. aisle       | 21. maintain   | 36. sheriff    |
| 7. explanation | 22. process    | 37. rough      |
| 8. pliers      | 23. hesitate   | 38. propel     |
| 9. humor       | 24. sponge     | 39. hangar     |
| 10. diet       | 25. tremendous | 40. angle      |
| 11. prefer     | 26. volcano    | 41. relief     |
| 12. dependence | 27. reference  | 42. business   |
| 13. attract    | 28. stretch    | 43. victory    |
| 14. engineer   | 29. federal    | 44. cautious   |
| 15. singular   | 30. museum     | 45. cruel      |

## Objective 1.1

DIRECTIONS: Answer the following questions about the list of words below.

- |               |              |                 |
|---------------|--------------|-----------------|
| 1. balcony    | 6. reference | 11. attract     |
| 2. elevator   | 7. relief    | 12. explanation |
| 3. tremendous | 8. propel    | 13. knight      |
| 4. hesitate   | 9. occupy    | 14. hangar      |
| 5. substitute | 10. maintain | 15. residence   |

1. Does the second word end in -ar, -er, -ir or -or?  
\_\_\_\_\_
2. Write three short words found in the fourth word.  
\_\_\_\_\_
3. Are the endings of the sixth and fifteenth words the same? \_\_\_\_\_
4. What silent letter is in the thirteenth word? \_\_\_\_\_
5. Does the fourteenth word end in -ar, -er, -ir, or -or?  
\_\_\_\_\_
6. Which two words have double letters? \_\_\_\_\_
7. Which words have three t's? \_\_\_\_\_
8. In which two words is there a "z" sound spelled with an "s"? \_\_\_\_\_
9. Does the seventh word have an "ie " or "ei" spelling?  
\_\_\_\_\_
10. Is the eighth word spelled with an "el" or "le" ending?  
\_\_\_\_\_
11. Is the spelling of the end of the third word "us" or "ous"? \_\_\_\_\_

## Objective 1.1

DIRECTIONS: Fill in the blanks using the spelling words.

1. b a \_ \_ c o \_ \_ y
2. \_ \_ l \_ \_ v a t \_ \_ r
3. t r \_ \_ m \_ \_ n d \_ \_ u s
4. h \_ \_ s \_ \_ t a t \_ \_
5. s u b \_ \_ t \_ \_ t u t e
6. r e f \_ \_ r \_ \_ n c e
7. r e l \_ \_ \_ f
8. p r o p \_ \_ \_
9. o c \_ \_ u \_ \_ y
10. m \_ \_ \_ n t \_ \_ \_ n
11. \_ \_ t t r \_ \_ c \_ \_
12. e x p l \_ \_ n a t i o n
13. \_ \_ n i \_ \_ \_ t
14. h a n g \_ \_ r
15. r e \_ \_ \_ d \_ \_ n c e

**UNIT I SPELLING**

**Learning Activity**

Objective 1.1

**DIRECTIONS:** Circle the correct spelling of the word in each line.

- |                 |             |             |
|-----------------|-------------|-------------|
| 1. balcany      | balceny     | balcony     |
| 2. elevater     | elivator    | elevator    |
| 3. tremendous   | tremendus   | trimendus   |
| 4. hezitate     | hesatate    | hesitate    |
| 5. substitoot   | substitute  | substatute  |
| 6. referance    | refirence   | reference   |
| 7. relief       | releif      | releef      |
| 8. porpel       | propel      | prople      |
| 9. occupy       | occuppy     | occupy      |
| 10. maintane    | maintain    | manetane    |
| 11. attrack     | atract      | attract     |
| 12. explination | explanation | explanasion |
| 13. knight      | kight       | knite       |
| 14. hangor      | hangir      | hangar      |
| 15. residance   | residence   | rezidence   |



**UNIT I SPELLING****Learning Activity****Objective 1.1**

**DIRECTIONS:** Find and circle each spelling word listed below in the word search.

e	s	i	q	e	u	y	a	l	n	t	k	a	f	r	v	y	b	s	t
q	r	y	n	x	h	a	q	j	w	h	f	p	e	d	f	c	k	c	r
o	c	c	u	p	y	t	g	r	a	g	t	c	h	e	h	i	s	w	e
m	b	u	j	l	c	t	v	k	e	q	z	o	i	g	a	v	u	j	m
r	l	k	m	a	f	r	p	t	u	f	m	l	r	b	n	n	b	u	e
d	h	h	p	n	o	a	r	a	l	i	e	u	x	q	g	p	s	j	n
z	s	e	b	a	l	c	o	n	y	r	x	r	k	m	a	z	t	y	d
f	j	v	s	t	d	t	p	r	j	u	g	t	e	s	r	d	i	n	o
b	o	c	n	i	g	x	e	h	a	v	n	w	x	n	p	s	t	w	u
w	l	m	r	o	t	e	l	e	v	a	t	o	r	y	c	z	u	a	s
s	m	a	i	n	t	a	i	n	l	e	c	k	b	r	s	e	t	u	g
k	a	x	p	d	i	v	t	s	k	n	i	g	h	t	a	e	e	w	f
m	v	r	n	f	o	l	z	e	b	m	z	y	i	w	k	t	j	z	i
g	c	o	l	y	m	r	e	s	i	d	e	n	c	e	l	e	i	b	h

balccny

elevator

tremendous

hesitate

substitute

reference

relief

propel

occupy

maintain

attract

explanation

knight

hangar

residence

**UNIT I SPELLING**

**Learning Activity**

Objective 1.1

**DIRECTIONS:** Write each spelling word in its correctly shaped word block.

balcony

reference

attract

elevator

relief

explanation

tremendous

propel

knight

hesitate

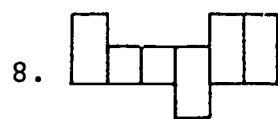
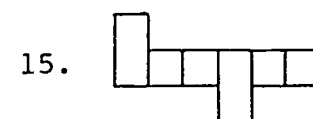
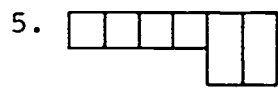
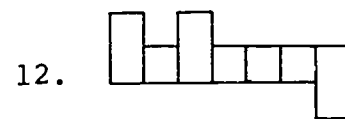
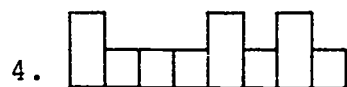
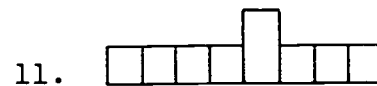
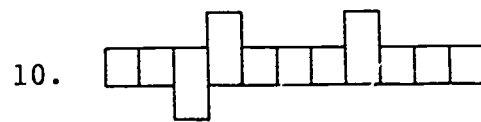
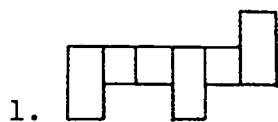
occupy

hangar

substitute

maintain

residence



Objective 1.1

**DIRECTIONS:** Write the spelling words below in alphabetical order. As you write the words, cross out the letters you use from the grid.

balcony  
elevator  
tremendous  
hesitate  
substitute

reference  
relief  
propel  
occupy  
maintain

attract  
explanation  
knight  
hangar  
residence

- |     |       |   |   |   |   |   |   |   |   |   |
|-----|-------|---|---|---|---|---|---|---|---|---|
| 1.  | _____ | a | c | e | f | i | n | p | s | t |
| 2.  | _____ | a | c | e | f | l | n | p | s | t |
| 3.  | _____ | a | c | e | g | k | n | p | s | t |
| 4.  | _____ | a | c | e | g | l | n | p | s | t |
| 5.  | _____ | a | c | e | h | l | n | r | s | t |
| 6.  | _____ | a | c | e | h | l | n | r | t | u |
| 7.  | _____ | a | d | e | h | l | n | r | t | u |
| 8.  | _____ | a | d | e | i | l | o | r | t | u |
| 9.  | _____ | a | e | e | i | m | o | r | t | u |
| 10. | _____ | a | e | e | i | m | o | r | t | v |
| 11. | _____ | a | e | e | i | n | o | r | t | x |
| 12. | _____ | b | e | e | i | n | o | r | t | y |
| 13. | _____ | b | e | e | i | n | o | r | t | y |
| 14. | _____ | b | e | e | i | n | o | r | t | y |
| 15. | _____ | b | e | e | i | n | o | r | t | y |

## Objective 1.1

DIRECTIONS: Using the code on the left, decode the spelling words.

c = a

d = b

e = c

f = d

g = e

h = f

i = g

j = h

k = i

l = j

m = k

n = l

o = m

p = n

q = o

r = p

s = q

t = r

u = s

v = t

w = u

x = v

y = w

z = x

a = y

b = z

1. tghgtgpeg

2. vtgogpfqwu

3. gzrncpcvkqp

4. qeewra

5. tgukfgpeg

6. mpkijv

7. gngxcvqt

8. rtqrgn

9. jgukvcvg

10. ockpvckp

11. dcneqpa

12. tgnkgh

13. jcpict

14. cvvtcev

15. uwduvkvwvg

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23

**UNIT II**  
**VOCABULARY**

OBJECTIVE

2.0 Demonstrate knowledge of basic vocabulary as determined by specific word lists.

The student should be able to:

- 2.1 recognize root or base words.
- 2.2 recognize prefixes and suffixes and their meanings.
- 2.3 decode compound words.
- 2.4 divide words into syllables.
- 2.5 associate words with the same or opposite meanings.
- 2.6 associate words with denotative and connotative meanings.
- 2.7 determine word meanings using specific context clues.
- 2.8 recognize the correct spelling and form for plurals and possessives.
- 2.9 distinguish between and among meanings of homonyms.
- 2.10 complete analogies.
- 2.11 demonstrate a knowledge of words on the State Assessment Minimal List for Reading.

INTRODUCTION

Seemingly obvious words may present a communication problem to the students with learning disabilities because these learning disabilities are often manifested in language problems. Therefore, it is important to be aware of the students' comprehension of the vocabulary. Clarification of terms may begin with questioning the students' understanding of the basic concepts.

Structuring activities so that students move from the concrete to abstract, from the known to the unknown in a familiar format may provide the structure needed for success. In this way, the students are familiar with the format and are able to focus their attention on the lesson objective. The "how" is familiar and the "what" may be emphasized.

The teacher should ascertain that the students understand the meaning of the words in the context. Students occasionally understand the meaning of a word in one context and cannot relate another meaning of that word in a different context.

Context clues come in several forms: comparisons, contrasts, synonyms, antonyms, definitions, and examples. Students can be taught that there are "keys" or clues surrounding unfamiliar terms that will help them determine meanings.

#### SUGGESTED INSTRUCTIONAL STRATEGIES

1. Use visual and auditory explanations.
2. Use the same vocabulary for teaching different skills. Repetition may enable the student to comprehend the vocabulary more easily.
3. Frequent checking and feedback may help to redirect a student before failure or frustration occurs.
4. Write sentences on a transparency and have students change underlined words to synonyms or antonyms. See how some words are better used in a given situation than others.

Example: My girlfriend jilted me.  
                  sweetheart rejected

5. Rewrite paragraphs with selected words changed to synonyms or antonyms. Read the new version to the class, and compare the two.

6. Given a series of adjectives, students will fill in the blanks with appropriate synonyms.

Example: little boy                      wee bit  
              small child                     minute quantity  
              tiny baby

7. Put a list of unfamiliar words on the board. Pronounce the words and ask if anyone knows the meanings. Write definitions on the board as the students give the meanings.
8. Read sentences containing the unfamiliar vocabulary words. As each sentence is read, have students tell what they think each word means by its use in the sentence.



## Objective 2.11

Florida Department of Education  
Student Assessment Minimal List for Reading

## Grade 08

abandoned	attached	burst	colony
ability	attempt	bury	column
absorbed	attend	cactus	comfort
accent	attract	camel	command
accept	audience	canal	committee
accident	automatic	cane	community
accompany	avenue	canvas	companion
according	avoid	canyon	compare
account	aware	capital	compass
achieve	awkward	cargo	concern
acre	bacon	carriage	concrete
adapted	bacteria	cast	condition
admire	balance	castle	cone
admit	bamboo	ceiling	confidence
adopt	bare	cell	confused
advance	battery	cement	Congress
advantage	battle	century	connect
advice	bay	challenge	conquered
affect	beam	chamber	consent
afford	beef	champion	consider
agent	behavior	channel	construct
agree	beneath	chapter	contain
agriculture	benefit	character	continent
aid	bet	charm	control
alcohol	bid	chart	convenient
alphabet	bike	cheap	convention
altitude	bitter	check	conversation
aluminum	blame	chemical	convinced
amount	blank	choice	coral
ancestors	blend	citizen	cord
anchor	bloom	civil	cottage
ancient	bob	claim	cotton
anger	border	claws	council
angle	bore	clay	county
anxious	boss	clerk	couple
appeal	bound	climate	court
approach	brain	clover	craft
area	brake	clue	crazy
arithmetic	brass	code	creature
art	breathe	coin	credit
article	brilliant	collar	crew
ashes	broad	collect	crime
astronaut	broom	college	crop
atmosphere	burden	colonel	crude

## Objective 2.11

**Florida Department of Education  
Student Assessment Minimal List for Reading**

**Grade 08**

cruel	district	factory	general
crust	dock	faith	generation
crystal	dot	fame	geography
current	double	familiar	ghost
curve	doubt	fare	glaciers
custom	dozen	fashion	globe
daily	dragon	favor	glory
dairy	drill	female	glow
dam	due	fertile	glue
damage	duke	fever	goal
date	dull	fibers	God
deal	duty	figure	government
death	ease	file	governor
debt	echo	final	grace
declare	editor	firm	grade
decorated	education	fist	gradually
deed	effect	fleet	grand
defeat	effort	flesh	grant
defend	elect	flight	grapes
degree	electric	flock	grasp
delay	encouraged	flood	grave
delicate	enem_	folk	gravel
deliver	enormous	fond	grazing
demand	entire	foreign	greet
dense	entrance	fork	guest
deny	equal	fort	guitar
describe	equipment	fought	gum
design	especially	fountain	habit
desire	establish	fraction	handkerchief
destroy	evidence	freight	handsome
detail	evil	frontier	harvest
detective	examine	frost	hatch
determine	excellent	fuel	health
develop	exchange	furnace	height
device	expedition	furnish	helicopter
dew	expensive	furniture	helmet
dictionary	experience	further	hind
difficult	experiment	future	hire
dim	expert	gain	hobby
dinosaur	explore	gallons	holy
direct	explosion	gang	honest
discuss	express	garbage	horizon
disease	extend	gasoline	hotel
distant	fact	gear	human

## Objective 2.11

Florida Department of Education  
Student Assessment Minimal List for Reading

## Grade 08

humor	lid	museum	peach
hunger	limbs	music	peak
hurricane	limit	mystery	peculiar
hut	link	native	peered
immediate	lip	nature	perfect
include	liquid	necessary	perform
increase	locate	never	period
independence	Lord	noble	permit
index	loss	noon	person
ink	luck	nor	petroleum
insist	lungs	nurse	phone
instant	magazine	oats	physical
instructions	magnet	obey	pigeons
instrument	maid	object	pioneer
intelligent	male	observe	pirates
interrupted	manner	obtain	pit
intervals	manufacture	occasion	pity
introduce	maple	odd	planet
invent	marbles	olive	platform
jacket	mass	operate	pleasure
jaws	material	opinion	plot
journal	measure	opportunity	poem
jungle	medicine	oppose	poison
kettle	melody	orbit	polar
kid	member	ordinary	polished
knee	memory	own	popular
knot	mention	oxen	population
labor	merchant	oxygen	port
laboratory	military	pace	position
lack	million	pad	powder
lad	mineral	paddle	practical
lamb	minister	pain	prairie
language	mission	palm	praise
lantern	modern	pants	pray
lava	mold	paragraph	precious
lawn	monster	parallel	preserve
league	mood	parrot	prevent
leap	mosquitoes	particular	prey
least	moss	partner	pride
leather	motion	passage	prince
legend	movie	pasture	principal
length	n. le	patient	principle
level	multiply	pattern	prison
lever	murmur	pause	private
liberty	muscle	peace	problem

## Objective 2.11

Florida Department of Education  
Student Assessment Minimal List for Reading

## Grade 08

proceed	self	regard	stomach
produce	sentence	region	stove
product	separate	regular	strain
professor	series	release	strength
profit	settle	relief	stroke
program	severe	rent	student
progress	sewing	report	style
project	shaft	reputation	subject
pronounce	shallow	restaurant	subtract
proof	shark	result	succeed
proper	shelter	revolution	success
property	shepherd	rhyme	suffer
protect	shift	rhythm	sugar
protest	shock	ridge	suggest
provide	shoulder	rifle	sum
public	shrill	rim	supply
pump	sight	rise	support
pupil	silk	rocket	surface
purchase	sin	slid	surround
rod	sink	slight	sweat
rough	situation	slope	swell
royal	sketch	social	sword
rug	skill	society	syllable
ruin	skirt	soda	symbol
sack	slant	soil	system
sacrifice	slave	soldier	tale
saddle	slender	solid	tape
saint	slice	solve	target
sake	pure	sorrow	task
salary	purpose	soul	tax
salmon	quality	spear	tea
sample	quarrel	speech	tear
satellite.	quarter	spell	telegraph
scale	queer	spite	telescope
scheme	quit	splendid	temperature
science	rage	sport	temple
score	rail	square	tend
screen	range	stable	tennis
seal	rare	stalk	tenth
secretary	rat	stall	term
section	raw	statue	territory
secure	ray	steady	terror
seek	reeds	steel	theatre
seldom	reflect	stern	theory
select	refrigerator	stock	threaten

Objective 2.11

Florida Department of Education  
Student Assessment Minimal List for Reading

## Grade 08

throne	treaty	vanished	wedding
thrust	tremendous	vast	weeds
thumb	trial	vehicles	whether
thunder	troop	verse	whom
thus	tropical	vessel	wicked
tide	tub	victory	wilderness
tiger	turkey	view	wine
timber	twigs	vines	wit
tin	twist	visible	witch
title	type	vision	witness
toad	underneath	volcano	worship
tobacco	uniform	vote	worst
toe	unit	voyage	wound
tongue	universe	waist	woven
topic	university	warrior	wrist
tore	upward	wax	yelled
total	urge	wealth	yesterday
trace	vacuum	weapons	youth
transportation	vain	weary	zero
treat	value	web	zone

## Objective 2.11

Florida Department of Education  
Student Assessment Minimal List for Reading

## Grade 11

abroad	compel	energy	investigate
absolute	complicated	engage	involved
accomplish	composed	enthusiasm	involves
accurate	compound	environment	issue
acid	conclude	error	item
adult	conduct	essential	label
affair	conflict	estimate	landscape
alert	confusion	exact	latitude
annual	consist	exist	latter
apparent	constant	expand	layer
apply	contact	expense	lens
appoint	contract	exposed	literature
appropriate	contrary	extent	local
approximately	contrast	extreme	loop
argument	contributed	false	magnificent
artificial	core	fascinating	maintain
assembly	corresponding	fate	major
associated	create	feature	mammals
association	culture	federal	marriage
assume	cycle	film	mathematics
assure	cylinder	fled	mechanical
astronomers	decimal	formula	medical
atom	decline	frequency	medium
attitude	defense	frequently	mental
author	define	genius	mercury
available	democratic	graph	mere
axis	depart	harmony	meter
barren	deposits	harsh	method
basis	despite	herald	midst
bass	devil	host	mild
billion	devote	hydrogen	minor
bond	diagram	identify	moist
breast	diameter	illustrate	moral
brief	diet	image	murder
campaign	differ	impression	necessity
capable	display	income	nitrogen
carbon	distinct	independent	normal
career	distinguish	indicate	novel
cash	drama	individual	numeral
cease	drugs	industry	numerous
civilization	economic	influence	obvious
combine	efficient	inform	occupy
commerce	element	injured	occur
commission	empire	interior	odor
communicate	employ	invaded	opera

## Objective 2.11

Florida Department of Education  
Student Assessment Minimal List for Reading

## Grade 11

orchestra	process	sacred	thoroughly
ore	professional	senate	Thou
organize	proportion	shame	Thy
origin	propose	similar	tissue
ounces	province	site	tone
passion	publish	skeleton	traditional
particles	punctuation	skull	triangle
per	quantity	smashed	typical
permanent	raft	solar	union
photograph	rank	solution	unique
phrase	rapid	source	unite
plastic	rate	species	uranium
plateau	recent	sphere	utter
plural	rectangle	staff	vapor
plus	reduce	standard	variety
poet	refer	structure	vary
policy	relation	submarine	veins
political	religion	substance	vertical
portion	remote	substitute	vibrate
positive	render	sufficient	violent
possess	reptiles	superior	vital
preceding	request	survive	vocabulary
prefer	require	technical	volume
previous	resistance	tense	vowel
prime	response	thee	wages
primitive	reveal	theme	welfare
	role	thermometer	yield

## Objective 2.11

## ANALOGIES

## INTRODUCTION

Marilyn Olin, language arts department chairperson at Terry Parker Senior High, Jacksonville, Florida, developed the series of analogy activities included in this unit on pages 105-116. The learning activities may be used as either written or oral activities.

## SUGGESTED INSTRUCTIONAL STRATEGIES

Analogies are prime activities to sharpen the students' reasoning skills; in addition to being fine mental gymnastics, they are challenging fun. Most students can become adept at completing analogies, and some can learn to create analogies. In ten minutes, teachers can create a transparency that can be used as a warm-up at the beginning of each class. Analogy warm-ups serve many functions: (a) students are on task when class begins; (b) analogies provide a preview, reinforcement, or review of important vocabulary and concepts; (c) increased reasoning capability can be channeled into better organizational ability when writing; and (d) the activities provide practice for the analogies which are on the Scholastic Aptitude Test (SAT).

An analogy effectively tests understanding of numerous word definitions, relationships, and linguistic distinctions. Clearly, students need considerable exercise in completing analogies.

The format of the analogies on the SAT is as follows:

HOT : COLD ::

- (A) soft : lovely
- (B) brittle : bright
- (C) dark : light
- (D) brilliant : radiant
- (E) constant : instant

Although you may wish to present analogies in a shortened form: HOT : COLD :: dark: \_\_\_\_\_, students need an awareness of and practice with the exact SAT format.

(Continued)



## Objective 2.11

Alternate Formats for Analogy Practice

1. Give students who are experiencing difficulty analogies with the fourth term missing, but supply the number of letters needed in the answer. If this is too difficult, provide a list of words from which to choose, but provide choices which include words with equal numbers of letters.
2. Follow format on sheet entitled "Analogy Review" (pp. 111-112). Require students to write out the relationships.
3. If you find a good analogy exercise with difficult vocabulary, assign the vocabulary for study, and tell students the test will be in the form of word analogies. BE SURE to include all difficult words in the possible choices.
4. Have a contest. Divide the class into two groups, and have students make up analogies from other subject areas, especially science and math. See which group can get the most completed in a given period of time. Be sure students provide three or four choices for answers.
5. Use a "Brain Brawl" format, with toss-up questions and bonuses. Appoint a time and a scorekeeper.
6. Set up charts giving answers for one, two or three columns similar to this sample.

	2	3	4
lipstick			
palm			
pulmonary			
taste			
wig			

Column 2: hand, head, lungs, mouth, tongue

Column 3: coronary, dentures, hear, mascara, sole

Column 4: ear, eyes, foot, heart, mouth

## Objective 2.11

Working Backwards to Solve Analogies

When it is difficult to determine the exact relationship between the first two words in an analogy, working backwards from the choices may yield the answer.

Example: BANKRUPTCY : PROFIT ::

- A) population : housing
- B) fatigue : effort
- C) congestion : space
- D) memory : knowledge

If the relationship between the first pair of words is not apparent, examine each suggested pair of words and then try to apply that relationship to the given pair.

Bankruptcy : profit ::

(A) population : housing. The relationship between this pair is "A needs B" (population needs housing). Bankruptcy does not need profit; it is too late for profit to help. Therefore, A is incorrect.

Bankruptcy : profit ::

(B) fatigue : effort. The relationship here is "A results from B" (fatigue results from effort). Since bankruptcy does not result from profit, choice B is incorrect.

Bankruptcy : profit ::

(C) congestion : space. The relationship is "A results from too little B" (congestion results from too little space). Bankruptcy results from too little profit. Choice C looks correct, but test the remaining choice.

Note: It is important that students test ALL possible answers. Partial reading of a test item increases the chance of an incorrect response.

Bankruptcy : profit::

(D) memory : knowledge. The relationship is "A stores B" (memory stores knowledge). Since bankruptcy does not store profit, choice D is incorrect.

(Continued)

## Objective 2.11

Tips for Solving Analogies

1. Be aware that words can be more than one part of speech. Try both parts, if the answer is not immediately apparent.  
saw : lumber -- Saw can be both a verb and<sup>l.</sup> a noun
2. Determine the relationship between the first set of words. Some pairs of words can be related in more than one way (e.g., nouns, opposites, or both having five letters). Generally, the more specific or exclusive the relationship, the more likely the answer will be correct.
3. There is only ONE correct answer, so if two or more answers seem to fit, the relationship needs refinement.
4. Avoid the major error in choosing answers: reversing the relationship. Dog : puppy :: cat : kitten  
To choose baby : mar. as the answer would reverse the relationship between the words.

If, after study, you cannot find the correct answer, make up a sentence which expresses the relationship between the first two words. Be as specific as possible, i.e., marine : bayonet = "A marine uses a bayonet to stab." Now see if any of the choices will fit the sentence. If repetition yields more than one answer, your sentence needs to be more specific.

If the first relationship doesn't yield an answer, try another relationship.

If all else fails--and you still have time--work the analogy backwards. This means constructing a sentence which expresses the relationship between each of the possible choices, and then testing each sentence to see if it yields the same relationship between the words as in the first pair of words.

## Objective 2.11

Most Frequently Used Types of Analogies

In ALL examples given, the order of the words may be reversed.

1. Cause : Effect (hurricane : flood)
2. Action : Object (steam : clam)  
types:
  1. action : place (swim : pool)
  2. maker : object (playwright : play)
  3. user : tool (dentist : drill)
  4. object's function : object (magnification : microscope)
  5. object : something which prevents its function (aircraft : anti-aircraft gun)
3. Member of a class or group : class or group itself (collie : dog)  
types:
  1. whole : part (foot : toe)
  2. two classes : two members (biped : quadruped :: (man : dog)
4. Linguistic  
types:
  1. two synonyms :: two synonyms (large : huge :: slim : slender)
  2. two antonyms :: two antonyms
  3. double analogies (gay : gloomy :: merry : sad)

Each word in the first pair is a synonym of a word in the choice, as well as having a relationship to the other word in the first pair.

(Continued)

## Objective 2.11

## Analogies (continued)

## 5. Analogies of Degree

- types:
1. greater : lesser (deluge : drizzle)
  2. lesser : greater (comfortable : luxurious)

Generally, this type of analogy is drawn from four areas:

- a. emotions (happy : euphoric)
- b. dimensions (large : enormous)
- c. physical characteristics (tall : gigantic)
- d. mental characteristics (smart : brilliant)

## 6. Grammatical analogies

- types:
1. singular : plural
  2. present tense : past tense (or any two tenses)
  3. noun : adjective (law : legal)
  4. male : female (bull : cow)
  5. phonetic (buy : bye)
  6. mirror relationships (trap : part) one word is the other word spelled backwards.

(Continued)

Objective 2.11

Analogies (continued)

Other Types of Analogies  
(Not as frequent on SAT, PSAT)

1. Usable : Discarded (wheat : chaff)
2. Old : New (kerosene : electricity)
3. Human : Non-human (man : animal)
4. Product : Source (marble : quarry)
5. Real : Imaginary (magician : ghost)
6. Time sequence--Beginning : End (sunrise : sunset)
7. Unit of measurement : Item measured (carat : diamond)
8. Person : Goal (researcher : facts)
9. Person : Field of study (numismatist : coins)
10. Object : Characteristic (candy : sweet)
11. Performer : Action (actor : soliloquy)

Objective 2.2

ROOT WORDS

DIRECTIONS: Write the root word of each word in the column. Some words have prefixes and suffixes.

- 1. carries \_\_\_\_\_
- 2. responsive \_\_\_\_\_
- 3. intellectually \_\_\_\_\_
- 4. interchangeable \_\_\_\_\_
- 5. antinuclear \_\_\_\_\_
- 6. civilization \_\_\_\_\_
- 7. ultrasonic \_\_\_\_\_
- 8. atmospheric \_\_\_\_\_
- 9. unconditionally \_\_\_\_\_
- 10. realization \_\_\_\_\_
- 11. disinherit \_\_\_\_\_
- 12. telecommunications \_\_\_\_\_
- 13. vocalization \_\_\_\_\_
- 14. senseless \_\_\_\_\_
- 15. organization \_\_\_\_\_
- 16. repossess \_\_\_\_\_
- 17. childhood \_\_\_\_\_
- 18. accidentally \_\_\_\_\_
- 19. religiously \_\_\_\_\_
- 20. difficulty \_\_\_\_\_

**Objective 2.3**

**PREFIXES**

**DIRECTIONS:** List as many prefixes as you can remember. Next to the prefix, write its meaning. Then, list some words which contain that prefix.

For example: trans = across, transfer; transport; transatlantic; translate.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



Objective 2.3

PREFIXES

DIRECTIONS: Match the prefix with its meaning. Write the letter of the correct meaning on the line in front of each prefix. List two or three words using this prefix. Use the dictionary to help. The first one is done for you.

	Prefix	Meaning	Words
<u>  h  </u>	1. bene	a. more	beneficial, benefit, benefactor
<u>      </u>	2. trans	b. not, bad	_____
<u>      </u>	3. semi	c. across	_____
<u>      </u>	4. poly	d. against	_____
<u>      </u>	5. circum	e. after	_____
<u>      </u>	6. co	f. down, away	_____
<u>      </u>	7. anti	g. for	_____
<u>      </u>	8. super	h. well	_____
<u>      </u>	9. extra	i. three	_____
<u>      </u>	10. dis	j. out of, from	_____
<u>      </u>	11. re	k. many	_____
<u>      </u>	12. de	l. not	_____
<u>      </u>	13. bi	m. above	_____
<u>      </u>	14. tri	n. two	_____
<u>      </u>	15. sub	o. around	_____
<u>      </u>	16. mis	p. not	_____
<u>      </u>	17. ex	q. again, back	_____
<u>      </u>	18. post	r. with	_____
<u>      </u>	19. un	s. half	_____
<u>      </u>	20. pro	t. under	_____

Objective 2.3

**PREFIXES**

DIRECTIONS: Write the meaning of each of the following prefixes.

- 1. ante as in anteroom \_\_\_\_\_
- 2. anti as in antifreeze \_\_\_\_\_
- 2. bi as in bicycle \_\_\_\_\_
- 4. dis as in disagree \_\_\_\_\_
- 5. en as in enlarge \_\_\_\_\_
- 6. ex as in export \_\_\_\_\_
- 7. im as in impossible \_\_\_\_\_
- 8. in as in inconsistent \_\_\_\_\_
- 9. inter as in intercom \_\_\_\_\_
- 10. mis as in misspell \_\_\_\_\_
- 11. pre as in prepay \_\_\_\_\_
- 12. post as in posttest \_\_\_\_\_
- 13. sub as in submarine \_\_\_\_\_
- 14. super as in superman \_\_\_\_\_
- 15. un as in unopened \_\_\_\_\_
- 16. uni as in unicycle \_\_\_\_\_
- 17. penta as in pentagon \_\_\_\_\_
- 18. re as in return \_\_\_\_\_
- 19. con as in concurrent \_\_\_\_\_
- 20. de as in degrade \_\_\_\_\_

## Objective 2.3

## PREFIXES

DIRECTIONS: Tell the meaning of the underlined word.  
Concentrate on the prefix and its meaning.

1. The transcontinental railroad was built by thousands of men. \_\_\_\_\_
2. We made a tricolored banner for the homecoming festivities. \_\_\_\_\_
3. The undersized pool obviously was for a toddler. \_\_\_\_\_
4. The semiconscious accident victim was able to indicate to us that someone else was in the car wreck. \_\_\_\_\_
5. We were proud of the boy because he cooperated so well. \_\_\_\_\_
6. In biology class we dissected the frog. \_\_\_\_\_
7. The pizza package said to preheat the oven to 425 degrees. \_\_\_\_\_
8. In math class we studied triangles and other polygon figures.  
triangle \_\_\_\_\_  
polygon \_\_\_\_\_
9. We put antifreeze in our car during the winter. \_\_\_\_\_
10. The coincidence left us feeling good about what we had done. \_\_\_\_\_
11. The boys had to disconnect the wires before they began their work. \_\_\_\_\_
12. Many of us wonder about the supernatural things that we have heard about. \_\_\_\_\_

## Objective 2.3

## Prefixes (continued)

13. "I think all students should participate in extra-curricular activities," said the president of the student body. \_\_\_\_\_
14. Political candidates do not like to talk about unpopular taxes. \_\_\_\_\_
15. "I think Mike is sick," said Shana, "with a disease called mononucleosis." \_\_\_\_\_
16. Michelle was told to use an antiseptic on her wound before she bandaged it. \_\_\_\_\_
17. Legal and medical malpractice suits are occasionally controversial. \_\_\_\_\_
18. We looked forward to playing in the intramural games. \_\_\_\_\_
19. The international food festival had the greatest variety of food that I had ever seen. \_\_\_\_\_
20. My parents had misgivings about letting me go to David's party. \_\_\_\_\_

Objective 2.3

**PREFIXES**

**DIRECTIONS:** Add a prefix to the word, and then tell the meaning of the new word.

PREFIX	ROOT WORD	NEW WORD
1. _____	+ place	_____
Meaning:		_____
2. _____	+ true	_____
Meaning:		_____
3. _____	+ tell	_____
Meaning:		_____
4. _____	+ even	_____
Meaning:		_____
5. _____	+ units	_____
Meaning:		_____
6. _____	+ test	_____
Meaning:		_____
7. _____	+ cycle	_____
Meaning:		_____
8. _____	+ done	_____
Meaning:		_____

Objective 2.3

**Prefixes (continued)**

9. \_\_\_\_\_ + merge

Meaning: \_\_\_\_\_

10. \_\_\_\_\_ + friendly

Meaning: \_\_\_\_\_

11. \_\_\_\_\_ + use

Meaning: \_\_\_\_\_

12. \_\_\_\_\_ + happy

Meaning: \_\_\_\_\_

13. \_\_\_\_\_ + freeze

Meaning: \_\_\_\_\_

14. \_\_\_\_\_ + monthly

Meaning: \_\_\_\_\_

15. \_\_\_\_\_ + agree

Meaning: \_\_\_\_\_

16. \_\_\_\_\_ + possible

Meaning: \_\_\_\_\_

Objective 2.3

\*

SUFFIXES

DIRECTIONS: Add the ending to the root word to form a new word.

- 1. back + ward \_\_\_\_\_
- 2. farm + er \_\_\_\_\_
- 3. intern + ist \_\_\_\_\_
- 4. instruct + or \_\_\_\_\_
- 5. instruct + ion \_\_\_\_\_
- 6. child + hood \_\_\_\_\_
- 7. friend + ly \_\_\_\_\_
- 8. pack + age \_\_\_\_\_
- 9. help + ful \_\_\_\_\_
- 10. ship + ment \_\_\_\_\_
- 11. age + less \_\_\_\_\_
- 12. hope + fully \_\_\_\_\_
- 13. amuse + ingly \_\_\_\_\_
- 14. post + ed \_\_\_\_\_
- 15. post + s \_\_\_\_\_
- 16. strong + er \_\_\_\_\_
- 17. strong + est \_\_\_\_\_
- 18. convert + ible \_\_\_\_\_
- 19. like + able \_\_\_\_\_
- 20. mean + ness \_\_\_\_\_
- 21. depend + ability \_\_\_\_\_
- 22. club + s \_\_\_\_\_

Look at the words that you have written. Answer the questions on the next page.

(Continued)

## Objective 2.3

## Suffixes (continued)

23. What three endings mean a "person who does"?  
\_\_\_\_\_
24. Which ending changed a word into the something that happened in the past? \_\_\_\_\_
25. List three endings that changed a word into a noun form. \_\_\_\_\_
26. The "ly" ending usually changes a word into a: noun, pronoun, adjective, adverb, preposition? Circle one.
27. The "able" ending usually changes a word in to a: noun, pronoun, adjective, adverb, proposition? Circle one.
28. The suffix which means "full of" is  
\_\_\_\_\_
29. Are friendly and lovely: adjectives or adverbs? Circle one.
30. Which word + its suffix makes a verb happen in the present? \_\_\_\_\_
31. By looking at the suffix of a word can it help to tell us something about the meaning of the word? Yes or No
32. By looking at the suffix of a word can it help to tell us something about the way the word is used in a sentence or the part of speech that something is?  
Yes or No



Objective 2.3

**SUFFIXES**

**DIRECTIONS:** Add the suffix to each root word which fits the meaning given. Then write the word.

ROOT WORD + SUFFIX	DEFINITIONS	NEW WORD
1. small + <u>est</u>	most small	<u>smallest</u>
2. thought + _____	without thought	_____
3. think + _____	one who thinks	_____
4. care + _____	without care	_____
5. thank + _____	full of thanks	_____
6. sing + _____	one who sings	_____
7. short + _____	most short	_____
8. hope + _____	without hope	_____
9. paint + _____	one who paints	_____
10. delight + _____	full of delight	_____
11. motor + _____	person who motors	_____
12. train + _____	one who trains	_____
13. nice + _____	in a nice way	_____
14. care + _____	full of care	_____
15. joy + _____	full of joy	_____
16. green + _____	somewhat green	_____
17. noise + _____	in a noisy way	_____
18. quiet + _____	most quiet	_____
19. friend + _____	without friends	_____
20. nice + _____	most nice	_____

## Objective 2.3

## SUFFIXES

DIRECTIONS: Using a dictionary, locate 10 root words that can be used with a variety of suffixes. For example:

ROOT WORD:	1. beauty
ROOT WORD + SUFFIXES:	beautification beautifully beautiful beautify
ROOT WORD:	2. store
ROOT WORD + SUFFIXES	storage stored storing stores storable

Write the 10 root words and the root word plus suffixes in the space below.

## Objective 2.3

## SUFFIXES

DIRECTIONS: Fill in the sentences with the correct words. Select the word from the ones given below each sentence.

1. He found that he was \_\_\_\_\_ inclined after taking part in a \_\_\_\_\_. He hoped to become a \_\_\_\_\_ when he graduated from high school.  
(A) music (B) musical (C) musically (D) musician
2. John found himself more \_\_\_\_\_ than most of his friends. John could speak \_\_\_\_\_ about things and could make me \_\_\_\_\_ in them.  
(A) interest (B) interesting (C) interestingly  
(D) interested
3. Sally introduced her \_\_\_\_\_ to us. Myra was especially \_\_\_\_\_ and we were impressed with her \_\_\_\_\_.  
(A) friend (B) friendly (C) friendliness
4. We are finding fewer and fewer \_\_\_\_\_ as more and more people move into our cities.  
(A) farm (B) farms (C) farmers (D) farming
5. The \_\_\_\_\_ that he spoke made us think about how \_\_\_\_\_ it would be to live his philosophy.  
(A) wise (B) wisely (C) wisdom (D) wiser

(Continued)

## Objective 2.3

## Suffixes (continued)

6. A new \_\_\_\_\_ rate was \_\_\_\_\_  
by the \_\_\_\_\_ service and my friendly  
\_\_\_\_\_ reminded me about it.  
(A) postman (B) posted (C) postal (D) postage
7. \_\_\_\_\_ the story in your \_\_\_\_\_;  
include only pertinent information.  
(A) summary (B) summarize
8. The \_\_\_\_\_ the com-  
plaint and then wrote in his \_\_\_\_\_ report  
that the victim had no visible weapons.  
(A) invest (B) investigated (C) investigator  
(D) investigation
9. Ms. Burns, the \_\_\_\_\_ reviewed the play  
quite \_\_\_\_\_. Her main  
\_\_\_\_\_ was that the play  
\_\_\_\_\_ politicians far too harshly.  
(A) criticized (B) critic (C) criticism  
(D) critically
10. The \_\_\_\_\_ movie was the story of a  
\_\_\_\_\_ trek into the wilderness. The  
movie made it seem that \_\_\_\_\_ winds wel-  
comed the pioneers as they arrived.  
(A) west (B) western (C) westward (D) westerly

Objective 2.4

**COMPOUND WORDS**

DIRECTIONS: Draw a line between the two words that make up each of these compound words. Be prepared to discuss how the two words that make the compound word help to determine the meaning of the compound word.

- |                |                |
|----------------|----------------|
| 1. grandfather | 11. afternoon  |
| 2. newspaper   | 12. someone    |
| 3. snowball    | 13. goldfish   |
| 4. haystack    | 14. himself    |
| 5. password    | 15. toothpick  |
| 6. playground  | 16. housewife  |
| 7. landslide   | 17. girlfriend |
| 8. doorknob    | 18. daylight   |
| 9. chalkboard  | 19. milkman    |
| 10. sidewalk   | 20. storybook  |

Objective 2.4

**COMPOUND WORDS**

**DIRECTIONS:** Combine the two words to form a compound word. Use each of these compound words in a sentence on your own paper.

1. space + walk = \_\_\_\_\_
2. up + stairs = \_\_\_\_\_
3. in + side = \_\_\_\_\_
4. hair + cut = \_\_\_\_\_
5. grape + vine = \_\_\_\_\_
6. hand + cuff = \_\_\_\_\_
7. surf + board = \_\_\_\_\_
8. night + gown = \_\_\_\_\_
9. fire + works = \_\_\_\_\_
10. bath + room = \_\_\_\_\_
11. short + stop = \_\_\_\_\_
12. home + sick = \_\_\_\_\_
13. land + scape = \_\_\_\_\_
14. cross + word = \_\_\_\_\_
15. eye + ball = \_\_\_\_\_

## Objective 2.4

## COMPOUND WORDS

DIRECTIONS: Use words from the Word List to form a compound word with the words on the left. Write a compound word on each line.

Compound	Word List
1. <u>after</u>	place
2. <u>grand</u>	where
3. <u>air</u>	back
4. <u>see</u>	heart
5. <u>black</u>	ball
6. <u>every</u>	nail
7. <u>dog</u>	hall
8. <u>door</u>	board
9. <u>fire</u>	box
10. <u>bath</u>	shine
11. <u>sun</u>	ground
12. <u>some</u>	walk
13. <u>side</u>	house
14. <u>horse</u>	noon
15. <u>camp</u>	body
16. <u>bed</u>	spread
17. <u>snow</u>	plane
18. <u>pan</u>	fire
19. <u>mail</u>	saw
20. <u>sweet</u>	parents
21. <u>basket</u>	case
22. <u>pillow</u>	cake
23. <u>back</u>	flake
24. <u>finger</u>	bell
25. <u>base</u>	room

Objective 2.4

COMPOUND WORDS

DIRECTIONS: Combine the following words to form 15 compound words.

- |            |           |           |           |
|------------|-----------|-----------|-----------|
| 1. scraper | 9. hand   | 17. rain  | 25. works |
| 2. cuffs   | 10. bench | 18. work  | 26. drum  |
| 3. jaw     | 11. berry | 19. horse | 27. bow   |
| 4. crow    | 12. drug  | 20. weed  | 28. stack |
| 5. store   | 13. scare | 21. way   | 29. hall  |
| 6. back    | 14. fire  | 22. sea   | 30. cob   |
| 7. straw   | 15. ear   | 23. corn  |           |
| 8. hay     | 16. bone  | 24. sky   |           |

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_



## Objective 2.4

## COMPOUND WORDS

DIRECTIONS: Match each compound word with its definition.  
Write the correct letter on each line.

<u>Compound Words</u>	<u>Definitions</u>
_____ 1. hitchhiker	a. device used to measure length
_____ 2. chairman	b. crushing sorrow
_____ 3. tablespoon	c. arch of hair above the eye
_____ 4. flagship	d. result of drinking too much liquor
_____ 5. dragonfly	e. large, harmless flying insect
_____ 6. classroom	f. preoccupied, forgetful
_____ 7. homecoming	g. room where classes meet
_____ 8. blackout	h. bone from the front of a chicken
_____ 9. headache	i. temporary failure of city lights
_____ 10. hangover	j. pain in the head
_____ 11. stalemate	k. evasion
_____ 12. overtime	l. spoon used as a unit of measure
_____ 13. heartbreak	m. time beyond regular hours
_____ 14. drugstore	n. person who travels by signaling for and receiving free rides
_____ 15. cut-rate	o. contagious skin disease
_____ 16. ringworm	p. reduced in price
_____ 17. eyebrow	q. ship carrying commander of fleet
_____ 18. runaround	r. courteous, considerate man
_____ 19. ragtime	s. position where no action can be taken
_____ 20. absentminded	t. boat designed as a place to live
_____ 21. yardstick	u. sponsor of a child at baptism
_____ 22. houseboat	v. store where drugs and other items are sold
_____ 23. gentleman	w. person in charge of a meeting
_____ 24. godfather	x. return to one's home, an annual celebration at school
_____ 25. wishbone	y. syncopated music

Objective 2.4

COMPOUND WORDS

DIRECTIONS: Make a list of 20 or more compound words. Look in newspapers or magazines at headlines, advertisements and other parts of the material for examples.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Objective 2.5

**SYLLABLES**

A word is made of vowel and consonant sounds. The smallest part of a word is a syllable. Each part of a word that you can hear separately is a syllable. Each syllable must have a vowel sound. A word has as many syllables as it has vowel sounds.

Examples: master - two vowel sounds, two syllables  
senator - three vowel sounds, three syllables  
history - three vowel sounds, three syllables

Rules for Dividing Words into Syllables

1. Compound words - A compound word contains the same number of syllables as the short words that make up the word.

Examples: carport = car/port  
sunshine = sun/shine

2. When a two-syllable word has a double consonant in the middle of the word, the word is divided between the double consonant. The first consonant is heard and the second consonant is silent.

Examples: village = vil/lage  
slimmer = slim/mer

3. A two-syllable word is divided between two unlike consonants.

Examples: percent = per/cent  
carton = car/ton

4. When a two-syllable word begins with a consonant followed by a long vowel, the first syllable is usually the first two letters.

Examples: rumor = ru/mor  
cable = ca/ble

(Continued)

## Objective 2.5

## Rules for Dividing Words into Syllables (continued)

5. When a two-syllable word begins with a consonant sound, the first syllable is usually the first three letters.

(A consonant blend or digraph, such as sl, pr, th, wh etc. makes one sound and is treated as one letter.)

Examples: robin = rob/in  
slipper = slip/per

6. When a two-syllable word begins with a short vowel sound, the first syllable is usually the first two letters.

Examples: apple = ap/ple  
ugly = ug/ly

7. When the second syllable of a two-syllable word ends with the letters le, the second syllable is usually le with the consonant which comes before le.

Examples: bottle = bot/tle  
jingle = jin/gle

8. When a two-syllable word begins with a long vowel sound, the first syllable is usually the first vowel sound.

Examples: ocean = o/cean  
equal = e/qual

Objective 2.5

DIVIDING WORDS INTO SYLLABLES

DIRECTIONS: Rewrite each of the following words, dividing them into syllables. Put the number of the syllabication rule that you use. (See pages 62-63)

- |             |                |          |               |       |       |
|-------------|----------------|----------|---------------|-------|-------|
| 1. better   | <u>bet/ter</u> | <u>2</u> | 21. corner    | _____ | _____ |
| 2. bigger   | _____          | _____    | 22. floppy    | _____ | _____ |
| 3. distance | _____          | _____    | 23. early     | _____ | _____ |
| 4. birthday | _____          | _____    | 24. hello     | _____ | _____ |
| 5. picture  | _____          | _____    | 25. children  | _____ | _____ |
| 6. grizzly  | _____          | _____    | 26. rotate    | _____ | _____ |
| 7. idle     | _____          | _____    | 27. compass   | _____ | _____ |
| 8. escape   | _____          | _____    | 28. bubble    | _____ | _____ |
| 9. study    | _____          | _____    | 29. southwest | _____ | _____ |
| 10. problem | _____          | _____    | 30. pudding   | _____ | _____ |
| 11. turtle  | _____          | _____    | 31. endure    | _____ | _____ |
| 12. agent   | _____          | _____    | 32. master    | _____ | _____ |
| 13. vanish  | _____          | _____    | 33. infect    | _____ | _____ |
| 14. oval    | _____          | _____    | 34. carry     | _____ | _____ |
| 15. become  | _____          | _____    | 35. tattoo    | _____ | _____ |
| 16. undo    | _____          | _____    | 36. insist    | _____ | _____ |
| 17. exist   | _____          | _____    | 37. nothing   | _____ | _____ |
| 18. atom    | _____          | _____    | 38. however   | _____ | _____ |
| 19. hotel   | _____          | _____    | 39. enough    | _____ | _____ |
| 20. music   | _____          | _____    | 40. tumble    | _____ | _____ |

## Objective 2.5

## SYLLABLES

DIRECTIONS: Divide each of the following words into syllables.

- |                 |       |                |       |
|-----------------|-------|----------------|-------|
| 1. chimpanzee   | _____ | 21. necessary  | _____ |
| 2. boundary     | _____ | 22. protection | _____ |
| 3. aquarium     | _____ | 23. dentist    | _____ |
| 4. helicopter   | _____ | 24. principal  | _____ |
| 5. referral     | _____ | 25. college    | _____ |
| 6. university   | _____ | 26. messenger  | _____ |
| 7. secondary    | _____ | 27. peanut     | _____ |
| 8. examination  | _____ | 28. teacher    | _____ |
| 9. area         | _____ | 29. visual     | _____ |
| 10. memory      | _____ | 30. alike      | _____ |
| 11. convention  | _____ | 31. gymnasium  | _____ |
| 12. ratify      | _____ | 32. surfboard  | _____ |
| 13. knowledge   | _____ | 33. vocabulary | _____ |
| 14. standard    | _____ | 34. directions | _____ |
| 15. manuscript  | _____ | 35. identify   | _____ |
| 16. supply      | _____ | 36. vegetable  | _____ |
| 17. electricity | _____ | 37. alarm      | _____ |
| 18. plural      | _____ | 38. understand | _____ |
| 19. olympic     | _____ | 39. entertain  | _____ |
| 20. pizza       | _____ | 40. pepperoni  | _____ |

Objective 2.6

SYNONYM WORD SEARCH

Synonyms are words that have similar meanings.

DIRECTIONS: Write a synonym for each word given. Look for the synonym you wrote in the word search below.

speak	<u>t a l k</u>	truthful	_____
automobile	_____	big	_____
stitch	_____	notice	_____
sick	_____	father	_____
shut	_____	inquire	_____
weep	_____	rescue	_____
remain	_____	prison	_____
little	_____	decay	_____
highway	_____	aid	_____
mug	_____	ache	_____

l t s e w x a h q d o v e h  
 b i t b w l o d a z i l l i  
 x q a s e v a t z l u m v h  
 c r y n g o j s a v e p s e  
 m k u j r m u s x l l d n l  
 a e g d f h c m e z k t j p  
 s i a b n j s f c x f m r u  
 d x t f k a s k l w t a z b  
 q a w h p i e p f k c d i a  
 i k d n s l a r g e o u p g  
 n y i m m y b o a i x s p u  
 z a i w a a y t f g s u u d  
 p b g t l v e k h o n e s t  
 z k m c l o s e p z k o e f

## Objective 2.6

## SYNONYMS

DIRECTIONS: Match the word in column 1 with the synonyms in column 2. Write the letter of the correct synonym on each line.

<u>Column 1</u>	<u>Column 2</u>
1. gather _____	a. remain
2. structure _____	b. pal
3. linger _____	c. late
4. capable _____	d. necessary
5. creep _____	e. fluid
6. create _____	f. wet
7. throw _____	g. untrue
8. moist _____	h. stop
9. ordinary _____	i. get
10. liquid _____	j. enlarge
11. annual _____	k. rules
12. buddy _____	l. desire
13. false _____	m. collect
14. permit _____	n. fat
15. leader _____	o. make
16. cease _____	p. hard
17. tardy _____	q. framework
18. obtain _____	r. crawl
19. expand _____	s. agreement
20. laws _____	t. yearly
21. contract _____	u. chief
22. wish _____	v. common
23. essential _____	w. toss
24. plump _____	x. able
25. difficult _____	y. allow



## Objective 2.6

## SYNONYMS

DIRECTIONS: Fill in the blanks with a synonym for the word given at the beginning of each sentence.

1. (beautiful) That is a \_\_\_\_\_ sunset.
2. (strange) That dark hallway looks \_\_\_\_\_.
3. (always) I will love you \_\_\_\_\_.
4. (opening) The \_\_\_\_\_ to the cave is blocked.
5. (vacant) The apartment appears to be \_\_\_\_\_.
6. (harm) Please don't \_\_\_\_\_ that hamster.
7. (scared) I am not \_\_\_\_\_ of the dark.
8. (find) Did Columbus really \_\_\_\_\_ America?
9. (sea) Be careful, the \_\_\_\_\_ is rough today.
10. (infant) She tenderly cuddled and kissed the \_\_\_\_\_.
11. (test) You will take a \_\_\_\_\_ on this unit.
12. (domesticated) Most dogs are \_\_\_\_\_ animals.
13. (stupid) Don't make \_\_\_\_\_ mistakes.
14. (just) The judge must make a \_\_\_\_\_ decision.
15. (extra) I left my \_\_\_\_\_ house keys at home.
16. (chatter) My father says I should listen more and \_\_\_\_\_ less.
17. (silent) The school was so \_\_\_\_\_ after the students left.
18. (errors) She made five \_\_\_\_\_ on the quiz.
19. (repair) Will you help me \_\_\_\_\_ my type-writer?
20. (true) I'm sure that is a \_\_\_\_\_ diamond.

## Objective 2.6

## SYNONYMS

DIRECTIONS: Circle the best synonym for the first word in each line.

1. dirty ( soap soiled clothes )
2. under ( above beneath drop )
3. entire ( whole same many )
4. story ( told read tale )
5. ancient ( recent aged valuable )
6. slender ( thin heavy tall )
7. feeble ( strong old weak )
8. shout ( recite whisper scream )
9. academy ( school museum organization )
10. purchase ( own trade buy )
11. gem ( jewel rock metal )
12. elect ( appoint choose consider )
13. polite ( friendly courteous rude )
14. hide ( seek secret conceal )
15. melt ( freeze thaw soggy )
16. journey ( trip dream vacation )
17. donate ( deport give deduct )
18. detective ( poor faulty investigator )
19. eager ( energetic lazy anxious )
20. obvious ( illegible apparent unforeseen )

Objective 2.6

SYNONYMS

DIRECTIONS: Write a synonym for each of the following words.

begin	_____	sniff	_____
aid	_____	chuckle	_____
silent	_____	beautiful	_____
boulder	_____	tiny	_____
joyful	_____	center	_____
request	_____	easy	_____
transmit	_____	riches	_____
discover	_____	quick	_____
bag	_____	intelligent	_____
insect	_____	protect	_____
jumped	_____	occupation	_____
easy	_____	cool	_____
present	_____	answer	_____
peaceful	_____	swift	_____
employ	_____	pupil	_____
sorrow	_____	sparkle	_____
noticeable	_____	injure	_____
observe	_____	tidy	_____
nocturnal	_____	smile	_____
arithmetic	_____	copy	_____

## Objective 2.6

## ANTONYMS

Antonyms are words with opposite meanings.

DIRECTIONS: Fill in the blanks with an antonym of the word given in parentheses.

1. (enemy) Is he your \_\_\_\_\_?
2. (soft) That rock is extremely \_\_\_\_\_.
3. (stand) Please \_\_\_\_\_ at your desk.
4. (clean) Your hands are really \_\_\_\_\_.
5. (thin) He is really \_\_\_\_\_ and should go on a diet.
6. (no) Please say \_\_\_\_\_.
7. (early) You were very \_\_\_\_\_ to class.
8. (laugh) He heard the baby \_\_\_\_\_.
9. (northern) We live in the \_\_\_\_\_ part of the state.
10. (long) The report was much too \_\_\_\_\_.
11. (fast) The turtle is \_\_\_\_\_.
12. (young) My grandfather is quite \_\_\_\_\_.
13. (alive) Is the wasp \_\_\_\_\_?
14. (rich) That man is very \_\_\_\_\_.
15. (up) I walked \_\_\_\_\_ the steps.
16. (hate) I \_\_\_\_\_ you.
17. (big) Her puppy is very \_\_\_\_\_.
18. (hello) I said \_\_\_\_\_ to him.
19. (awake) He was \_\_\_\_\_ in class.
20. (hot) It was \_\_\_\_\_ last Saturday.
21. (new) My desk is \_\_\_\_\_.
22. (begin) When does the story \_\_\_\_\_?
23. (lead) Did you \_\_\_\_\_ him to the store?
24. (shallow) The river is \_\_\_\_\_ in certain spots.
25. (save) Please don't \_\_\_\_\_ time.

Objective 2.6

**ANTONYMS**

**DIRECTIONS:** Select antonyms for the words in column A from the words in column B. Write the antonyms on the lines.

<u>Column A</u>	<u>Column B</u>
1. west _____	tough
2. whisper _____	seller
3. right _____	hostile
4. morning _____	result
5. ceiling _____	seldom
6. buyer _____	frown
7. friendly _____	east
8. vanished _____	dangerous
9. greedy _____	unknown
10. spend _____	illegal
11. cause _____	reward
12. famous _____	evening
13. often _____	ashamed
14. fragile _____	shout
15. smile _____	floor
16. question _____	repair
17. luxury _____	save
18. most _____	wrong
19. safe _____	necessity
20. valuable _____	least
21. penalty _____	worthless
22. legal _____	answer
23. proud _____	generous
24. damage _____	appeared

## Objective 2.6

## ANTONYMS

DIRECTIONS: Write an antonym for each of the following.

- |               |       |              |       |
|---------------|-------|--------------|-------|
| 1. more       | _____ | 21. heavy    | _____ |
| 2. none       | _____ | 22. off      | _____ |
| 3. north      | _____ | 23. good     | _____ |
| 4. down       | _____ | 24. push     | _____ |
| 5. work       | _____ | 25. then     | _____ |
| 6. fresh      | _____ | 26. sweet    | _____ |
| 7. warm       | _____ | 27. dark     | _____ |
| 8. give       | _____ | 28. throw    | _____ |
| 9. sharp      | _____ | 29. friend   | _____ |
| 10. open      | _____ | 30. even     | _____ |
| 11. empty     | _____ | 31. love     | _____ |
| 12. always    | _____ | 32. real     | _____ |
| 13. beginning | _____ | 33. bold     | _____ |
| 14. internal  | _____ | 34. good-bye | _____ |
| 15. funny     | _____ | 35. exit     | _____ |
| 16. courteous | _____ | 36. past     | _____ |
| 17. front     | _____ | 37. remember | _____ |
| 18. narrow    | _____ | 38. shallow  | _____ |
| 19. ignorance | _____ | 39. laugh    | _____ |
| 20. early     | _____ | 40. public   | _____ |

## Objective 2.6

## ANTONYMS

DIRECTIONS: Circle the word in each sentence that has the opposite meaning of the word given in parentheses at the beginning of each sentence.

1. (long) That dog has a short tail.
2. (right) He writes with his left hand.
3. (go) Please stop running.
4. (white) He wore a black shirt yesterday.
5. (cold) The day was windy but hot.
6. (dark) The room is light and colorful.
7. (pretty) Did you read The Ugly Duckling?
8. (wide) The path is difficult to find and very narrow.
9. (messy) A neat paper will get a better grade.
10. (start) Will you please finish cleaning your room?
11. (won) Our team lost only one game all season.
12. (break) I will try to repair that vase.
13. (tame) He captures wild animals for zoos.
14. (same) We will have a different principal next year.
15. (straight) That line is very crooked.
16. (forget) I must remember his birthday this year.
17. (deny) My parents permit me to leave the campus for lunch.
18. (healthy) My grandmother is a frail but lively person.
19. (retreat) The army must advance by noon tomorrow.
20. (exclude) Be sure to include footnotes in your term paper.
21. (brave) He ran and hid in a cowardly way.
22. (hate) My friends and I adore going to the beach.
23. (busy) To be idle is unproductive and unsatisfying.
24. (truth) He was caught in a falsehood.
25. (mourn) Graduation day is a day to rejoice.

## Objective 2.6

## ANTONYMS

DIRECTIONS: In each sentence, underline the pair of antonyms.

1. I will distribute the papers today and collect them tomorrow.
2. We have a problem and must find a solution.
3. Joe admitted his guilt and then denied it.
4. I believe he is innocent, but Mike thinks he's guilty.
5. He used to be fat, but now he is skinny.
6. Mom will forbid me to go out tonight, but she may allow me to go out tomorrow.
7. My steak was tough, but his was tender.
8. You will succeed if you try; you will fail if you don't.

DIRECTIONS: Circle the antonym of the first word in each line.

1. guest (visit, host, hotel)
2. learn (teach, listen, study)
3. worried (concerned, careful, carefree)
4. bent (crooked, straight, strike)
5. winter (summer, December, spring)
6. going (away, high, coming)
7. brave (strong, big, cowardly)
8. many (most, few, some)
9. rough (level, coarse, smooth)
10. soft (hard, home, smooth)
11. add (multiply, divide, subtract)
12. rested (tired, alert, yawn)



## Objective 2.6

## SYNONYMS-ANTONYMS

DIRECTIONS: Look at the first two words in each line. Decide whether they are synonyms or antonyms. Then write the letter of the word that forms the same relationship with the underlined word. For example, number 1 will be "C" because cease and stop are the synonyms, and a synonym for assume is guess.

- \_\_\_\_\_ c \_\_\_\_\_ 1. Cease is to stop as assume is to  
(a) realize (b) thought (c) guess  
(d) forgot.
- \_\_\_\_\_ 2. One is to unit as decade is (a) twenty  
(b) a hundred (c) five (d) ten.
- \_\_\_\_\_ 3. Beautiful is to ugly as adult is to  
(a) grown is to up (b) child (c) man  
(d) person.
- \_\_\_\_\_ 4. Frequently is to regularly as moist is  
to (a) wet (b) dry (c) soon (d) water.
- \_\_\_\_\_ 5. Injured is to safe as primitive is to  
(a) caveman (b) original (c) moral  
(d) civilized.
- \_\_\_\_\_ 6. Devil is to satan as display is to  
(a) hide (b) show (c) sneak  
(d) decline.
- \_\_\_\_\_ 7. Major is to minor as give is to (a) take  
(b) receive (c) contribute (d) save.
- \_\_\_\_\_ 8. Democracy is to dictatorship as interior  
is to (a) front (b) back (c) top  
(d) outside.
- \_\_\_\_\_ 9. Contrast is to differences as magnifi-  
cent is to (a) horrible (b) wonderful  
(c) mountains (d) scenery.
- \_\_\_\_\_ 10. Solar is to sun as essential is to  
(a) important (b) insignificant  
(c) privacy (d) independent.

(Continued)

## Objective 2.6

## Synonyms-Antonyms (continued)

- \_\_\_\_\_ 11. Arithmetic is to mathematics as brief is to (a) long (b) complicated (c) clear (d) short.
- \_\_\_\_\_ 12. Remote is to near as conclude is to (a) end (b) start (c) realize (d) imagine.
- \_\_\_\_\_ 13. Previous is to before as artificial is to (a) real (b) actual (c) concentrated (d) man-made.
- \_\_\_\_\_ 14. Contrary is to pleasing as approximately is to (a) guessing (b) exact (c) almost (d) close.
- \_\_\_\_\_ 15. Portion is to part as environment is to (a) locale (b) present times (c) particles (d) atmosphere.
- \_\_\_\_\_ 16. Sufficient is to needy as typical is to (a) unusual (b) rare (c) usual (d) tropical.

Objective 2.6

**SYNONYMS-ANTONYMS**

DIRECTIONS: Write a word in the first column. Then in the second column, write a synonym for the word. In the third column, write an antonym.

For example:    Word            Synonym            Antonym  
                  rural            country            city  
                  work            toil            play  
                  black            ebony            white

	<u>word</u>	<u>synonym</u>	<u>antonym</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____

## Objective 2.6

## SYNONYMS-ANTONYMS

DIRECTIONS: Write an S if the two words are synonyms.  
Write an A if the two words are antonyms.

- |                               |                           |
|-------------------------------|---------------------------|
| _____ 1. deny: admit          | _____ 14. compel: force   |
| _____ 2. depart: arrive       | _____ 15. occur: happen   |
| _____ 3. annually: yearly     | _____ 16. income: salary  |
| _____ 4. complicated: simple  | _____ 17. numerous: few   |
| _____ 5. standard: irregular  | _____ 18. federal: local  |
| _____ 6. traditional: new     | _____ 19. drunk: sober    |
| _____ 7. violent: calm        | _____ 20. obvious: clear  |
| _____ 8. vary: same           | _____ 21. recent: ancient |
| _____ 9. absolute: abstract   | _____ 22. looked: glanced |
| _____ 10. silent: quiet       | _____ 23. build: destroy  |
| _____ 11. visible: hidden     | _____ 24. pardon: excuse  |
| _____ 12. protected: defended | _____ 25. rival: enemy    |
| _____ 13. precise: estimate   |                           |

## Objective 2.7

## DENOTATION - CONNOTATION

The denotation of a word is its basic meaning, usually the dictionary definition. Some words also have connotations, emotional associations. There may be two kinds of connotations: personal and general. What a word means to an individual is its personal connotation. What a word means to most people is its general connotation.

example: rat

denotative meaning - a gnawing rodent distinguished from a mouse by its larger size

connotative meanings - unclean, a repulsive creature

DIRECTIONS: For each of the following words, write its denotative or dictionary meaning. Then write its connotative meaning - what it means to you or most people.

1. love

denotation \_\_\_\_\_  
connotation \_\_\_\_\_

2. senile

denotation \_\_\_\_\_  
connotation \_\_\_\_\_

3. clone

denotation \_\_\_\_\_  
connotation \_\_\_\_\_

4. politician

denotation \_\_\_\_\_  
connotation \_\_\_\_\_

5. boss

denotation \_\_\_\_\_  
connotation \_\_\_\_\_

## Objective 2.7

## CONNOTATION

DIRECTIONS: An individual expresses feelings through words. Below are pairs of remarks that people might say about the same person. Tell whether the remarks were made by someone who was friendly or unfriendly. Then, in your own words, state what you think the remark really means.

1. a. Mrs. Adkins is very helpful. \_\_\_\_\_  
\_\_\_\_\_
- b. Mrs. Adkins is noseey. \_\_\_\_\_  
\_\_\_\_\_
2. a. Jamestown is a pleasant village. \_\_\_\_\_  
\_\_\_\_\_
- b. Jamestown is a hick town. \_\_\_\_\_
3. a. She is friendly with everyone. \_\_\_\_\_  
\_\_\_\_\_
- b. She flirts with everyone. \_\_\_\_\_
4. a. Mrs Bell's house is nothing but a shack. \_\_\_\_\_  
\_\_\_\_\_
- b. Mrs. Bell's house is very old. \_\_\_\_\_  
\_\_\_\_\_
5. a. Your child is very active in class. \_\_\_\_\_  
\_\_\_\_\_
- b. Your child is a troublemaker. \_\_\_\_\_  
\_\_\_\_\_

## Objective 2.7

## FAVORABLE - UNFAVORABLE CONNOTATION

DIRECTIONS: The following pairs of sentences have similar meanings. Mark one of the sentences as U (unfavorable connotation) and the other as F (favorable connotation). Look at the underlined words in each to decide.

1. \_\_\_\_\_ a. The senator blasted his opponent.  
\_\_\_\_\_ b. The senator criticized his opponent.
2. \_\_\_\_\_ a. They crowded near the actor.  
\_\_\_\_\_ b. They mobbed the actor.
3. \_\_\_\_\_ a. He is an old man.  
\_\_\_\_\_ b. He is a senior citizen.
4. \_\_\_\_\_ a. Judy is a crackpot.  
\_\_\_\_\_ b. Judy is an idealist.
5. \_\_\_\_\_ a. He frightened them into voting.  
\_\_\_\_\_ b. He convinced them to vote.
6. \_\_\_\_\_ a. He made a strong bid for the position.  
\_\_\_\_\_ b. He made a desperate bid for the position.
7. \_\_\_\_\_ a. He is untruthful.  
\_\_\_\_\_ b. He is a liar.
8. \_\_\_\_\_ a. The gang provoked the man.  
\_\_\_\_\_ b. The gang picked on the man.
9. \_\_\_\_\_ a. She is a servant in the mansion.  
\_\_\_\_\_ b. She is a slave in the mansion.
10. \_\_\_\_\_ a. He has liberal ideas.  
\_\_\_\_\_ b. He has radical ideas.

## Objective 2.8

## CONTEXT CLUES

The sentence in which an unfamiliar word appears may sometimes provide clues that will help you unlock the meaning of the unfamiliar word.

DIRECTIONS: Fill in the blanks below with an appropriate word. Tell why you used that word. What was your clue? The first one is done for you.

1. The            duck            waddled across the street and into the water. (clue)            waddled - water
2. The           , a five-pointed sea creature, is interesting to watch. (clue)
3. In the old days, a            was used to make yarn and thread for cloth. (clue)
4. A            is used to help find north, south, east, and west, and is a good thing to have on a camping trip. (clue)
5. He is very serious, but his brother, who loves to tell jokes, is always           . (clue)
6. The yellow            are lovely, and they smell so good. (clue)
7. My            is broken and my laundry is piling up. (clue)
8. I have a            and need to take an aspirin. (clue)
9. That            will soon turn into a butterfly. (clue)
10. My            is broken, so I guess I'll go to bed early. (clue)
11. If you don't            lunch, you'll be           , and your stomach will growl. (clue)
12. The Queen has a            on her head, and it has many            in it. (clue)



## Objective 2.8

## CONTEXT CLUES

DIRECTIONS: Each sentence below contains a nonsense word which is underlined. Use the surrounding words to help you determine the meaning of the underlined word or words. Write the meaning on the line.

Note: There may be more than one acceptable answer and the number of letters in the nonsense word has nothing to do with the word you are seeking.

1. The azxe is on the table and the matches are beside it.  
\_\_\_\_\_
2. The ogلز marched down the street, walking in step and looking straight ahead. \_\_\_\_\_
3. The knight in haptner armor is brighter than a mirror.  
\_\_\_\_\_
4. He whispered the xy to the teacher and she promised not to tell. \_\_\_\_\_
5. The moccasins are toirew, they need to be restitched.  
\_\_\_\_\_
6. The turtle laid eggs in the glout which was in a hollow tree trunk. \_\_\_\_\_
7. The tzasr, a narrow passageway underground, was filled with water. \_\_\_\_\_
8. Mary read a yonpig to the ranvefs. \_\_\_\_\_
9. Sam is the nunipt of the notgcy, so he should get all A's. \_\_\_\_\_
10. Repoyts is almost over and it's back to school for us.  
\_\_\_\_\_

Objective 2.9

PLURALS

When a noun names more than one thing it is plural. Here are some rules for forming the plurals of nouns.

1. Add an "s" to most nouns.
2. Nouns ending in "ch, sh, z, s, ss, and x" form a plural by adding an "es."
3. Nouns ending in a vowel-y, like monkey, form a plural by adding an "s."
4. Nouns ending in a consonant-y, like lady, form a plural by changing the "y" to "i" and adding "es."
5. Nouns ending in vowel-o, like radio, form a plural by adding "s."
6. Nouns ending in consonant-o, like piano, form a plural by adding "es."
7. Some nouns ending in "f", like wolf, or "fe" form a plural by changing "f" to "v" and adding "es."
8. Nouns such as tooth, foot and child form the plural by changing their spelling.
9. Nouns such as deer, fish, sheep form the plural by staying the same.

DIRECTIONS: Write the number of the rule which applies to each of the following examples.

	<u>Singular</u>	<u>Plural</u>	
1.	wife	wives	_____
2.	clown	clowns	_____
3.	radio	radios	_____
4.	wish	wishes	_____
5.	deer	deer	_____
6.	goose	geese	_____

(Continued)

Objective 2.9

**Plurals (continued)**

	<u>Singular</u>	<u>Plural</u>	
7.	relay	relays	_____
8.	bird	birds	_____
9.	woman	women	_____
10.	speech	speeches	_____
11.	key	keys	_____
12.	whale	whales	_____
13.	lasso	lassoes	_____
14.	person	persons	_____
15.	mouse	mice	_____

**DIRECTIONS:** Write the plural of each of the following words:

- |             |       |                |       |
|-------------|-------|----------------|-------|
| 1. tomato   | _____ | 14. direction  | _____ |
| 2. ox       | _____ | 15. turkey     | _____ |
| 3. stereo   | _____ | 16. tooth      | _____ |
| 4. address  | _____ | 17. child      | _____ |
| 5. delivery | _____ | 18. boulevard  | _____ |
| 6. concert  | _____ | 19. daughter   | _____ |
| 7. sash     | _____ | 20. usher      | _____ |
| 8. loaf     | _____ | 21. decoy      | _____ |
| 9. grade    | _____ | 22. quiz       | _____ |
| 10. knife   | _____ | 23. sheep      | _____ |
| 11. class   | _____ | 24. restaurant | _____ |
| 12. soldier | _____ | 25. latch      | _____ |
| 13. half    | _____ |                |       |

## Objective 2.9

## PLURALS

DIRECTIONS: Write the plural form of each of the following nouns.

knife	_____	egg	_____
leaf	_____	batch	_____
sack	_____	tone	_____
bell	_____	six	_____
fix	_____	case	_____
crash	_____	glass	_____
dish	_____	tray	_____
table	_____	chair	_____
watch	_____	woman	_____
pillow	_____	tax	_____
lady	_____	plant	_____
boy	_____	match	_____
school	_____	dash	_____
teacher	_____	puppy	_____
pencil	_____	collar	_____
light	_____	shirt	_____
face	_____	girl	_____
foot	_____	class	_____
fox	_____	fish	_____
candy	_____	mouse	_____
clock	_____	wife	_____
sleeve	_____	finger	_____
party	_____	dog	_____
mix	_____	fly	_____

Objective 2.9

**PLURALS**

**DIRECTIONS:** Write the singular form for each of the following nouns.

boxes	_____	papers	_____
cats	_____	elves	_____
ponies	_____	beaches	_____
brushes	_____	bodies	_____
dairies	_____	inches	_____
dresses	_____	chins	_____
assemblies	_____	shirts	_____
lives	_____	bottles	_____
geese	_____	flowers	_____
calves	_____	waxes	_____
bases	_____	states	_____
files	_____	picks	_____
beads	_____	books	_____
bikes	_____	concerts	_____
buddies	_____	messes	_____
planes	_____	switches	_____
ears	_____	activities	_____
cities	_____	skates	_____
trails	_____	years	_____
faces	_____	teams	_____
agencies	_____	changes	_____
witnesses	_____	seconds	_____
leaves	_____	wings	_____
lies	_____	cries	_____

## Objective 2.9

## PLURALS

DIRECTIONS: Fill in the blanks with the correct singular or plural form of the word given in parentheses.

1. The \_\_\_\_\_ were in the barn. (pony)
2. I found a \_\_\_\_\_. (penny)
3. Of all the \_\_\_\_\_ I found that \_\_\_\_\_ to be the best. (library)
4. All of the \_\_\_\_\_ sat at the table. (woman)
5. I lost two \_\_\_\_\_. (tooth)
6. The flock of \_\_\_\_\_ flew south. (goose)
7. I raked the \_\_\_\_\_. (leaf)
8. The \_\_\_\_\_ were howling. (wolf)
9. Put that butcher \_\_\_\_\_ down. (knife)
10. I had \_\_\_\_\_ an apple. (half)
11. The \_\_\_\_\_ are high. (tax)
12. What did you have for \_\_\_\_\_? (lunch)
13. Put both \_\_\_\_\_ in your room. (brush)
14. Those \_\_\_\_\_ ate all of the cheese. (mouse)
15. A cat is supposed to have nine \_\_\_\_\_. (life)
16. We saw three \_\_\_\_\_ in the forest. (deer)
17. The four \_\_\_\_\_ played in the park. (child)
18. The fire left a lot of \_\_\_\_\_. (ash)
19. Who left the \_\_\_\_\_ on the table? (glass)
20. Do you have any \_\_\_\_\_? (pencil)

## Objective 2.9

## PLURALS

DIRECTIONS: Write the plurals of the following words.

- |             |       |              |       |
|-------------|-------|--------------|-------|
| 1. promise  | _____ | 11. tooth    | _____ |
| 2. glass    | _____ | 12. scissors | _____ |
| 3. match    | _____ | 13. hero     | _____ |
| 4. story    | _____ | 14. army     | _____ |
| 5. puff     | _____ | 15. month    | _____ |
| 6. stranger | _____ | 16. trio     | _____ |
| 7. half     | _____ | 17. wife     | _____ |
| 8. radio    | _____ | 18. deer     | _____ |
| 9. decoy    | _____ | 19. cherry   | _____ |
| 10. leaf    | _____ | 20. woman    | _____ |

DIRECTIONS: Write the plural of each word below. Use each in a sentence.

1. century \_\_\_\_\_  
\_\_\_\_\_
2. bonus \_\_\_\_\_  
\_\_\_\_\_
3. volcano \_\_\_\_\_  
\_\_\_\_\_
4. crowd \_\_\_\_\_  
\_\_\_\_\_
5. reef \_\_\_\_\_  
\_\_\_\_\_

## Objective 2.9

## SINGULAR POSSESSIVES

Nouns can show possession or ownership.

DIRECTIONS: To form the possessive of a singular noun, add 's. Write the singular possessive of the following words. Remember that nouns that end in ss are singular, for example, glass, dress, and guess.

1. dress \_\_\_\_\_
2. desk \_\_\_\_\_
3. wolf \_\_\_\_\_
4. lawyer \_\_\_\_\_
5. clown \_\_\_\_\_
6. bike \_\_\_\_\_
7. record \_\_\_\_\_
8. engineer \_\_\_\_\_
9. mouse \_\_\_\_\_
10. glass \_\_\_\_\_
11. store \_\_\_\_\_
12. flower \_\_\_\_\_
13. mayor \_\_\_\_\_
14. bottle \_\_\_\_\_
15. coach \_\_\_\_\_
16. computer \_\_\_\_\_
17. Frank \_\_\_\_\_
18. address \_\_\_\_\_
19. island \_\_\_\_\_
20. boxer \_\_\_\_\_



Objective 2.9

**SINGULAR POSSESSIVES**

DIRECTIONS: Change each of the underlined nouns to show ownership. The first one is done for you.

- |  |                      |
|--|----------------------|
| 1. the punch of a <u>boxer</u>         | <u>boxer's punch</u> |
| 2. the hair of the <u>girl</u>         | _____                |
| 3. the bicycle of the <u>boy</u>       | _____                |
| 4. the arm of the <u>man</u>           | _____                |
| 5. the window of the <u>store</u>      | _____                |
| 6. the wing of the <u>bird</u>         | _____                |
| 7. the bedroom of the <u>girl</u>      | _____                |
| 8. the lead of the <u>pencil</u>       | _____                |
| 9. the chair of the <u>teacher</u>     | _____                |
| 10. the trunk of the <u>elephant</u>   | _____                |
| 11. the rays of the <u>sun</u>         | _____                |
| 12. the medal of the <u>hero</u>       | _____                |
| 13. the homework of <u>David</u>       | _____                |
| 14. the principal of the <u>school</u> | _____                |
| 15. the crown of the <u>queen</u>      | _____                |
| 16. the shoe of the <u>girl</u>        | _____                |
| 17. the friend of <u>Mary</u>          | _____                |
| 18. the grades of the <u>student</u>   | _____                |
| 19. the tail of the <u>monkey</u>      | _____                |
| 20. the wings of the <u>angel</u>      | _____                |

Objective 2.9

**PLURAL POSSESSIVES**

Plural nouns may also show ownership or possession

**DIRECTIONS:** To change a plural noun that ends in "s" to a possessive noun, add only an apostrophe. If the noun is a plural but does not end in "s", like men, add 's to form the plural.

- 1. restaurants \_\_\_\_\_
- 2. tourists \_\_\_\_\_
- 3. patients \_\_\_\_\_
- 4. contestants \_\_\_\_\_
- 5. children \_\_\_\_\_
- 6. instructors \_\_\_\_\_
- 7. assignments \_\_\_\_\_
- 8. sheep \_\_\_\_\_
- 9. books \_\_\_\_\_
- 10. movies \_\_\_\_\_
- 11. women \_\_\_\_\_
- 12. parents \_\_\_\_\_
- 13. buildings \_\_\_\_\_
- 14. rules \_\_\_\_\_
- 15. stitches \_\_\_\_\_
- 16. deer \_\_\_\_\_
- 17. teeth \_\_\_\_\_
- 18. cheerleaders \_\_\_\_\_
- 19. nominees \_\_\_\_\_
- 20. mice \_\_\_\_\_

## Objective 2.9

## PLURAL POSSESSIVES

DIRECTIONS: Change each of the underline' nouns to show ownership. Write the plural possessive on the line after each phrase.

1. the hats of the ladies \_\_\_\_\_
2. the locker room of the girls \_\_\_\_\_
3. the cries of the babies \_\_\_\_\_
4. the club of the men \_\_\_\_\_
5. the bicycles of the children \_\_\_\_\_
6. the voices of the parents \_\_\_\_\_
7. the herds of the cowboys \_\_\_\_\_
8. the toys of the twins \_\_\_\_\_
9. the grade books of the teachers \_\_\_\_\_
10. the families of the soldiers \_\_\_\_\_
11. the representatives of the countries \_\_\_\_\_
12. the friends of my brothers \_\_\_\_\_
13. the desks of the students \_\_\_\_\_
14. the tails of the mice \_\_\_\_\_
15. the reporters of the newspapers \_\_\_\_\_
16. the lounge of the secretaries \_\_\_\_\_
17. the workers of the factories \_\_\_\_\_
18. the presidents of the classes \_\_\_\_\_
19. the ideas of the writers \_\_\_\_\_
20. the bills of the patients \_\_\_\_\_

## Objective 2.9

**POSSESSIVES - SINGULAR AND PLURAL**

**DIRECTIONS:** Write the singular possessive, plural, and plural possessive of the singular nouns given below. Look at the examples to see how to do this. Make four columns on a piece of paper, label the first column singular noun; label the second column singular possessive; label the third column plural noun; and label the fourth column plural possessive.

Example:	<u>Singular Noun</u>	<u>Singular Possessive</u>	<u>Plural Noun</u>	<u>Plural Possessive</u>
	boy	boy's	boys	boys'
	man	man's	men	men's
	poster	poster's	posters	posters'
	answer	answer's	answers	answers'
	tooth	tooth's	teeth	teeth's
	radio	radio's	radios	radios'

- |               |                |                |
|---------------|----------------|----------------|
| 1. journey    | 8. woman       | 15. month      |
| 2. apple      | 9. president   | 16. basement   |
| 3. hospital   | 10. basketball | 17. tournament |
| 4. individual | 11. fixture    | 18. season     |
| 5. canyon     | 12. child      | 19. match      |
| 6. recess     | 13. mouse      | 20. file       |
| 7. goose      | 14. voice      | 21. cabinet    |

## Objective 2.9

## POSSESSIVES - SINGULAR AND PLURAL

DIRECTIONS: Fill in the blank with the correct form of the word at the end of the sentence.

1. The \_\_\_\_\_ favorite meal is barbecued chicken, corn, and salad. (family)
2. \_\_\_\_\_ new song is a really good one. (Bess)
3. The \_\_\_\_\_ difficulty resulted from unclear directions. (test)
4. The \_\_\_\_\_ antics made all of us laugh. (monkeys)
5. The \_\_\_\_\_ findings led to the conviction of only one man. (investigators)
6. They were pleased with the \_\_\_\_\_ judgment. (teacher)
7. This \_\_\_\_\_ temperatures were much cooler than usual. (summer)
8. The \_\_\_\_\_ land was parched from the drought. (farmer)
9. We never forget that \_\_\_\_\_ greatest contribution to us was that he wanted us to do our best always. (Mr. Grey)
10. We know that the \_\_\_\_\_ renovation was into the millions of dollars. (buildings)
11. The \_\_\_\_\_ night deposits were missing. (bank)
12. The \_\_\_\_\_ singing filled the air. (choir)
13. The \_\_\_\_\_ wages were not enough for the purchase. (week)
14. The \_\_\_\_\_ work was not finished. (day)

(Continued)

## Objective 2.9

## Possessives (continued)

15. My economics \_\_\_\_\_ lectures are quite boring. (professor)
16. The \_\_\_\_\_ jobs were in jeopardy. (operators)
17. The \_\_\_\_\_ promises were unrealistic. (politicians)
18. We visited our \_\_\_\_\_ capital while we were on vacation. (nation)
19. The \_\_\_\_\_ security depended on secrecy. (mission)
20. The \_\_\_\_\_ crosswalk was blocked. (pedestrians)

## Objective 2.10

## HOMONYMS

Homonyms are words that sound alike but are spelled differently and have different meanings. The following is a listing of the most common homonyms.

1. write, right,
2. knight, night
3. hair, hare
4. nose, knows
5. where, wear
6. threw, through
7. grown, groan
8. bow, bough
9. week, weak
10. flee, flea
11. beet, beat
12. creak, creek
13. meat, meet
14. need, knead
15. hole, whole
16. shoe, shoo
17. made, maid
18. tea, tee
19. we, wee
20. blue, blew
21. tale, tail
22. capital, capitol
23. pail, pale
24. holy, wholly
25. male, mail
26. weigh, way
27. board, bored
28. cents, sense, scents
29. buy, by, bye
30. steel, steal
31. already, all ready
32. here, hear
33. hour, our
34. ate, eight
35. for, four, fore
36. break, brake
37. deer, dear
38. thrown, throne
39. seems, seams
40. fourth, forth
41. pear, pare, pair
42. seas, sees, seize
43. to, two, too
44. read, reed
45. air, heir
46. alter, altar
47. led, lead
48. aisle, isle
49. bare, bear
50. coarse, course
51. fair, fare
52. past, passed
53. sole, soul
54. wait, weight
55. seen, scene
56. one, won
57. hi, high
58. pain, pane
59. tide, tied
60. read, red
61. not, knot
62. peace, piece
63. due, do, dew
64. so, sew, sow
65. straight, strait
66. vain, vane, vein
67. sight, cite, site
68. reign, rain, rein
69. whose, who's
70. you, ewe

## Objective 2.10

## HOMONYMS

DIRECTIONS: Circle the correct homonym in each sentence.

1. This is the (fourth, forth) day of the month.
2. Mom wants a (fur, fir) coat.
3. He broke the window (pain, pane).
4. The baby deer is a (doe, dough).
5. I want to (kuy, by) a new Thunderbird.
6. Please tell me the (weigh, way) to the main office.
7. The new (board, bored) is 5 feet long.
8. How many (cents, sense) in a dollar.
9. I ripped the (seem, seam) in my coat.
10. Do you (know, no) how to drive a stick shift?
11. How many days were you absent last (week, weak)?
12. We ate a (whole, hole) watermelon.
13. This knife is made of (steal, steel).
14. The criminal was put into the (sell, cell).
15. That engineer was slow in putting on the (brake, break).
16. Mom made a great (dessert, desert) last night.
17. Do you like (bred, bread) and sugar sandwiches?
18. The (maid, made) comes only on Thursday.
19. We have a (knew, new) mayor in our town.
20. Please read that story (aloud, allowed).
21. What shall I (ware, wear) to the party?
22. Do you like lemon in your (tee, tea)?
23. He is (air, heir) to a great deal of money.
24. Your face is extremely (pale, pail).



## Objective 2.10

## HOMONYMS

While most homonyms must simply be memorized, here are a few clues to help you remember the homonyms below.

- there: has here in it which means "in this place."  
There means "in that place."
- their: is a possessive pronoun meaning "belonging to them."
- they're: is really a contraction for they are. Try saying "they are" in a blank to see if they're is the form you want.
- your: is a possessive pronoun meaning "belonging to you."
- you're: is a contraction for you are. Try "you are" in a blank to see which form you want.
- whose: is a pronoun meaning "belonging to whom."
- who's: is a contraction for who is.
- here: means "in this place."
- hear: has an ear in it which hears.
- its: is a possessive pronoun meaning "belonging to it."
- it's: is a contraction for it is.
- two: means the number, 2.
- to: means towards.
- too: means also, more than enough, in addition.
- forth: means to go forward.
- fourth: has the number four in it.

## Objective 2.10

## HOMONYMS

DIRECTIONS: Choose the correct homonym from those in parentheses and fill in the blank(s).

1. (two, to, too) The \_\_\_\_\_ boys walked very slowly \_\_\_\_\_ the house.
2. (here, hear) Did you \_\_\_\_\_ that noise?
3. (their, there) He is over \_\_\_\_\_, near the door.
4. (forth, fourth) July \_\_\_\_\_ is an important holiday.
5. (It's, Its) \_\_\_\_\_ a shame he had to miss the party.
6. (Your, You're) \_\_\_\_\_ right about \_\_\_\_\_ method of doing the work.
7. (There, Their) \_\_\_\_\_ car is the Mercedes over \_\_\_\_\_.
8. (here, hear) Please ask David to come \_\_\_\_\_.
9. (two, to, too) The house is \_\_\_\_\_ large for me.
10. (They're, There, Their) \_\_\_\_\_ are many people here.
11. (Whose, Who's) \_\_\_\_\_ going to attend the convention?
12. (You're, Your) \_\_\_\_\_ taking a big chance.
13. (its, it's) The dog found \_\_\_\_\_ way home in the dark.
14. (whose, who's) My friend Mike, \_\_\_\_\_ an honor student, got a scholarship to college.

(Continued)

## Objective 2.10

## Homonyms (continued)

15. (forth, fourth) When I move \_\_\_\_\_, I will be  
\_\_\_\_\_ in line.
16. (two, to, too) Kellie wants \_\_\_\_\_ apply for  
\_\_\_\_\_ jobs.
17. (whose, who's) Can you find out \_\_\_\_\_ car is  
parked outside?
18. (There, They're, Their) \_\_\_\_\_ is a nice motor-  
cycle.
19. (Your, You're) \_\_\_\_\_ very helpful.
20. (Here's, Hear's) \_\_\_\_\_ your book.

Objective 2.10

**HOMONYMS**

**Homonyms** are words that sound alike but are spelled differently and have different meanings. Read the following paragraph:

The whether was beautiful yesterday. Wee went two the beech with hour friends. Their were many cars on the rode. We bathed in the son for an our and went swimming. Wee eight dinner on the weigh home. We arrived home at ate o'clock at knight. I was sew tired, I went strait to bed and slept until won o'clock.

Many words in the sentences of the above paragraph sound correct. However, these words do not have the correct spelling or the correct meaning to fit the sentences in which they were used. The words used incorrectly were **homonyms**. Circle the **homonyms** which were used incorrectly in the above paragraph.

Now copy the above paragraph using the correct homonyms which fit the meanings of the sentences.

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(If you are not sure which homonym of a word pair to use in a sentence, read the entire sentence to find out which homonym fits the meaning of the sentence.)

Objective 2.10

HOMONYMS

DIRECTIONS: Read the following letter. Circle the homonyms which were used incorrectly. Then, copy the letter in the space provided, making all corrections.

Dear Hairy,

How our ewe? I'm fine. The winter whether is knot two bad hear. Eye kind of like the cooler whether. It's a relief from the hot summer son. Won thing Eye enjoy is ice-skating. Eye could skate four ours. Eye also like skiing and slay rides at knight. Eye wish ewe were hear.

Love,

Betty

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(Hint: There are 23 incorrect homonyms)

## Objective 2.11

## ANALOGIES

DIRECTIONS: Below are pairs of words that have something in common. Find the thing which they have in common in the list and write the letter in the correct blank. Each letter may be used only once.

- |           |                  |    |                    |
|-----------|------------------|----|--------------------|
| 1. _____  | clock, person    | A. | both have seats    |
| 2. _____  | bird, person     | B. | both have wings    |
| 3. _____  | piano, lock      | C. | both have teeth    |
| 4. _____  | window, lamp     | D. | both have tails    |
| 5. _____  | kite, cat        | E. | both have two feet |
| 6. _____  | comb, person     | F. | both have keys     |
| 7. _____  | bicycle, car     | G. | both give light    |
| 8. _____  | bicycle, piano   | H. | both measure       |
| 9. _____  | bed, person      | I. | both have pedals   |
| 10. _____ | needle, person   | J. | both have wheels   |
| 11. _____ | river, person    | K. | both have heads    |
| 12. _____ | lake, river      | L. | both have eyes     |
| 13. _____ | airplane, bird   | M. | both have mouths   |
| 14. _____ | car, chair       | N. | both have faces    |
| 15. _____ | ruler, yardstick | O. | both have banks    |
| 16. _____ | hourglass, beach | P. | both have sand     |

## Objective 2.11

## ANALOGIES

DIRECTIONS: Write the relationship which exists between each pair of words below:

- |                           |                           |
|---------------------------|---------------------------|
| 1. star : galaxy          | 11. disease : sanitation  |
| 2. sunset : sunrise       | 12. Samaritan : kind      |
| 3. carat : diamond        | 13. roar : hum            |
| 4. disapproval : contempt | 14. beard : hair          |
| 5. researcher : facts     | 15. school : student      |
| 6. carpenter : hammer     | 16. dwarf : giant         |
| 7. candy : sweet          | 17. auto : gasoline       |
| 8. deliver : receive      | 18. dam : water           |
| 9. furnace : heat         | 19. German shepherd : dog |
| 10. sap : tree            | 20. finger : hand         |

Which one is irrelevant?

DIRECTIONS: Place a check before the word in each group that does not fit the others in the group.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1. <input type="checkbox"/> minute   | 4. <input type="checkbox"/> meat |
| <input type="checkbox"/> hour        | <input type="checkbox"/> pork    |
| <input type="checkbox"/> inch        | <input type="checkbox"/> fish    |
| <input type="checkbox"/> second      | <input type="checkbox"/> steak   |
| 2. <input type="checkbox"/> American | 5. <input type="checkbox"/> rose |
| <input type="checkbox"/> Washington  | <input type="checkbox"/> flower  |
| <input type="checkbox"/> person      | <input type="checkbox"/> ivy     |
| <input type="checkbox"/> woman       | <input type="checkbox"/> insect  |
| 3. <input type="checkbox"/> cereal   | 6. <input type="checkbox"/> lamp |
| <input type="checkbox"/> lily        | <input type="checkbox"/> statue  |
| <input type="checkbox"/> food        | <input type="checkbox"/> Lincoln |
| <input type="checkbox"/> rye         | <input type="checkbox"/> marble  |

## Objective 2.11

## FOUR STEPS TO SOLVING ANALOGIES

- Step 1. Ask yourself, "what is the relationship between the first two words given?" Example Oak : tree ::  
a) sun : moon b) flower : lily c) rain : growth  
d) poodle : dog
- Step 2. State the relationship of the first two words in a sentence (e.g., "An oak is a kind of tree.")
- Step 3. Test the other choices in the sentence which expresses the relationship. Insert each pair of words in the order given in the spots held by the first pair of words in that sentence. Ask if the resulting sentence expresses the same relationship as the first pair (or is the sentence true). Test **ALL** choices.

\*\*\*Remember that the words must be tested in the order given.

Example:

Choice A: A sun is a kind of moon. Is this true?

Choice B: A flower is a kind of lily. Is this true?

Note that the relationship is reversed here.  
DON'T BE TRICKED!

Choice C:

Choice D:

The correct answer is \_\_\_\_\_. Why?

- Step 4. If two or more choices seem to fit, go back to Step 1, and try to think up a less general relationship. For example, if you had decided that the relationship between oak and tree was "They are both living things," choices "b" and "d" would fit that description, so you need to be more specific. Once you have found a more specific relationship, repeat Steps 3 and 4.



## Objective 2.11

PRACTICE USING THE FOUR STEPS

- A. Foot : toe :: a) flower : rain  
b) hand : finger  
c) steering wheel : car  
d) head : tail

Step 1. What is the relationship between foot and toe?

Step 2. Write that relationship as a sentence.

Step 3. Test all choices by inserting the words in the same order in the sentence from Step 2.

Write "true" or "not true" after each choice.

- a) c)  
b) d)

Step 4. The correct answer is \_\_\_\_\_ because \_\_\_\_\_.

- B. Carpenter : hammer :: a) neck : cat  
b) sock : foot  
c) wrench : plumber  
d) dentist : drill

Step 1. What is the relationship between carpenter and hammer?

Step 2. Write the relationship as a sentence.

Step 3. Test all choices by inserting the words in the same order in the sentence from Step 2.

Write "true" or "not true" after each choice.

- a) c)  
b) d)

Step 4. The correct answer is \_\_\_\_\_ because \_\_\_\_\_.

## Objective 2.11

## ANALOGIES

1. gunpowder : explosion ::

A. loud : noise

C. fire : heat

B. safe : dangerous

D. hospital : morgue

(1) What is the relationship between Gunpowder and Explosion?

(2) Make the relationship into a sentence:

(3) Test other choices in the sentence.

(4) The correct answer is \_\_\_\_\_ because \_\_\_\_\_.

2. soldier : rifle ::

A. cook : spatula

C. war : destruction

B. rice : soup

D. paratrooper : fly

(1) What is the relationship between Soldier and Rifle?

(2) Make the relationship into a sentence:

(3) Test the other choices in the sentence.

(4) The correct answer is \_\_\_\_\_.

3. phone : communicate ::

A. up : down

C. boat : sail

B. travel : car

D. weather : temperature

4. wings : flight ::

A. soap : cleaning

C. book : story

B. wonder : mystery

D. winter : summer

(Continued)

## Objective 2.11

## Analogies (continued)

5. boy : masculine
- |                     |                    |
|---------------------|--------------------|
| A. Sally : John     | C. girl : feminine |
| B. baseball : glove | D. man : men       |
6. goose : geese ::
- |                     |                 |
|---------------------|-----------------|
| A. right : left     | C. sow : boar   |
| B. wonder : mystery | D. mouse : mice |
7. eye : face ::
- |                  |                |
|------------------|----------------|
| A. window : door | C. foot : toe  |
| B. hot : cold    | D. big : small |
8. throw : frisbee ::
- |                   |                        |
|-------------------|------------------------|
| A. teacher : fact | C. bounce : basketball |
| B. play : work    | D. funny : joke        |
9. carpenter : saw ::
- |                    |                 |
|--------------------|-----------------|
| A. window : see    | C. life : death |
| B. painter : brush | D. tree : leaf  |
10. paintbrush : paint ::
- |                      |                         |
|----------------------|-------------------------|
| A. happiness : laugh | C. screwdrivers : screw |
| B. voice : musical   | D. crankcase : crank    |
11. sit : stand ::
- |                     |                    |
|---------------------|--------------------|
| A. night : day      | C. life : birthday |
| B. wonder : mystery | D. walk : saunter  |
12. dog : mammal ::
- |                    |                 |
|--------------------|-----------------|
| A. sit : stand     | C. John : boy   |
| B. snake : reptile | D. summer : hot |

## Objective 2.11

## ANALOGY REVIEW

1. A word is compared to an antonym of itself  
SLAVE : FREEMAN :: desolate: \_\_\_\_\_
2. A male is compared to a female  
COLT : FILLY :: buck: \_\_\_\_\_
3. An object is compared to the material of which it is made  
COAT : WOOL :: dress: \_\_\_\_\_
4. One element of time is compared to another element of time  
DAY : NIGHT :: sunrise: \_\_\_\_\_
5. A lesser degree is compared to a greater degree  
HAPPY : ECSTATIC :: warm: \_\_\_\_\_
6. A user is compared to his tool  
DENTIST : DRILL :: farmer: \_\_\_\_\_
7. A creator is compared to a creation  
ARTIST : PICTURE :: poet: \_\_\_\_\_
8. A broad category is compared to a narrower category  
RODENT : SQUIRREL :: fish: \_\_\_\_\_
9. A person is compared to a characteristic  
GIANT : BIGNESS :: baby: \_\_\_\_\_

(Continued)

## Objective 2.11

## Analogy Review (continued)

10. A person is compared to his profession  
TEACHER : EDUCATION :: \_\_\_\_\_ : medicine
11. An instrument is compared to a function it performs  
YARDSTICK : MEASUREMENT : photography : \_\_\_\_\_
12. The plural is compared to the singular  
WE : I :: they : \_\_\_\_\_
13. A symbol is compared to an institution  
FLAG : GOVERNMENT :: cross : \_\_\_\_\_
14. A reward is compared to an action  
MEDAL : BRAVERY :: \_\_\_\_\_ : championship
15. An object is compared to an obstacle that hinders it  
AIRPLANE : FOG :: \_\_\_\_\_ : rut
16. Something is compared to a need that it satisfied  
WATER : THIRST :: \_\_\_\_\_ : hunger
17. A family relationship is compared to a similar family relationship  
FATHER : SON :: uncle : \_\_\_\_\_
18. Something is compared to its natural medium  
SHIP : WATER :: airplane : \_\_\_\_\_
19. Something is compared to something else that can operate it  
DOOR : KEY :: \_\_\_\_\_ : combination
20. A virtue is compared to a failing  
BRAVERY : COWARDICE :: honesty : \_\_\_\_\_
21. An element is compared to an extreme of itself  
WIND : TORNADO :: water : \_\_\_\_\_

## Objective 2.11

## ANALOGIES

DIRECTIONS: Choose a word from the list below and write it in the correct blank.

bushe	several	woman	people	pine
knives	year	body	bushel	fork
house	play	men	cupboard	Congress
plural	sixteen	nation	peach	gross

1. Goose is to geese as knife is to \_\_\_\_\_
2. Mouse is to mice as man is to \_\_\_\_\_
3. One is to many as person is to \_\_\_\_\_
4. Some is to many as few is to \_\_\_\_\_
5. Individual is to crowd as singular is to \_\_\_\_\_
6. Day is to week as month is to \_\_\_\_\_
7. Ten is to hundred as four is to \_\_\_\_\_
8. Pint is to quart as peck is to \_\_\_\_\_
9. One is to dozen as dozen is to \_\_\_\_\_
10. Page is to book as shelf is to \_\_\_\_\_
11. Toe is to foot as tine is to \_\_\_\_\_
12. Base is to lamp as foundation is to \_\_\_\_\_
13. Chapter is to book as scene is to \_\_\_\_\_
14. Seed is to orange as stone is to \_\_\_\_\_
15. Roof is to house as head is to \_\_\_\_\_
16. Father is to family as President is to \_\_\_\_\_

Objective 2.11

ANALOGIES

DIRECTIONS: Analogies are words that are related to each other in some way. Find the word in the lists below that completes the analogy and write it on the line.

cottage	century	grape
puppy	shed	jet
pint	pup	linear foot
cow	sunflower	foal
goose	boulevard	creek

1. LARGE is to WATERMELON as TINY is to \_\_\_\_\_
2. HIGH is to SKYSCRAPER as LOW is to \_\_\_\_\_
3. NARROW is to ALLEY as WIDE is to \_\_\_\_\_
4. LONG is to MILE as SHORT is to \_\_\_\_\_
5. COLT is to HORSE as GOSLING is to \_\_\_\_\_
6. SQUAB is to PIGEON as CALF is to \_\_\_\_\_
7. BEAR is to CUB as HORSE is to \_\_\_\_\_
8. DEER is to FAWN as SEAL is to \_\_\_\_\_
9. YARDSTICK is to RULER as QUART is to \_\_\_\_\_
10. HORSE is to PONY as DOG is to \_\_\_\_\_
11. OCEAN is to LAKE as RIVER is to \_\_\_\_\_
12. ONE is to TEN as DECADE is to \_\_\_\_\_
13. OAK is to REDWOOD as DAISY is to \_\_\_\_\_
14. ROWBOAT is to SHIP as MONOPLANE is to \_\_\_\_\_
15. BED is to CRADLE as PALACE is to \_\_\_\_\_

## Objective 2.11

DIRECTIONS: Complete the following analogies, using your own words. Note that this format allows for more than one correct answer.

1. Birds : Beaks :: Men: \_\_\_\_\_
2. Dancing : Ballet Shoes :: Hockey: \_\_\_\_\_
3. Beer : Inebriated :: Work: \_\_\_\_\_
4. Disease : Cure :: Questions: \_\_\_\_\_
5. Earth : Land :: Ocean: \_\_\_\_\_
6. Desk : Wood :: Tank: \_\_\_\_\_
7. Plant : Pot :: Salad: \_\_\_\_\_
8. Dog : Bark :: Horse: \_\_\_\_\_
9. Golf : Club :: Baseball: \_\_\_\_\_
10. Book : Read :: Song: \_\_\_\_\_
11. Bite : Teeth :: Walk: \_\_\_\_\_
12. Beef : Cow :: Pork: \_\_\_\_\_
13. Geometry : Math :: Chemistry: \_\_\_\_\_
14. Note : song :: Word \_\_\_\_\_
15. Apple : Tree :: Grape: \_\_\_\_\_
16. Bracelet : Arm :: Ring: \_\_\_\_\_
17. Teacher : Teach :: Doctor: \_\_\_\_\_
18. Pine : Wood :: Torino: \_\_\_\_\_
19. "The Beatles" : Rock Music :: Beethoven: \_\_\_\_\_
20. Car : Land :: Boat: \_\_\_\_\_

(Continued)



Objective 2.11

Analogies (continued)

- 21. Foot : Ankle :: Hand: \_\_\_\_\_
- 22. Lead : Pencil :: Ink: \_\_\_\_\_
- 23. United States : North America :: France: \_\_\_\_\_
- 24. Man : Woman :: Boy: \_\_\_\_\_
- 25. Wire : Electricity :: Pipe: \_\_\_\_\_
- 26. Fish : Pond :: Bird: \_\_\_\_\_
- 27. Pizza : Italian :: Taco: \_\_\_\_\_
- 28. Bird : Feathers :: Bear: \_\_\_\_\_
- 29. Ring : Finger :: Earring: \_\_\_\_\_
- 30. Paper : Tree :: Wool: \_\_\_\_\_
- 31. Train : Track :: Boat: \_\_\_\_\_

**UNIT III**  
**LITERATURE**

## OBJECTIVE

- 3.0 Identify the fundamental characteristics of major literary genres.

The student should be able to:

- 3.1 recognize characterization, plot, setting, conflict, atmosphere, and other elements of fiction or non-fiction.
- 3.2 identify vocabulary, biographical information, and elements of fiction within given stories.

## INTRODUCTION

Students enjoy literature when it is on a level that they can understand. Literature is a good way of strengthening vocabulary and developing an awareness of people, places and situations. Students can discuss elements found in literature that relate to their experiences. Thus, literature offers an avenue for students to express themselves.

Since the ultimate aim is for students to develop an appreciation of a variety of literature, some preparation is necessary before starting a literature unit.

An appreciation of literature can be accomplished in several ways:

One approach is to have the students create a story using original characters and plot.

Another approach would be to introduce classical stories by priming the students' interest in the characters they are about to meet (e.g., who they are, what they do, and how they succeed or fail).

## SUGGESTED INSTRUCTIONAL STRATEGIES

1. Use role playing and skits.
2. Use of television shows and movies for literary discussion.
3. Use open-ended stories to provide an opportunity for students to share a variety of responses and information.
4. Contrast an original play against its modern counterpart.
5. Have students prepare visuals - from posters to costume making.
6. Have a talent show in which the students portray characters from the stories they have read.
7. Have four groups of students write short stories based on the same basic characters and plot. (These stories can be done independently or they can be done in a way that should show how setting, conflict, etc. affect the way a character reacts.)
  - a. Have the class or a group create four to six characters. Have them name the character (wife, boss, neighbor, enemy, abandoned child, etc.) and list the physical and personality characteristics of the named characters.
  - b. Have the class decide the general plot line development (e.g., man abandons family to become the best lawyer in town; aliens attack friendly village of South American peasants while another, smaller group attacks the sophisticated business community of Washington, D.C.; four children solve crime that baffled police for seven years).
  - c. After dividing the class into groups, have each group independently select a setting, describe the setting as to time and physical characteristics, and tell how that setting affected the characters.

(Continued)

- d. Have each group select a conflict appropriate to the characters, plot, and setting.
  - e. Have each group select an atmosphere, describing which things will be used to develop the atmosphere.
  - f. If desired, other elements could be added to the group stories to make them more complete.
9. Students can be asked to give an oral report on the different steps and reasoning behind their character and plot development. They can read their story orally, and participate in costume-making, scenery, posters, leading class discussions on points brought up in the story, etc.
  10. Follow the steps in #8 above using some of the largest movies or television shows with which students are familiar. Students would analyze the story, answering the type of questions found on the learning activity sheets on characters, plot, setting, conflict, etc.
  11. Be sure students are familiar with the new vocabulary they need to know in order to understand the story. Make and use flash cards for reinforcement.
  12. Familiarize the students ahead of time with the characters they will encounter in each story. Preview the setting and other information relevant to the understanding and appreciation of the stories.
  13. Use a variety of materials to present literature to the poor reader (e.g., films, filmstrips, records, teacher-read stories).

Literature Selections

The literature unit contains some learning activities and tests developed for eleven stories. A listing of the authors with a brief, biographical sketch; main characters; and a vocabulary list is provided for each of these selections on pages 124-129. The stories in this unit were selected because they are available in most school libraries. Support materials such as filmstrips and cassettes or records are available to supplement many of these story selections, as well.

A suggested sequence of activities to be used with the stories is presented below.

Each story might take from two to four days to complete. Students may be required to turn in a notebook of all the vocabulary, summary pages, and tests.

Suggested Sequence of Activities

1. Before introducing a story, pass out summary page (see page 130).

On chalkboard or on a transparency give the following information which is to be filled in on the summary page:

- a. name of story
- b. author
- c. background information on the author
- d. main characters in the story and something about each one

(Continued)

## Objective 3.0

2. Also on the board, have a list of vocabulary words and definitions which are to be copied by the student on the vocabulary sheet (p. 131). Introduce and discuss each word and definition.
3. Read the story (or view the film or filmstrip, etc.).
4. Discuss the story as a class.
5. Each student will write his or her own summary on the summary sheet (see p. 130). The teacher will be able to tell if students have really comprehended the story and help to clarify thinking.
6. Give a test on each story.
7. Introduce the next new story and repeat process.
8. Provide continuous review of previous stories and vocabulary.
9. Give the literature exam on all stories, characters, authors, and vocabulary.

## Objective 3.0

Summary of Literature Selections1. Story: The Hunchback of Notre Dame

Author: Victor Marie Hugo

French poet and novelist; born 1802; wanted to be a writer from age 14; first book published at age 22.

Main Characters:

Quasimodo - the hunchback  
Esmeralda - the gypsy girl

Vocabulary:

1. confess - admit a crime
2. execute - put to death according to law
3. hunchback - person with a hump on the back
4. torture - causing terrible pain in order to punish
5. gypsy - tribe of people who wander from place to place, earning money by putting on shows and telling fortunes
6. cathedral - very large church

2. Story: The Pit and the Pendulum

Author: Edgar Allan Poe

American author; born 1809; adopted by Mr. Allan; attended West Point; said to be an alcoholic and a drug addict. Other reports deny this. Very sad life.

Main Characters:

Prisoner

Vocabulary:

1. swoon - faint, dizzy
2. dungeon - a deep, dark jail
3. pendulum - a free swinging weight
4. ravenous - very hungry
5. tormentor - one who inflicts suffering agony
6. unique - one of a kind

(Continued)



## Objective 3.0

## Summary of Literature Selections (continued)

3. Story: Cask of Amontillado

Author: Edgar Allan Poe

American author; born 1809; adopted by Mr. Allan; attended West Point; said to be an alcoholic and a drug addict. Other reports deny this. Very sad life.

## Main Characters:

Fortunado - trusting person  
Montresor - seeking revenge

## Vocabulary:

1. cask - barrel
2. revenge - get back
3. dank - damp
4. doom - final destiny, future
5. palazzo - small palace
6. catacombs - underground burial grounds

4. Story: The Black Cat

Author: Edgar Allan Poe

American author; born 1809; adopted by Mr. Allan; attended West Point; said to be an alcoholic and a drug addict. Other reports deny this. Very sad life.

## Main Characters:

man  
black cat

## Vocabulary:

1. atrocity - a shocking, cruel event
2. apparition - ghost-like appearance
3. loath - hate strongly
4. perverse - stubborn, turned away from right, corrupt
5. aversion - dislike
6. caress - to display affection

(continued)

## Objective 3.0

## Summary of Literature Selections (continued)

5. Story: The Tell-Tale Heart

Author: Edgar Allan Poe

American author; born 1809; adopted by Mr. Allan; attended West Point; said to be an alcoholic and a drug addict. Other reports deny this. Very sad life.

## Main Characters:

young man  
old man

## Vocabulary:

1. terror - intense fear
2. agony - intense pain
3. villain - evil person
4. hideous - very ugly

6. Story: Wuthering Heights

Author: Emily Bronte

Born in England in 1818; mother died when she was 3. Lived in many boarding homes; very sensitive and shy. Couldn't bear for anyone to know her thoughts and feeling so she wrote them down.

## Main Characters:

Catherine  
Heathcliff

## Vocabulary:

1. decent - proper and right
2. desolate - not lived in, deserted
3. vagabond - wanderer, tramp
4. revealed - made known, told
5. moped - moved around in a dull, silent or sad way
6. pitied - felt sorry for

(Continued)

## Objective 3.0

## Summary of Literature Selections (continued)

7. Story: The Legend of Sleepy Hollow

Author: Washington Irving

Born in New York in 1873; youngest of 11 children; attended many schools but never graduated; practiced law but was bored and turned to writing as a hobby.

## Main Characters:

Ichabod Crane - a school teacher  
Katrina - a beautiful young lady  
Brom Bones - a man infatuated with Katrina

## Vocabulary:

1. Hessian - German trooper
2. epitaph - words on a tombstone
3. gloated - praised self
4. formidable - brings on fear
5. dismal - gloomy, dreary
6. supernatural - beyond the powers of nature

8. Story: Call of The Wild

Author: Jack London

Born in 1876 in San Francisco; one of ten children in a very poor family; ran around with a rough crowd; started traveling and spent a lot of time in Alaska.

## Main Characters:

Buck - a dog

## Vocabulary:

1. Master - one who rules another
2. savage - wild, cruel
3. disaster - a tragedy, terrible event
4. ideal - perfect, ideal
5. shallow - not deep
6. restless - active, can't stay still

(Continued)

## Objective 3.0

## Summary of Literature Selections (continued)

9. Story: The Taming of the Shrew

Author: William Shakespeare

Born in 1564 in England; worked as a teacher; began writing at age 30; wrote stories, poetry, and plays; unlike most writers, wrote every type of story; became quite famous while still living.

Main Characters:

Katherine - the Shrew  
Petruccio - her husband

Vocabulary:

1. shrew - woman who is stubborn and argues
2. courtship - the time of dating before marriage
3. humorist - person who jokes a lot
4. dowry - gifts to the husband from the wife's family
5. courteous - to be kind and polite
6. obedient - to obey and behave

10. Story: The Merchant of Venice

Author: William Shakespeare

Born in 1564 in England; worked as a teacher; began writing at age 30; wrote stories, poetry, and plays; unlike most writers, wrote every type of story; became quite famous while still living.

Main Characters:

Bassanio - a friend who needed money to marry  
Antonio - a friend who borrowed money  
Shylock - a money lender  
Portia - a rich, smart lady

Vocabulary:

1. usurer - person who lends money and collects interest
2. merchant - a trader, one who sells
3. reproach - scold, criticize
4. heiress - a woman who inherits money
5. suitor - one who courts or dates a girl hoping to marry her

(Continued)

Objective 3.0

**Summary of Literature Selections (continued)**

11. Story: Romeo and Juliet

Author: William Shakespeare

Born in 1564 in England; worked as a teacher; began writing at age 30; wrote stories, poetry, and plays; unlike most writers, wrote every type of story; became quite famous while still living.

Main Characters:

Juliet - a member of the Capulet Family  
Romeo - a member of the Montague Family

Vocabulary:

1. banish, banishment - to be forced to leave your own country
2. slain - killed, murdered
3. phial - small glass container
4. rapture - strong delight
5. nuptials - wedding activities
6. draught - a drink

Objective 3.0

**SUMMARY**

Period \_\_\_\_\_ Date \_\_\_\_\_

Student's Name: \_\_\_\_\_

Title of Story: \_\_\_\_\_

Author: \_\_\_\_\_

Information about the author:

Main characters in the story:

Summary:

Objective 3.0

**VOCABULARY**

<u>Vocabulary Word</u>	<u>Definition</u>	<u>Synonym</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Choose three words from the list above, then write a sentence for each vocabulary word you selected below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Objective 3.1

ORIGINAL STORY

DIRECTIONS: Complete this worksheet based on class discussion in which you have participated.

Name of Character \_\_\_\_\_

List five physical characteristics: (Does your character have a scar on his/her face? Is he handsome or is she pretty? Is your character especially short or tall? Is your character fat or thin? What color are his or her eyes?)

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_

List three personality characteristics: (Is your character greedy, sophisticated, educated, mechanical, curious, lazy, etc.?)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

What is this character's relationship to character #2? (Are they related through family? Are they friends? enemies? neighbors? Is this character the principal of a school, the town's minister, the coach?)

\_\_\_\_\_

What is this character's relationship to character #3?

\_\_\_\_\_

(Continued)



Objective 3.1

Original Story (continued)

What is this character's relationship to character #4?

---

What is this character's relationship to character #5?

---

What things are important to this character?

---

---

Is there anything else that we should know about this character? (Did this character hate his/her family? Is this character dreaming of winning something big? Is this character uncomfortable about something?)

---

---

Objective 3.1

**ORIGINAL STORY**

**DIRECTIONS:** Complete this worksheet based on class discussion in which you have participated.

This story is generally going to be about:

Who? \_\_\_\_\_  
\_\_\_\_\_

Doing what? \_\_\_\_\_  
\_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_

What might cause this person to fail to accomplish his goal?  
\_\_\_\_\_  
\_\_\_\_\_

What might cause this person to triumph over things?  
\_\_\_\_\_  
\_\_\_\_\_

Is there anything else that should be in the plot line? (A murder? A discovery? A solved problem? A rejection? A natural phenomenon, such as a storm, hurricane, tornado? A surprise visit?)  
\_\_\_\_\_  
\_\_\_\_\_

Objective 3.1

ORIGINAL STORY

DIRECTIONS: Working in your group, decide on a setting for your story. Consider time and place. Tell where and when your story takes place and make it more meaningful, more humorous, more mysterious, or more spooky. Each member of the group should fill out one of these sheets and have it ready to turn in.

When does your story take place:

approximate month(s) \_\_\_\_\_

approximate year(s) \_\_\_\_\_

What kinds of things would you see if you looked around (e.g., jets, stagecoaches, radar ovens, cravelers walking from place to place)? Name from 5 to 10 things characteristic of the time you have chosen.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How has this time period affected the characters in your story (e.g., more likely to die of cancer, made them cynical or doubtful, made them tough in order to survive, made them appreciate nature and natural things more)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Continued)

Objective 3.1

Original Story (continued)

Where does this story take place? Try to narrow your place down; give it a name. If it is a city, how large a city is it? How modern is it? Try to be specific about the setting you have selected.

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Use ten adjectives or descriptive phrases to describe this place. What does this place look like?

- |    |       |     |       |
|----|-------|-----|-------|
| 1. | _____ | 6.  | _____ |
| 2. | _____ | 7.  | _____ |
| 3. | _____ | 8.  | _____ |
| 4. | _____ | 9.  | _____ |
| 5. | _____ | 10. | _____ |

Do the characters like living in your setting? \_\_\_\_\_

Do the characters go along with the beliefs of their time?  
\_\_\_\_\_

Is there anything else about your setting that is important?  
\_\_\_\_\_  
\_\_\_\_\_

## Objective 3.1

## ORIGINAL STORY

DIRECTIONS: State the conflict of your story. There can be several conflicts. Start with the biggest one and then mention how that conflict has affected the individual characters. List several smaller conflicts, if applicable. You will also need to tell how the major conflict is resolved. If it is not resolved, tell why. (Most conflicts are resolved in stories.)

Is your conflict going to deal with a person fighting against nature (storm, mountains, raging rivers)?

yes            no

Is your conflict going to deal with a person fighting his or her inner beliefs or background?

yes            no

Is your conflict going to deal with a person fighting against others for something he or she believes in.

yes            no

Name the major conflict in your story. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Who is most affected by your conflict and why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Continued)

Objective 3.1

**Original Story (continued)**

Are there minor conflicts that relate to the bigger conflict?    yes        no        If so, what are they?

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---

---

How is your major conflict going to be resolved?

---

---

Will that make someone a hero?    yes        no        Who? \_\_\_\_\_

Will that make someone a villain?    yes        no        Who? \_\_\_\_\_

How will this major conflict make the plot more thrilling or exciting? \_\_\_\_\_

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---

Objective 3.1

ORIGINAL STORY

DIRECTIONS: Include some elements of atmosphere in your story. Atmosphere encompasses sensations you feel as you experience something. Think of a haunted house at midnight in December. Think of a meadow full of blooming spring flowers. Think of a hospital emergency room during the time when the doctors and nurses are dealing with patients from a major train crash. A good description of the atmosphere can make your story more interesting.

Think for a moment. Are you going to try to create a sense of calm or a sense of alarm? Do you want a sense of romance? Do you want to create something spooky or unusual?

What kind of atmosphere do you want in your story? \_\_\_\_\_

How do you plan to create this mood? You can do this through your characters, your setting, your conflict and events that you might add to your story.

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Objective 3.1

ORIGINAL STORY

DIRECTIONS: You may be able to write or express some of your story in vivid detail. Add imagery to your story so that it has some added interest.

Here's an example where imagery was used to create a sense of pride in an object that a character named John owns.

The painting hung in a very important place in John's house. The multitude of flowers surrounding two young children at play always reminded John of his youthful ambition to become the leader of many. The painting framed in rich mahogany wood glistened from time to time as light bounced from it in the afternoon sun. John looked to this portrait now as his chest filled with a wonderful sense of satisfaction; his empire was established.

See if you can add a few examples of good, descriptive imagery in writing your story.

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## Objective 3.1

## ORIGINAL STORY

DIRECTIONS: Choose one of the following for a writing assignment.

1. Characterization: Write three paragraphs. One paragraph will be a description of your grandfather or grandmother. Try to give enough information about who he/she is and how he/she feels as you can. You can also describe his/her physical features if you want.

In the next paragraph describe your father or mother and give a good characterization of him or her. Then, tell about yourself so that three generations of your family are described.

2. Setting: Describe the time in which your grandfather lived, the time in which your father lived and you lived. How were the times economically, socially, militarily, religiously, etc.? Tell where each of you lived and describe the settings.
3. Conflict: List three problems that you had or have and how you solved those problems. How did the problems make you feel? Would you consider these problems serious ones?

## Objective 3.2

7. The following vocabulary words are from three stories: The Hunchback of Notre Dame, The Pit and the Pendulum, and The Cask of Amontillado. Write the correct word next to its definition.

confess	revenge	pendulum	cask	dungeon	torture
swoon	hunchback	catacombs	execute	doom	ravenous
gypsy	dank	tormentor	palazzo	unique	cathedral

1. causing terrible pain in order to punish \_\_\_\_\_
2. a deep, dark jail \_\_\_\_\_
3. small palace \_\_\_\_\_
4. one of a kind \_\_\_\_\_
5. faint, dizzy \_\_\_\_\_
6. very large church \_\_\_\_\_
7. tribe of people who wander \_\_\_\_\_
8. very hungry \_\_\_\_\_
9. damp \_\_\_\_\_
10. put to death according to law \_\_\_\_\_
11. final destiny, future \_\_\_\_\_
12. one who inflicts suffering, agony \_\_\_\_\_
13. admit a crime \_\_\_\_\_
15. underground burial grounds \_\_\_\_\_
16. free-swimming weight \_\_\_\_\_
17. person with hump on the back \_\_\_\_\_
18. to get back at \_\_\_\_\_

(Continued)

## Objective 3.2

## Original Story (continued)

II. Tell which story each word is from by writing the numerals 1, 2, or 3 on the lines after each vocabulary word below.

1. The Hunchback of Notre Dame
2. The Pit and the Pendulum
3. The Cask of Amontillado

pendulum	_____	cask	_____	gypsy	_____
palazzo	_____	revenge	_____	cathedral	_____
catacombs	_____	hunchback	_____	dank	_____

III. Use each of the following words in a sentence of your own.

torture -

swoon -

execute -

unique -

confess -

IV. Write one of the vocabulary words in each blank.

1. He has been very mean to me, I will get my \_\_\_\_\_
2. The \_\_\_\_\_ was telling fortunes.
3. My car is \_\_\_\_\_, there is no other like it.
4. Dead people are buried in the \_\_\_\_\_
5. Because he killed a man, we must \_\_\_\_\_ him.
6. I will not \_\_\_\_\_ to a crime I did not commit.

## Objective 3.2

The Black Cat

DIRECTIONS: Write the correct word next to its definition.

- |  |           |          |            |
|--|-----------|----------|------------|
|  | atrocitiy | perverse | apparition |
|  | aversion  | loath    | caress     |
1. display affection \_\_\_\_\_
  2. ghost-like appearance \_\_\_\_\_
  3. stubborn \_\_\_\_\_
  4. hate strongly \_\_\_\_\_
  5. a shocking, cruel event \_\_\_\_\_
  6. dislike \_\_\_\_\_
- 

The Tell-Tale Heart

DIRECTIONS: Write the correct word next to its definition.

- |  |        |       |         |         |
|--|--------|-------|---------|---------|
|  | terror | agony | villain | hideous |
|--|--------|-------|---------|---------|
1. intense pain \_\_\_\_\_
  2. very ugly \_\_\_\_\_
  3. evil person \_\_\_\_\_
  4. intense fear \_\_\_\_\_

Use each word again to complete each sentence correctly.

5. The \_\_\_\_\_ creature frightened the children.
6. He was in \_\_\_\_\_ when the bullet struck his head.
7. The horror picture filled my mind with \_\_\_\_\_
8. The police searched for the \_\_\_\_\_

## Objective 3.2

The Tell-Tale Heart

Note: The numbers on this page refer to the paragraph numbers in The Tell-Tale Heart which was printed in the September 23, 1976 issue of Scope magazine. The questions may be used in another printed version of the story, but the paragraph numbers may not apply.

DIRECTIONS: Answers the following questions about the story, The Tell-Tale Heart.

- #2 Which word means:  
a thought \_\_\_\_\_  
a wish \_\_\_\_\_
- #3 What does "My blood ran cold" mean? \_\_\_\_\_  
\_\_\_\_\_
- #5 What would be another word for a ray of light? \_\_\_\_\_  
of light
- #6 What annoyed the young man? the old man or the evil eye
- #7 Which word in this paragraph means "smart"? \_\_\_\_\_
- #8 What does "chuckled" mean? \_\_\_\_\_
- #9 Was the room light or dark? \_\_\_\_\_
- #10 What does "terror" mean? \_\_\_\_\_
- #13 Does the old man know that the young man is in the room? \_\_\_\_\_
- #14 Describe the eye. \_\_\_\_\_
- #15 \_\_\_\_\_
- #16 The young man compares the beating of the old man's heart to the beating of a \_\_\_\_\_

(Continued)

Objective 3.2

The Tell-Tale Heart (continued)

#20 How does the young man kill the old man? \_\_\_\_\_  
\_\_\_\_\_

#21 Is a "muffled sound" loud or soft

#22 How does the young man check to see if the old man is dead?

#23 Describe the wise way he hid the body. \_\_\_\_\_  
\_\_\_\_\_

#25 How many police came? \_\_\_\_\_

#29 What does the young man think he hears in his ears?  
\_\_\_\_\_  
\_\_\_\_\_

#30 What does it sound like to him? \_\_\_\_\_

#33 Do the police suspect the young man of anything? \_\_\_\_\_

#34 Why does he confess? \_\_\_\_\_  
\_\_\_\_\_

## Objective 3.2

Wuthering Heights

I. Write the letter of the definition beside the correct word.

- |       |             |                                   |
|-------|-------------|-----------------------------------|
| _____ | 1. decent   | a. wanderer, tramp                |
| _____ | 2. desolate | b. not lived in, deserted         |
| _____ | 3. vagabond | c. moved in dull, silent, sad way |
| _____ | 4. revealed | d. proper and right               |
| _____ | 5. moped    | e. made known, told               |
| _____ | 6. pitied   | f. felt sorry for                 |

II. Fill in the blanks using words 1-6 above.

1. I \_\_\_\_\_ the boy who was left to starve.
2. The thief \_\_\_\_\_ his hide-away.
3. The \_\_\_\_\_ worked at odd jobs for food.
4. When my boyfriend said good-bye, I \_\_\_\_\_ around the house.
5. Honesty is the \_\_\_\_\_ way to live.
6. The \_\_\_\_\_ desert town was spooky.

III. Answer the questions.

1. Did Catherine love Heathcliff? \_\_\_\_\_
2. Catherine married a cousin who lived nearby.  
True or False \_\_\_\_\_
3. Did Catherine and Heathcliff marry? \_\_\_\_\_
4. Heathcliff died at the end of the story.  
True or False \_\_\_\_\_
5. This story is a: a) comedy b) tragic love story  
c) horror story
6. This story was written by a: a) man b) woman

## Objective 3.2

The Legend of Sleepy Hollow

I. Write the letter of the definition by the correct word.

- |       |                 |                              |
|-------|-----------------|------------------------------|
| _____ | 1. Hessian      | a. brings fear to a person   |
| _____ | 2. epitaph      | b. German trooper            |
| _____ | 3. gloated      | c. words on a tombstone      |
| _____ | 4. formidable   | d. beyond nature, not normal |
| _____ | 5. dismal       | e. gloomy, dreary            |
| _____ | 6. supernatural | f. praised self silently     |

II. Fill in the blanks using words 1-6 above.

1. The \_\_\_\_\_ fought on horseback.
2. It was a \_\_\_\_\_ rainy night.
3. He \_\_\_\_\_ over his victory at the game.
4. His \_\_\_\_\_ will read: "Here lies a feared, but gentle man.
5. The gypsy said she had \_\_\_\_\_ powers.
6. He rode to meet his \_\_\_\_\_ rival in a duel.

III. Answer the questions.

1. The ghost of Sleepy Hollow was also known as the
  - a) "Headless" Horseman
  - b) preacher
  - c) Hessian.
2. Ichabod Crane was a:
  - a) thief
  - b) preacher
  - c) teacher.
3. Ichabod loved:
  - a) Katrina
  - b) Catherine
  - c) Maria.
4. Ichabod's rival was:
  - a) Mynheer Van Tassel
  - b) Brom Bones
  - c) the Hessian.
5. Who married the beautiful rich girl?
  - a) Brom Bones
  - b) Ichabod.
6. The village people proved that Ichabod met his fate with the ghost.
  - a) true
  - b) false



Objective 3.2

DIRECTIONS: The following vocabulary words are taken from Call of the Wild, The Taming of the Shrew, and The Merchant of Venice. Write the correct word next to its definition.

master	shrew	usurer	merchant
savage	courtship	reproach	heiress
disaster	humorist	ideal	dowry
shallow	courteous	suitor	restless
obedient			

1. a woman who inherits money \_\_\_\_\_
2. not deep \_\_\_\_\_
3. a trader, one who sells \_\_\_\_\_
4. to be kind and polite \_\_\_\_\_
5. a person who jokes a lot \_\_\_\_\_
6. wild, cruel \_\_\_\_\_
7. person who lends money and collects interest \_\_\_\_\_
8. active, can't stay still \_\_\_\_\_
9. the time of dating before marriage \_\_\_\_\_
10. criticize, scold \_\_\_\_\_
11. gifts to the husband from the wife's family \_\_\_\_\_
12. perfect, desirable \_\_\_\_\_
13. one who courts or dates a woman hoping to marry her \_\_\_\_\_
14. woman who is stubborn and argues \_\_\_\_\_
15. to obey and behave \_\_\_\_\_
16. one who rules another \_\_\_\_\_
17. a tragedy, a terrible event \_\_\_\_\_

Objective 3.2

I. DIRECTIONS: List the characters given below under the story in which they appear.

Portia  
Petruchio

Antonio  
Shylock

Buck  
Bassanio

Katherine

Call of The  
Wild

The Taming of The  
Shrew

The Merchant of  
Venice

II. DIRECTIONS: Use each of these words in a sentence.

1. disaster \_\_\_\_\_
2. suitor \_\_\_\_\_
3. obedient \_\_\_\_\_

III. DIRECTIONS: Write a vocabulary word in each blank to complete each sentence correctly.

1. During their \_\_\_\_\_, the man sent the woman flowers every day.
2. That plane wreck was a \_\_\_\_\_.
3. The \_\_\_\_\_ sold only pots and pans.
4. The girl's \_\_\_\_\_ consisted of four pigs, two chickens, and five silver coins.
5. The dog looked all over for his \_\_\_\_\_.
6. My teacher will \_\_\_\_\_ me if I forget my homework.
7. I was bored; I felt \_\_\_\_\_.

(Continued)

Objective 3.2

Test (continued)

8. Little children must swim in the \_\_\_\_\_ end of the pool.
9. The disagreeable, screaming woman was a \_\_\_\_\_.
10. The person who lent me that money was a \_\_\_\_\_.
11. If you are \_\_\_\_\_, you follow instructions.
12. Bob Hope is a \_\_\_\_\_.
13. The man who wants to marry my daughter is her \_\_\_\_\_.
14. The young child was polite and \_\_\_\_\_ and always minded her manners.
15. The \_\_\_\_\_ class would always be good, quiet, and ready to work.
16. The lady became an \_\_\_\_\_ when her rich father died.
17. That \_\_\_\_\_ dog killed all the hens.
18. Which vocabulary word is a compound word?  
\_\_\_\_\_
19. Which vocabulary word has only one syllable?  
\_\_\_\_\_

## Objective 3.0

I. DIRECTIONS: Choose the correct description of each story title below. Write the letter of the description on the line.

- |       |                                |  |
|-------|--------------------------------|--|
| _____ | 1. Wuthering Heights           | A. Man loves animals but kills pets  |
| _____ | 2. Call of the Wild            | B. Two people who grew up together, loved each other, but were never able to marry |
| _____ | 3. The Hunchback of Notre Dame | C. Man sentenced to die and thrown into dungeon with a deep pit                    |
| _____ | 4. Black Cat                   | D. The story of a father with two daughters he is trying to marry off              |
| _____ | 5. Merchant of Venice          | E. Two teenagers who have a tragic love and marriage                               |
| _____ | 6. Legend of Sleepy Hollow     | F. A young man bothered by an old man's eye  |
| _____ | 7. Pit and the Pendulum        | G. A dog is sent to Alaska and turns back to nature                                |
| _____ | 8. Romeo and Juliet            | H. Quasimodo falls in love with a gypsy girl                                       |
| _____ | 9. The Tell-Tale Heart         | I. A man who lends money and expects a pound of flesh as payment                   |
| _____ | 10. The Taming of the Shrew    | J. About a school teacher and a headless horseman                                  |
| _____ | 11. Cask of Amontillado        | K. A man plans a terrible revenge for a man who insulted him                       |

## Objective 3.0

II. DIRECTIONS: List the characters under the correct story title.

Fortunado	Antonio	Romeo	Catherine
Emeralda	Prisoner	Buck	Ichabod Crane
Portia	Montresor	Heathcliff	Young man
Quasimodo	Old man	Katrina	Black Cat
Katherine	Shylock	Petruchio	Brom Bones
Bassanio	Juliet		

1. Hunchback of Notre Dame
2. Pit and The Pendulum
  
3. Cask of Amontillado
4. Black Cat
  
5. The Tell-Tale Heart
6. Wuthering Heights
  
7. Legend of Sleepy Hollow
8. Call of The Wild
  
9. Taming of The Shrew
10. Merchant of Venice
  
11. Romeo and Juliet

**Objective 3.0**

III. DIRECTIONS: Match the definitions to the correct vocabulary words. In the first part, write the letter of the definition on each line. In the second part, write the correct numeral in front of each definition.

- |       |               |  |
|-------|---------------|--|
| _____ | 1. swoon      | A. faint, dizzy                                  |
| _____ | 2. dungeon    | B. deep, dark cell                               |
| _____ | 3. pendulum   | C. admit a crime                                 |
| _____ | 4. ravenous   | D. put to death according to law                 |
| _____ | 5. tormentor  | E. a tragedy, a terrible event                   |
| _____ | 6. unique     | F. person with hump on back                      |
| _____ | 7. confess    | G. free swinging weight                          |
| _____ | 8. execute    | H. one of a kind                                 |
| _____ | 9. hunchback  | I. very large church                             |
| _____ | 10. torture   | J. very hungry                                   |
| _____ | 11. gypsy     | K. perfect, desirable                            |
| _____ | 12. cathedral | L. tribe of people that move from place to place |
| _____ | 13. master    | M. one who rules another                         |
| _____ | 14. savage    | N. causing terrible pain                         |
| _____ | 15. disaster  | O. one who inflicts suffering                    |
| _____ | 16. ideal     | P. wild, cruel                                   |
| _____ | 17. shallow   | Q. not deep                                      |
| _____ | 18. restless  | R. active, can't stay still                      |

- |       |              |  |
|-------|--------------|--|
| _____ | 1. shrew     | A. person who jokes a lot                |
| _____ | 2. humorist  | B. not lived in, deserted                |
| _____ | 3. dowry     | C. killed, murdered                      |
| _____ | 4. courteous | D. gifts to husband from wife's family   |
| _____ | 5. obedient  | E. strong delight, happiness             |
| _____ | 6. courtship | F. to be kind and polite                 |
| _____ | 7. banish    | G. moved around in dull, silent, sad way |
| _____ | 8. decent    | H. wanderer, tramp                       |
| _____ | 9. slain     | I. time before marriage, dating time     |
| _____ | 10. desolate | J. made known, told                      |
| _____ | 11. rapture  | K. felt sorry for                        |
| _____ | 12. vagabond | L. proper and right                      |
| _____ | 13. phial    | M. woman who is stubborn, argues a lot   |
| _____ | 14. revealed | N. forced to leave one's own country     |
| _____ | 15. nuptials | O. wedding activities                    |
| _____ | 16. moped    | P. to obey and behave                    |
| _____ | 17. pitied   | Q. small glass container                 |
| _____ | 18. draught  | R. a drink                               |

Objective 3.0

IV. DIRECTIONS: Match the vocabulary words to their definitions. Write the correct numeral on each line.

- |                  |       |   |
|------------------|-------|---|
| 1. terror        | _____ | A. underground burial grounds               |
| 2. usurer        | _____ | B. trader, one who sells                    |
| 3. merchant      | _____ | C. intense pain                             |
| 4. agony         | _____ | D. praised self silently, bragged           |
| 5. casual        | _____ | E. barrel                                   |
| 6. revenge       | _____ | F. get back at                              |
| 7. catacombs     | _____ | G. small place                              |
| 8. epitaph       | _____ | H. intense fear                             |
| 9. palazzo       | _____ | I. words on tombstone                       |
| 10. supernatural | _____ | J. final destiny, future                    |
| 11. suitor       | _____ | K. person who lends money and gets interest |
| 12. gloated      | _____ | L. one who dates with hopes to marry        |
| 13. doom         | _____ | M. beyond the powers of nature              |

- 
- |               |       |                             |
|---------------|-------|-----------------------------|
| 1. villain    | _____ | A. gloomy, dreary           |
| 2. perverse   | _____ | B. very ugly                |
| 3. atrocity   | _____ | C. woman who inherits money |
| 4. reproach   | _____ | D. stubborn, does opposite  |
| 5. hideous    | _____ | E. damp                     |
| 6. formidable | _____ | F. ghost-like appearance    |
| 7. apparition | _____ | G. brings on fear, opponent |
| 8. heiress    | _____ | H. scold, criticize         |
| 9. loath      | _____ | I. display affecting, hug   |
| 10. dismal    | _____ | J. evil person              |
| 11. dank      | _____ | K. German trooper           |
| 12. Hessian   | _____ | L. dislike                  |
| 13. aversion  | _____ | M. hate strongly            |
| 14. caress    | _____ | N. a shocking cruel event   |

Objective 3.0

V. DIRECTIONS: Match the author to each story. Authors may be used more than once. Write the correct letter on each line.

- |       |                            |                        |
|-------|----------------------------|------------------------|
| _____ | 1. Tell-Tale Heart         | A. Edgar Allan Poe     |
| _____ | 2. Legend of Sleepy Hollow | B. William Shakespeare |
| _____ | 3. Cask of Amontillado     | C. Victor Marie Hugo   |
| _____ | 4. Call of the Wild        | D. Emily Bronte        |
| _____ | 5. Hunchback of Notre Dame | E. Washington Irving   |
| _____ | 6. Wuthering Heights       | F. Jack London         |
| _____ | 7. Black Cat               |                        |
| _____ | 8. Taming of the Shrew     |                        |
| _____ | 9. Pit and The Pendulum    |                        |
| _____ | 10. Merchant of Venice     |                        |
| _____ | 11. Romeo and Juliet       |                        |

VI. DIRECTIONS: Write "T" for True and "F" for False.

- |   |       |
|---|-------|
| 1. The author of <u>Sleepy Hollow</u> was once a lawyer.        | _____ |
| 2. Jack London spent most of his time in San Francisco.         | _____ |
| 3. Shakespeare was English.                                     | _____ |
| 4. The author of <u>Hunchback of Notre Dame</u> was French.     | _____ |
| 5. Shakespeare wrote only plays.                                | _____ |
| 6. Edgar Allan Poe had a very happy life.                       | _____ |
| 7. Emily Bronte wrote animal stories.                           | _____ |
| 8. The author of <u>Call of the Wild</u> ran with a wild group. | _____ |
| 9. The author of <u>Black Cat</u> was a drug addict.            | _____ |
| 10. Emily Bronte was a very shy girl.                           | _____ |



## Objective 3.0

VII. DIRECTIONS: Circle the correct answer.

1. Esmeralda loves: a) Quasimodo b) churchman c) captain in the army.
2. Juliet's last name was: a) Montegue b) Montresor c) Capulet.
3. An author who wrote stories 400 years ago is: a) Poe b) Victor Hugo c) Shakespeare.
4. Poe was: a) English b) American c) French.
5. Shakespeare wrote: a) plays b) poems c) stories d) all of these.
6. Amontillado is: a) the name of a man b) a kind of wine c) a barrel d) a city.
7. Romeo's last name was: a) Montegue b) Montresor c) Capulet.
8. In the The Pit and the Pendulum, the prisoner: a) jumps into the pit b) is burned to death c) is saved.
9. Petruchio tames Katherine by: a) saying nothing is good enough for her b) loving her c) agreeing with her.
10. The starving orphan was: a) Heathcliff b) Ichabod Crane c) Petruchio.
11. The shrew was a) Katrina b) Catherine c) Katherine.
12. Portia was married to: a) Antonio b) Bassiano c) Fortunado.
13. Juliet's death was by: a) stabbing b) poison c) a drug.
14. The man in the Black Cat: a) cuts out the eye of his cat b) hangs his cat c) burns him.
15. Katrina marries: a) Petruchio b) Brom Bones c) Ichabod Crane.

## Objective 3.0

16. All parts in plays at the time of Shakespeare were played by: a) men b) women c) both.
17. Heathcliff and Catherine: a) married b) had a child c) loved each other.
18. The money lender was: a) Shylock b) Montresor c) Bassiano.
19. Ichabod Crane was: a) a chicken b) a hero c) a storekeeper
20. In the story The Tell-Tale Heart, the young man:  
a) kills the old man b) buries the man under planks  
c) both of these

## VIII. DIRECTIONS: Fill in the blanks.

1. Montresor \_\_\_\_\_ Fortunado alive.
2. Ichabod Crane was afraid of the \_\_\_\_\_.
3. In The Tell-Tale Heart, the young man did not like the old man's \_\_\_\_\_.
4. Quasimodo is a \_\_\_\_\_.
5. Buck ended up running with a pack of \_\_\_\_\_.
6. Catherine's father found \_\_\_\_\_ starving in the streets.
7. Esmeralda was a \_\_\_\_\_.
8. A man who lends money and charges interest at a high rate might be known today as a \_\_\_\_\_.

## IX. Which story did you like best? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

## Objective 3.0

I. DIRECTIONS: Write the letter of the title in front of the correct description of the story below.

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| A. <u>Cask of Amontillado</u>      | G. <u>The Legend of Sleepy Hollow</u> |
| B. <u>Taming of The Shrew</u>      | H. <u>The Merchant of Venice</u>      |
| C. <u>Romeo and Juliet</u>         | I. <u>The Black Cat</u>               |
| D. <u>The Pit and the Pendulum</u> | J. <u>The Hunchback of Notre Dame</u> |
| E. <u>The Tell-Tale Heart</u>      | K. <u>Call of the Wild</u>            |
| F. <u>Wuthering Heights</u>        |                                       |

- \_\_\_\_\_ 1. Man loves animals but kills his pets.  
 \_\_\_\_\_ 2. Two people who grew up together, loved each other, but were never able to marry  
 \_\_\_\_\_ 3. Man sentenced to die, put in dungeon with pit  
 \_\_\_\_\_ 4. Father has two daughters he is trying to marry off  
 \_\_\_\_\_ 5. Two teenagers have a tragic love and marriage  
 \_\_\_\_\_ 6. A young man bothered by an old man's eye  
 \_\_\_\_\_ 7. A dog is sent to Alaska and returns to nature  
 \_\_\_\_\_ 8. Quasimodo falls in love with a gypsy girl  
 \_\_\_\_\_ 9. A man lends money, expects a pound of flesh  
 \_\_\_\_\_ 10. A school teacher and a headless horseman  
 \_\_\_\_\_ 11. A man plans a terrible revenge

II. DIRECTIONS: Use the letters above to name the story to which each character belongs.

Quasimodo _____	Katherine (Kate) _____
Shylock _____	Esmeralda _____
Catherine _____	Romeo _____
Juliet _____	Ichabod Crane _____
Portia _____	Buck _____

(Continued)

## Objective 3.0

## Test (continued)

III. DIRECTIONS: Match the words and their definitions.  
Write the numeral or letter in front of the correct definition.

1. perverse	_____	very large church
2. revenge	_____	perfect, desirable
3. agony	_____	very hungry
4. usurer	_____	causing terrible pain
5. swoon	_____	killed, murdered
6. ravenous	_____	stubborn, does the opposite
7. unique	_____	faint, dizzy
8. confess	_____	admit a crime
9. torture	_____	forced to leave own country
10. cathedral	_____	one of a kind
11. ideal	_____	gifts to husband-to-be
12. dowry	_____	dating time
13. courtship	_____	intense pain
14. banish	_____	get back at
15. slain	_____	person who lends money

A. desolate	_____	wedding activities
B. vagabond	_____	felt sorry for
C. nuptials	_____	a shocking, cruel event
D. pitied	_____	very ugly
E. epitaph	_____	words on a tombstone
F. supernatural	_____	wanderer, tramp
G. doom	_____	hate strongly
H. atrocity	_____	beyond the powers of nature
I. reproach	_____	display affection, hug
J. hideous	_____	damp
K. heiress	_____	scold, criticize
L. loath	_____	final destiny, future
M. dank	_____	woman who inherits money
N. Hessian	_____	not lived in, deserted
O. caress	_____	German trooper

(Continued)

## Objective 3.0

## Test (continued)

IV. DIRECTIONS: Write the name of the author in front of the story he or she wrote. Use the names below.

Edgar Allan Poe  
William Shakespeare  
Victor Marie Hugo

Emily Bronte  
Washington Irving  
Jack London

1. \_\_\_\_\_ wrote Wuthering Heights
2. \_\_\_\_\_ wrote The Tell-Tale Heart  
The Cask of Amontillado  
The Black Cat  
The Pit and the Pendulum
3. \_\_\_\_\_ wrote Call of the Wild
4. \_\_\_\_\_ wrote The Legend of Sleepy Hollow
5. \_\_\_\_\_ wrote The Hunchback of Notre Dame
6. \_\_\_\_\_ wrote The Taming of the Shrew  
The Merchant of Venice  
Romeo and Juliet

## V. Essay Question

DIRECTIONS: Give the reasons why Antonio did not have to pay a pound of flesh.

(Continued)

## Objective 3.0

## Test (Continued)

## VI. DIRECTIONS: Circle the best answer.

1. Quasimodo loves: a) Esmeralda b) Portia c) Katrina.
2. Amontillado is: a) a place b) a wine c) a man.
3. In the Tell-Tale Heart, the young man: a) kills the old man b) buries him under planks c) both of these.
4. The money lender was: a) Montessor b) Shylock c) Bassanio.
5. In the Pit and The Pendulum, the prisoner: a) jumps into the pit b) is burned to death c) is saved.
6. Juliet's death was by: a) stabbing b) poison c) drugs.
7. Heathcliff and Catherine: a) married b) had a child c) loved each other.
8. The Shrew was: a) Katherine b) Catherine c) Katrina
9. Buck was: a) a dollar b) a dog c) a man.
10. On the way home, Ichabod Crane: a) falls in love b) falls off a horse c) disappears.
11. The starving orphan was: a) Fortunado b) Heathcliff c) Petruchio.
12. Fortunado is: a) buried alive b) thrown into a pit c) married to Portia.
13. Esmeralda is: a) a lawyer b) a gypsy c) a Snrew.
14. Flesh means: a) meat b) blood c) money.

UNIT IV  
ORAL COMMUNICATIONS

165

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## Objective 4.0

## OBJECTIVE

4.0 Participate in formal and informal oral language activities.

The student will be able to:

- 4.1 demonstrate clear articulation and appropriate pronunciation.
- 4.2 respond to questions with clarity.
- 4.3 participate in oral classroom activities: group discussion, class oral reading, role playing, reports, etc.
- 4.4 identify basic elements of delivery in speech making.

## INTRODUCTION

Students are often reluctant to speak in a class because they anticipate being laughed at and believe what they have to say is unimportant or too personal. All students learn valuable lessons from learning to speak to one another and to listen to others who are speaking. Students frequently speak to teachers, but not to other students within their classes. It is important to create a comfortable environment in which students will feel at ease when speaking.

## SUGGESTED INSTRUCTIONAL STRATEGIES

1. Permit students to discuss their feelings about a recent news story or an existing school situation or problem. This will create an environment conducive to the sharing of ideas and feelings.
2. Place desks in a circle and have students talk to each other from their desks.

(Continued)



**Objective 4.0****Suggested Instructional Strategies (continued)**

3. Have students speak for short periods of time.
4. Plan your unit of oral communication for later in the year when students are more familiar and more comfortable with each other.
5. Make students feel more at ease by providing a chair and podium from which they can speak.

**SUGGESTED STUDENT ACTIVITIES**

1. Have the students relate their experience and feelings about speaking in front of their class.
2. Have students learn to listen for information by reading them a story from which you have selected vocabulary words for them to define from the listening.
3. Have the students listen to a newspaper article or a magazine article and have them write down information that they remember.
4. Have the students listen to an editorial and comment on what was said or how they feel about what was said.
5. Have the students listen to a brief paragraph and ask them to tell the "who, when, where, why, and how" of the information.

Objective 4.1

STANDARD ENGLISH

DIRECTIONS: Rewrite the following words so that if they were spoken correctly all of their sounds would be heard.

1. gonna \_\_\_\_\_
2. hafta \_\_\_\_\_
3. could of \_\_\_\_\_
4. wanna \_\_\_\_\_
5. fixin to go \_\_\_\_\_
6. swimmin \_\_\_\_\_
7. will ya \_\_\_\_\_
8. what cha got \_\_\_\_\_

**Objective 4.1**

**CLASS PRESENTATIONS**

**DIRECTIONS:** Answer the following questions. Try to be as honest as you can.

1. Is it hard for you to talk in front of your class if your teacher asks you to tell about something that happened to you?
2. Is it hard for you to make a speech in front of your class?
3. Do you think that it is easy for other students to talk in front of the class?
4. Do you find it easy to talk on the phone for hours?
5. Do you find that it is easy to talk to your friends in the hall?
6. Do you listen mainly to others who talk instead of doing a lot of the talking?
7. Do you feel that you could give a short talk in front of the class without feeling too uncomfortable?
8. Do you enjoy listening to other students give talks to the class?
9. Are there certain subjects that you prefer to talk about? If so, please list what they are.
10. Do you see a need for developing speaking skills within a classroom?

## Objective 4.5

## CLASS PRESENTATIONS

DIRECTIONS: Choose any two of the following as topics for informal speeches in class. You may need to write down the main points of your talk. These speeches should be about 2-3 minutes long.

1. Tell about an experience that was the happiest in your life.
2. Tell about an experience that was the saddest in your life.
3. Tell about an experience that was embarrassing in your life.
4. Tell about something that happened at school this week.
5. Tell about a favorite story that happened within your family.
6. Tell a story about a spooky place or a scary place.
7. Describe a place that is fun for teenagers.
8. Tell about a favorite relative, friend, or someone that you've known that has been a big influence in your life.
9. Tell about the way your family celebrates a particular holiday or how you spend your vacation.
10. Tell about a picture that the teacher hands to you or one that you have been asked to bring in.
11. Tell how to make a really good sandwich, pizza, or submarine sandwich.
12. Invent a new game and tell the class how to play it.
13. Create an advertisement for a product that you use, or make a new product.
14. Tell constructive ways about how to change your school for the better.
15. Tell a story about an animal you have owned or loved.

Objective 4.5

ORAL PRESENTATION

DIRECTIONS: Complete the following information on the topic you have selected.

Identify your topic \_\_\_\_\_

List the events or points that you wish to cover in the order in which they should be presented.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

Is your story in the right order? Does it have a beginning, middle and end? Yes \_\_\_\_\_ No \_\_\_\_\_ If not, add the parts that are missing.

Did you conclude your story so that people will know how it ended?

\_\_\_\_\_  
\_\_\_\_\_

## Objective 4.5

## FORMAL SPEECH

DIRECTIONS: Choose any two of the following topics for making a formal speech in class. Most of these topics will require some research or gathering of facts. Factual information will make what you have say more convincing.

1. Speak in favor of or against something. For example, military spending, 12-month school year, extended school day, message on TV about cigarette smoking, etc.
2. Nominate someone to office.
3. Speak on a specific subject.
4. Report on a book you have read.
5. Recite a poem you have read or written and give an explanation of it.
6. Relate the events of a well-known person's life.
7. Report on people and their predictions of things to come.
8. Compare or contrast two or three like products. For example, stereos, computers, and telephone services.
9. Interview a business person or a community leader and organize the information received for a report to the class.

Objective 4.5

**FORMAL SPEECH**

**DIRECTIONS:** For formal speeches, numbered one, three, six, seven, eight and nine on the previous page, fill out the following form. This form should help you organize your thoughts and information in order to communicate your ideas effectively.

Give the subject or title of your speech.

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Think about the purpose of your giving this speech. It may be to provide information. It may be to influence someone's way of thinking. It may be to entertain. It may be to share some information you have learned. If it helps to state your purpose, do so on the next line.

Purpose: \_\_\_\_\_

List at least 10 facts that you have found out about your subject.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Objective 4.5

## FORMAL SPEECH

Make an outline for your speech. Think about the order for your speech. Will you put things in the order in which they occurred? Will you put things in the order of importance, listing the most important first and the least important last? Will you list all of the good comments and then all of the bad instead of mixing them up and jumping back and forth? Will you be giving your personal views or opinions or giving factual information?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

You should be ready to deliver your speech. Some of the things that you will want to think about now are your appearance and making yourself as prepared as possible for the speech. Do you feel that your appearance could make a difference in the attitude of your audience? Do you feel that a slow, clear delivery will be better understood? Would making a poster or other visual aid help your audience understand your topic better?



Objective 4.5

**FORMAL NOMINATION SPEECH**

**DIRECTIONS:** Complete the following information in preparation for a nomination speech.

Name the person you are nominating: \_\_\_\_\_

Name the office that you are nominating the person for:  
\_\_\_\_\_

List five former jobs, experiences, or club activities that would have prepared this individual for the office that he or she is seeking.

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

List at least five character traits that would make this person worthy of getting my vote. Tell how those traits make the person more qualified to run the elected office.

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

Now think about organizing your speech so that you will present your information and candidate in the best possible manner.

Objective 4.5

BOOK REPORT

DIRECTIONS: Complete the following information to help prepare for an oral book report.

Title of the book: \_\_\_\_\_

Author of the book: \_\_\_\_\_

Type of book: \_\_\_\_\_

List three to four characters and briefly tell about each one.

Name of character one: \_\_\_\_\_

Name of character two: \_\_\_\_\_

Name of character three: \_\_\_\_\_

Name of character four: \_\_\_\_\_

Where does the story take place? \_\_\_\_\_

Briefly describe the location: \_\_\_\_\_

When does the story take place? \_\_\_\_\_

(Continued)

Objective 4.5

Book Report (continued)

List 5 - 10 facts or events that occurred in this book.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Make an outline of the plan to deliver the information:

- A. Beginning of speech or story: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(Continued)

Objective 4

**Book Report (continued)**

B. Middle of speech or story: \_\_\_\_\_

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C. End of speech or story: \_\_\_\_\_

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D. Tell why you did or did not enjoy the book:

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**UNIT V**  
**THE WRITING PROCESS**

179

189

Objective 5.0

OBJECTIVE

5.0 Write for a variety of purposes (functional and creative) and audiences, using all stages of the writing process.

5.1 Pre-composition Skills--Grammar and Usage

The student should be able to:

- 5.1.1 recognize proper subject-verb and pronoun-antecedent agreement.
- 5.1.2 identify correct forms of possessive pronouns.
- 5.1.3 identify correct forms of the comparative and superlative degrees of adjectives.
- 5.1.4 identify the proper tenses of verbs.
- 5.1.5 correctly use commas before coordinating conjunctions, with nouns of address, dates, addresses, and items in a series.
- 5.1.6 identify the subject complements.
- 5.1.7 identify correct punctuation for a given sentence.
- 5.1.8 identify and apply capitalization rules.
- 5.1.9 identify examples of simple, compound, complex sentences.
- 5.1.10 identify and use standard English.

Objective 5.0

5.2 Composition

- 5.2.1 write simple, compound, and complex sentences.
- 5.2.2 write declarative, interrogative, exclamatory, and imperative sentences.
- 5.2.3 gather ideas and information for an initial writing activity.
- 5.2.4 organize initial writing information into topics and subtopics.
- 5.2.5 compose paragraphs for a variety of purposes and audiences.
- 5.2.6 revise and edit paragraphs using teacher and peer responses.
- 5.2.7 write a business letter; correctly address an envelop and write a friendly letter.
- 5.2.8 complete written forms, applications, and questionnaires.
- 5.2.9 write messages
- 5.2.10 write a set of simple directions.
- 5.2.11 write to express opinions, explore emotions, ideas, and problems.
- 5.2.12 master appropriate Minimum Student Performance Standards for Florida Schools on writing required for SSAT, Part I.

## Objective 5.0

## SUGGESTED INSTRUCTIONAL STRATEGIES

Tense

Have the students take a piece of paper and number it from 1-10. Tell them that you are going to read ten sentences, and after listening to each sentence read, they are to write whether it was written in present, past or future tense.

Standard Usage

Ask students to listen carefully to conversations they may hear in classes, at home, on the radio or television, and have them write and bring to class ten examples of sub-standard or incorrect English they have heard.

Declarative, Imperative, Interrogative,  
and Exclamatory Sentences

1. A method for teaching sentence variety or type is to reproduce a paragraph from the newspaper, a magazine or a book. Underline eight sentences and ask the student to identify them as declarative, interrogative, imperative, or exclamatory. Then have the student underline other sentences and label them according to their sentence type.
2. Allow students to look over former writing assignments that they have done and identify sentences which are declarative, interrogative, imperative, or exclamatory. If they cannot find any interrogative, imperative or exclamatory sentences, you can ask them to rewrite a selection using the various types of sentences.
3. The teacher reads 20 sentences, and the students are asked to identify the type of sentence.
4. The teacher asks students to give a sentence illustrating a certain type of sentence, and the other students confirm whether the student did so correctly.



## Objective 5.0

Topics and Subtopics

1. Have students list in one minute all the words can think of that describe a person, a movie, an event, or a book.
2. Have students make a list of responsibilities to parents, pets, self, friends, or groups to which they belong.
3. Have students list jobs or occupations that they may be interested in and where and how to get the training necessary for each.
4. Have students form small groups and brainstorm about a current topic or concern.
5. Have students suggest various subtopics on a subject such as education. Have them brainstorm and try to complete as many as 25-50 subtopics under a particular subject. (Subtopics can include extra-curricular activities, e.g., swimming, basketball, etc.) The subtopics should be written on the board or a transparency so that the students can begin to see an infinite number of choices within any one category.
6. Have students use a book as a resource or interview an adult in order to make a list of subtopics appropriate to a given topic.

Revise and Edit Paragraphs

1. Each student could have a copy of the form on page 263 when doing original writing. This would serve as a reminder of things to watch for.
2. Make a transparency or poster of the form on page 263 so it is available when needed.
3. Using the examples of student writing included (See pp. 261-262), or examples you have collected, have students check for errors. This may be done:
  - a. individually and orally
  - b. individually on paper
  - c. as a group orally
  - d. as a group using the board or the overhead

## Objective 5.0

4. Have students write at least once a week or more often, if your schedule permits.
5. Point out the importance of checking for capitalization, proper punctuation, correct spelling, correct usage, neatness, and content.
6. Have students keep a folder or notebook of all their writing efforts to be compared with future efforts.

Filling out Forms and Applications

Since there are so many different types of forms, a review of the vocabulary needed to understand the information requested will probably be helpful to your students. Checks and stubs are also forms; therefore, they are included in the vocabulary list (pp. 271-275.) You might find it helpful to make copies of the list for the students or to put them on a transparency.

Also included in this section is a variety of forms to be filled out (pp. 280-287).

1. Put words on flash cards. Hold up and have students give meanings.
2. Give meanings and have students find right words.
3. Show samples of each form and have students identify.
4. Have students fill out forms and ask other students to check for accuracy.
5. Collect samples of common credit or job application forms, so students can practice completing them. Suggested sources: Burger King, McDonalds, Wendy's, Pizza Hut, Sears, K-Mart, banks, and supermarkets.

Written Messages

Students are eager to know the detail of things that concern them. If they receive a phone call while they are away from home, they want to know all the details. This may help them remember that in taking written messages for others it is important to include all pertinent information.

Objective 5.0

1. Have students practice giving and taking telephone messages. Teacher and student or student and student can role play phone calls. As a group discuss to see if all information is included. Stress importance of accuracy. If any information is missing or inaccurate, the message may be of little or no value.
2. Write sample invitations to various parties such as birthday, surprise, graduation, special holiday parties or a wedding shower.
3. Write postcards as if on vacation. Try to get essential information in a limited space.
4. Write telegrams in 10 words or less. Write telegrams of congratulations, complaints, requests, urgency or condolences.
5. Write requests for information, services, or materials. Suggestions: schedules of trains; concert dates and prices; parts for a broken appliance; free recipe books; and TV or radio advertising offers, etc.
6. Accurate recording of class assignments.

Writing Directions

Writing directions is usually more difficult than giving them orally. Directions and instructions need to be clear and precise enough to be followed by others.

1. Have students write directions for making a peanut butter and jelly sandwich or any other favorite food.
2. Write directions on how to play a game (e.g., baseball, soccer, checkers, etc.).
3. Write directions for fixing food (e.g., pizza, fried chicken, orange juice, cake, ice cream sundae, etc.).

Objective 5.0

4. Give directions on going from one place to another.
5. Give instructions on how to drive a car.
6. Write directions for making something with paper.
7. Write directions for doing an exercise for fitness.
8. Have the student visualize each step and write it down. Before another step is written, the student should go back to the beginning and mentally proceed through steps.
9. Have one student follow another student's written directions to see if anything might be missing.

## Objective 5.1.1

## SUBJECT-VERB AGREEMENT

DIRECTIONS: Circle the word that makes each sentence standard English.

1. The boys (was, were) going to come over today.
2. It (don't doesn't) matter that we came late, since we came prepared.
3. Marty, Steven and Stuart (has, have) worked with us on several projects.
4. Not one (is, are) left for the time being.
5. I (am, is) guessing that you will apply for the scholarship.
6. The students and the chaperone (is, are) going for band competition in Tampa in July.
7. Nancy (be, is) twenty years old.
8. (Was, Were) Craig and Janet tossing the frisbee?
9. Ms. Lewis (is, are) a teacher with a lot of class!
10. "My friends and I (reports, report) to marching practice by seven", said Blair.
11. You (was, were) blocking my view.
12. The shelves with the fiction books (are, is) new.
13. (Is, are) the passengers boarding the plane?
14. Everyone (likes, like) to go to Six Flags Over Georgia!
15. Maria always (answers, answer) her mother politely.
16. (Have, Has) you met Tee Bigley?
17. Dawn Collins (dances, dance) professionally with the Richardson Dance Corps.
18. One of the boys (refuses, refuse) to comply with the dress code.
19. A pair of pants (is, are) in the closet.
20. Jingles, my dog, (look, looks) so funny when he comes home from the grooming salon.

## Objective 5.1.1

## SUBJECT-VERB AGREEMENT

DIRECTIONS: Circle the word that makes each sentence standard English. In these sentences make the verbs agree with the subjects that follow:

1. Where (is, are) your friends?
2. There (is are) five magazines on the table.
3. Where (is, are) the two broken cups?
4. There (is, are) a strong wind from the west.
5. Here (is, are) the oldest trees in the park.
6. There (was, were) a letter in the mailbox.
7. There (is, are) several students in the library.
8. Where (is, are) the Big Dipper?
9. (Was, Were) there any more apples on the tree?
10. Here (is, are) the box of pencils.
11. Where (is, are) my math book?
12. There (is, are) six chocolate cookies left.
13. Here (is, are) several old magazines.
14. Where (is, are) the keys for the car?
15. Here (is, are) a box of your old clothes.
16. There (is, are) a good reason for my mistake.
17. Here (is, are) the tracks of a big animal.
18. Where (is, are) my old blue jeans?
19. Here (is, are) the pencils that you lost.
20. There (is, are) my two best friends.

## Objective 5.1.1

## SUBJECT-VERB AGREEMENT

## SINGULAR

It is important for you to know the following words are singular.

another	anything	everything	either	neither
each	one	anyone	anybody	everyone
everybody	no one	nobody	someone	somebody

You can memorize the above words as singular. Many people confuse such words as "everyone" because they think it means a large group of people. Actually, these words refer to people individually.

Therefore, we say: "Everybody needs to turn in his or her assignment."

Notice the "needs" and the "his or her."

The sentences below are correct:

1. Each of the boys refuses to clean his room.
2. Someone in the group was able to get permission to use the pool.
3. Everyone in the class wants to hear Mr. Trawick speak.
4. Neither of the boys likes to visit his counselor.
5. Everybody recalls the incident all too well!
6. Anybody finds fault if he looks hard enough.

**Remember** -- Words ending in ONE and BODY are singular.

Both ONE and BODY refer to one.

Examples: everyone and everybody  
someone and somebody  
no one and nobody  
anyone and anybody

(Continued)





## Objective 5.1.1

## SUBJECT-VERB AGREEMENT

DIRECTIONS: Place a check before the correct sentence in each pair.

- \_\_\_\_\_ 1. Someone is home.  
\_\_\_\_\_ 1. Someone are home.
- \_\_\_\_\_ 2. Someone in the family is home.  
\_\_\_\_\_ 2. Someone in the family are home.
- \_\_\_\_\_ 3. Each refuses to answer my question.  
\_\_\_\_\_ 3. Each refuse to answer my question.
- \_\_\_\_\_ 4. Each of the boys refuses to answer my question.  
\_\_\_\_\_ 4. Each of the boys refuse to answer my question.
- \_\_\_\_\_ 5. Some of the people is here.  
\_\_\_\_\_ 5. Some of the people are here.
- \_\_\_\_\_ 6. Some of the presentation is interesting.  
\_\_\_\_\_ 6. Some of the presentation are interesting.
- \_\_\_\_\_ 7. Was everybody in class?  
\_\_\_\_\_ 7. Were everybody in class?
- \_\_\_\_\_ 8. Was everybody in the group in class?  
\_\_\_\_\_ 8. Were everybody in the group in class?
- \_\_\_\_\_ 9. Can several goes?  
\_\_\_\_\_ 9. Can several go?
- \_\_\_\_\_ 10. Can several of the girls goes?  
\_\_\_\_\_ 10. Can several of the girls go?
- \_\_\_\_\_ 11. Some of the pie is good.  
\_\_\_\_\_ 11. Some of the pie are good.
- \_\_\_\_\_ 12. Some of the pies is good.  
\_\_\_\_\_ 12. Some of the pies are good.

## Objective 5.1.1

## SUBJECT-VERB AGREEMENT

DIRECTIONS: Circle the correct answer. Remember the points from the Student Study Sheet on pages 190-191.

1. Every one of the boys (wants, want) to play soccer.
2. Several of the gymnasts (qualifies, qualify) for the fall meet.
3. Everybody (believes, believe) that Marnie will accept the post of head majorette in the new school year.
4. One of the computer club members (makes, make) his own programs.
5. Many of the bus routes (has, have) been relocated.
6. Most of the stores (is, are) doing well since the new shopping center opened.
7. Neither of the pens (writes, write) very well.
8. All of the items (was, were) collected by the Boy Scouts.
9. (Is, Are) all of these seats taken?
10. Few of the reports (was, were) correct.
11. None of the pies (is, are) lemon.
12. Neither of the women (pretends, pretend) to be something she is not.
13. Both of the nominated people (deserves, deserve) to win.
14. Neither Joyce nor Mariann (serves, serve) the volleyball very well.
15. Either Mr. Granger or Ms. McLaughlin (was, were) able to sponsor student government this year.
16. Most of the plants (has, have) appreciated the abundance of rain this summer.
17. Neither science nor math (offers, offer) advanced courses in the ninth grade.
18. There (is, are) many who contributed to the fund.
19. Do any of the cars (needs, need) washing?
20. I hope that each of my answers (is, are) correct.

Objective 5.1.1

**PRONOUN-ANTECEDENT AGREEMENT**

DIRECTIONS: Mark the following with an "s" for singular or "p" for plural. Add a verb that agrees with the pronoun. Write the verb in the last column.

<u>Pronoun</u>	<u>Singular/plural</u>	<u>Verb</u>
Examples:		
ANYONE	S	CAN
MOST OF THE BOYS	P	WENT
1. anyone	_____	_____
2. several	_____	_____
3. most of the boys	_____	_____
4. everybody	_____	_____
5. one	_____	_____
6. both	_____	_____
7. either	_____	_____
8. some of the soda	_____	_____
9. each	_____	_____
10. another	_____	_____
11. all of the roast	_____	_____
12. nobody	_____	_____
13. neither	_____	_____
14. any of the cars	_____	_____
15. anything	_____	_____
16. none of the clocks	_____	_____
17. many	_____	_____
18. few	_____	_____
19. everything	_____	_____
20. someone	_____	_____

## Objective 5.1.1

## PRONOUN-ANTECEDENT AGREEMENT

DIRECTIONS: Place a check before the correct sentence in each pair of sentences.

- |       |     |  |
|-------|-----|--|
| _____ | 1.  | Someone forgot his/her coat.                   |
| _____ | 1.  | Someone forgot their coat.                     |
| _____ | 2.  | Someone in the class forgot his coat.          |
| _____ | 2.  | Someone in the class forgot their coat.        |
| _____ | 3.  | Everyone opened his/her book.                  |
| _____ | 3.  | Everyone opened their book.                    |
| _____ | 4.  | Every one of the students opened his/her book. |
| _____ | 4.  | Every one of the students opened their book.   |
| _____ | 5.  | Several left his suggestions.                  |
| _____ | 5.  | Several left their suggestions.                |
| _____ | 6.  | Several of the students left his suggestion.   |
| _____ | 6.  | Several of the students left their suggestion. |
| _____ | 7.  | Each is his/her own boss.                      |
| _____ | 7.  | Each are their own boss.                       |
| _____ | 8.  | Each of the children is his/her own boss.      |
| _____ | 8.  | Eacn of the children are their own boss.       |
| _____ | 9.  | Few told his/her own side of the story.        |
| _____ | 9.  | Few told their own side of the story.          |
| _____ | 10. | Few of the coeds told her side of the story.   |
| _____ | 10. | Few of the coeds told their side of the story. |

## Objective 5.1.1

**PRONOUN-ANTECEDENT AGREEMENT**

**DIRECTIONS:** Circle the correct answer. Remember which pronouns are singular and which are plural.

1. Each of the trainers reviewed (his, their) contract for insurance benefits.
2. All of the girls opened (her, their) checking accounts at the State Bank on Rochelle Street.
3. Few of the accountants gave (his, their) reactions to the new rates.
4. Either Missy or Rachel will lend you (her, their) book.
5. Bubba and his sister invited (his, their) father and stepmother to the school banquet.
6. Each of the Michael Jackson fans waved (his, their) banner.
7. Some people hide (his/her, their) feelings.
8. The Smiths brought (his/her, their) own baby home.
9. Can either of those campers remember (her, their) lock combination?
10. If anyone cares to express (his, their) opinions, he or she may do so now.
11. Has anyone done (his, their) work for the day?
12. Will everyone help (himself, themselves) to the sandwiches and snacks?
13. When will either John or Bill do (his, their) homework if they are still at football practice?

(Continued)

## Objective 5.1.1

**Pronoun-Antecedent Agreement (continued)**

14. If somebody has a watch on, will (he/she, they) tell me what time it is?
15. Each of the players scored more than (his, their) usual number of points.
16. Many of the Key Club members did (his,/her, their) best to make the project successful.
17. Several of the students returned (his/her, their) papers just as the bell rang.
18. Does one of the girls sing (her, their) solo in the talent show?
19. Any of them could have brought (his, their) instruments to the jamboree.

## Objective 5.1.1

## POSSESSIVE PRONOUNS

Possessive pronouns show possession or ownership. My, mine, your, yours, our, ours, their, theirs are examples of possessive pronouns. No apostrophes are used with possessive pronouns.

Example: Her car is red. Hers is white.

DIRECTIONS: Underline the possessive pronouns in each sentence.

1. My chin was slightly bruised by your wild pitch.
2. Is this yours, or is it mine?
3. I am going to pick up my car after school and drive it home.
4. Your reasons are good, but I still do not believe your story or his.
5. Michael Jackson brought his show to our town.
6. Take mine and leave it in my locker.
7. May I have your order, please?
8. Their dog is running down our street.
9. That book is yours and this one is mine.
10. Do your work and let them do theirs.

DIRECTIONS: Cross out any words in the following list that are not possessive pronouns. Then write a sentence with each possessive pronoun.

it's   their   there   were   we're   they're   its   theirs   ours

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## Objective 5.1.2

## POSSESSIVE PRONOUNS

DIRECTIONS: Put an appropriate possessive pronoun in each blank to show:

1. the house belongs to you \_\_\_\_\_ house
2. the car belongs to him \_\_\_\_\_ car
3. the report card belongs to me \_\_\_\_\_ report card
4. the tickets belong to Felix \_\_\_\_\_ tickets
5. the pencil belongs to her \_\_\_\_\_ pencil
6. the typewriter belongs to us \_\_\_\_\_ typewriter
7. the home belong to them \_\_\_\_\_ home
8. the motorcycle belongs to him \_\_\_\_\_ motorcycle
9. the parents belong to us \_\_\_\_\_ parents
10. the decision belongs to you \_\_\_\_\_ decision

DIRECTIONS: Circle the correct possessive pronoun in each sentence.

1. (Our, Ours) family was happy to meet (your, yours),
2. (My, Mine) boss gave me a raise.
3. (Their, Theirs) party was fun.
4. (Her, Hers) brother is a friend of (my, mine).
5. The plant is losing (it's, its) leaves.
6. (My, Mine) sister has (her, hers) term paper.
7. Mother took (her, hers) purse and Dad took (his, him) wallet.
8. The dog buried (its, it's) bone.
9. This television use to be (their, theirs).
10. The class with the highest score was (our, ours).



## Objective 5.1.2

## POSSESSIVE PRONOUNS

DIRECTIONS: In each blank write the possessive form of the pronoun in parentheses.

- (you) 1. \_\_\_\_\_ mother called and said to hurry home.
- (it) 2. The dog lost \_\_\_\_\_ collar.
- (he) 3. \_\_\_\_\_ team is losing.
- (she) 4. What is \_\_\_\_\_ name?
- (we) 5. \_\_\_\_\_ group made the best presentation.
- (they) 6. I saw \_\_\_\_\_ show and it was great!
- (I) 7. I left \_\_\_\_\_ at home.
- (we) 8. \_\_\_\_\_ neighborhood is having a celebration.
- (you) 9. Who cut \_\_\_\_\_ hair?
- (it) 10. \_\_\_\_\_ wing was broken.
- (they) 11. Do you like \_\_\_\_\_ new computer?
- (he) 12. The sport bag is \_\_\_\_\_.
- (it) 13. The chewing gum has lost \_\_\_\_\_ flavor.
- (they) 14. We visited \_\_\_\_\_ grandparents.
- (she) 15. \_\_\_\_\_ plan was the best one.

DIRECTIONS: Replace the underlined words with an appropriate pronoun.

1. Joe's and my canoe is in the river. \_\_\_\_\_
2. Listen to John's speech. \_\_\_\_\_
3. Mom paid for Randy's concert ticket. \_\_\_\_\_
4. This notebook is belongs to me. \_\_\_\_\_
5. Can a zebra lose a zebra's stripes? \_\_\_\_\_

## Objective 5.1.3

## ADJECTIVES IN COMPARISON

We often compare new things with things we already know. Adjectives help to make such comparisons. For example, you may say that one food is "better" than another. There are special forms of adjectives for making comparisons. When you compare one person or thing with another, use the comparative form. When you compare a person or thing with two or more others or with all others in its class, use the superlative form.

1. The comparative form is used when one person or thing is being compared with another. The comparative is made in two ways:
  - a. Add er to one or two syllable adjectives.
  - b. Use the word more in front of the positive form if the adjective is three syllables or longer.

examples:        My brother is smaller than my sister.

My brother is more intelligent than my sister.

2. The superlative form is used when two or more things are being compared. The superlative is made in two ways:
  - a. Add est to one or two syllable adjectives.
  - b. Use the word most in front of the positive form if the adjective is three syllables or longer.

examples:        My brother is the smallest one in the family.

My brother is the most intelligent one in the family.

Note: Do not use -er with more, or -est with most.

## Objective 5.1.3

## ADJECTIVES IN COMPARISON

## REMEMBER THESE RULES:

1. To compare one person or thing with another, use the comparative. To compare a person or thing with two or more others, use the superlative.

2. Use the word other when you compare something with everything else of its kind.

example: John is faster than any other runner.

3. Do not use -er with more, or -est with most.

wrong example: My brother is more smaller than my sister.

right example: My brother is smaller than my sister.

SOME SHORT ADJECTIVES DO NOT FOLLOW THE ABOVE PATTERN. THESE ADJECTIVES ARE IRREGULAR ADJECTIVES AND HAVE TO BE MEMORIZED.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
good	better	best
bad	worse	worst
many	more	most
little	less	least

Objective 5.1.3

**ADJECTIVES IN COMPARISON**

**DIRECTIONS:** Circle the choice in parentheses that makes each sentence correct.

1. Isn't that the (most strange, strangest) name you ever heard?
2. Jerry's term paper is (better, more better) than mine.
3. Babe Ruth was one of the baseball's (greatest, most great) players.
4. You have been (kinder, kindest) to me than anyone else.
5. Now that they are married, they are (happier, happiest) than ever.
6. His final exam was (more harder, harder) than it use to be.
7. The junior class was the (loudest, most loud) class at the pep rally.
8. That movie was the (sadder, saddest) I have ever seen.
9. Jack picked out the (most biggest, biggest) steak he could find.
10. It is (easiest, easier) to get parts for American-made cars than for foreign-made cars.

## Objective 5.1.3

## ADJECTIVES IN COMPARISON

DIRECTIONS: Something is wrong with the comparison in each of the following sentences. Underline the comparison and write it correctly on the line.

1. He is the more famous actor in the world. \_\_\_\_\_
2. I feel confident today than I did yesterday. \_\_\_\_\_
3. He is more bashfuller than anyone I have ever met before. \_\_\_\_\_
4. David is most awkward than the other team members. \_\_\_\_\_
5. Their yard is the attractivest on the entire block. \_\_\_\_\_
6. Unleaded gas is more expensiver than regular gas. \_\_\_\_\_
7. My daughter plays the flute gooder than Sharon. \_\_\_\_\_
8. Florida is the bestest place for a vacation. \_\_\_\_\_
9. Mrs. Harris is more helpfuller than Mr. Davis. \_\_\_\_\_
10. Jackie is the tallest of the two girls. \_\_\_\_\_

## Objective 5.1.3

## ADJECTIVES IN COMPARISON

DIRECTIONS: Fill in the blanks with the proper form of the adjective given at the end of each sentence.

1. This dress is \_\_\_\_\_ than the other one.  
(comfortable)
2. This is the \_\_\_\_\_ car around. (fast)
3. She is \_\_\_\_\_ now than before. (happy)
4. Jack is the \_\_\_\_\_ person on the team.  
(strong)
5. My mother is the \_\_\_\_\_ mother of all.  
(beautiful)
6. Of all the tests, this one was the \_\_\_\_\_.  
(bad)
7. This is the \_\_\_\_\_ book in the library.  
(exciting)
8. This cake is \_\_\_\_\_ than the other one.  
(moist)
9. I am \_\_\_\_\_ than my brother. (luck)
10. Fixing the old woman's house was the \_\_\_\_\_  
thing our club has ever done. (nice)
11. Show me the \_\_\_\_\_ photograph you have ever  
take. (good)
12. Jacksonville is \_\_\_\_\_ than Orange Park.  
(large)
13. Do you think that was the \_\_\_\_\_ thing to do?  
(wise)
14. I think his latest record is \_\_\_\_\_ than his  
first. (good)
15. Which of the five countries has the \_\_\_\_\_  
runners? (good)
16. Do you think today was \_\_\_\_\_ than yesterday?  
(hot)
17. He is the \_\_\_\_\_ boyfriend in the world.  
(terrific)
18. Where did you put the \_\_\_\_\_ electric bill?  
(recent)
19. She seems to be getting \_\_\_\_\_ every day.  
(forgetful)
20. Look for the \_\_\_\_\_ details. (important)

## Objective 5.1.4

**TENSE**

DIRECTIONS: Rewrite the following sentences changing the verb(s) in the sentence to the tense indicated.

1. Walter wanted to go to the game with us. (future)
2. Naomi will see us when we get to school. (past)
3. Shirena goes to the games often. (past)
4. Robert Wall saw the Star Trek movie two times.  
(future)
5. Tim will sign with the Philadelphia 76ers soon. (past)
6. Rachel did a good job of managing her many responsibilities. (present)
7. Tonia replied to the question with the correct answer.  
(future)
8. Jean will be asked to make the salad. (past)
9. Lynda Rawlins enrolled in the woodshop class and made herself a bookcase. (future)
10. Miles and Ronnie will go surfing in the morning.  
(past)

## Objective 5.1.4

## TENSE

Part A

DIRECTIONS: In the blanks below write present, past or future to tell the tense of each sentence.

- \_\_\_\_\_ 1. He hurried to get to class on time.
- \_\_\_\_\_ 2. They prooably will arrive before Mom.
- \_\_\_\_\_ 3 I understand the riddle as well as you do.
- \_\_\_\_\_ 4. Jessica and Johnny are waiting outside.
- \_\_\_\_\_ 5. They went to the Olympics for their vacation.
- \_\_\_\_\_ 6. They will be watching a movie on television tonight.

Part B

DIRECTIONS: In each blank below, write the correct tense of the word in parentheses.

1. We (leave) \_\_\_\_\_ tomorrow, won't we.
2. He (ask) \_\_\_\_\_ that same question every day, doesn't he?
3. (Be) \_\_\_\_\_ you sick yesterday?
4. Last winter we (take) \_\_\_\_\_ a trip to Aspen so we could ski.
5. Maria and Jorge (study) \_\_\_\_\_ at the University of Florida next year.
6. The children (pretend) \_\_\_\_\_ to invite their imaginary friends to tea.

Part C

DIRECTIONS: Select any six verbs and use them in sentences. Write the first two in the present tense, the second two in the past tense, and the last two in the future tense.



Objective 5.1.5

## PUNCTUATION

Rules for Punctuation

1. A period always goes at the end of a sentence that makes a request or command.
2. An exclamation mark goes at the end of a sentence that expresses strong feeling or emotion.
3. A question mark goes at the end of a question.
4. An abbreviation is a short form of a word and is always followed by a period. (Doctor - Dr.)
5. A comma is used to separate items in a series when there are at least three items. (Jake forgot his pencil, paper, and textbook.)
6. Use a comma to separate two or more adjectives preceding a noun. (A rusty, old car was parked in the driveway.)
7. Use a comma before and, but, or, and nor when they join parts of a compound sentence. (He studied very hard, and he passed the test.)
8. A comma is used to set off the name of a person spoken to directly. (Mom, I'm home.)
9. Use a comma to set off an introductory word such as well, oh, yes, and indeed. (However, there are many other introductory words.)
10. A comma is used to set aside a word or a group of words placed beside another word to explain it or rename it. (Joe, my friend, is sick.)
11. A comma is used to separate items in dates and addresses. (I was born in Chicago, Illinois on March 21, 1952.)
12. A comma is used after the greeting and closing of a friendly letter. (Dear Sis, ----- Love, Marcy)

(Continued)

## Objective 5.1.5

## Rules for Punctuation (continued)

13. Quotation marks are used to enclose a direct quotation, a person's exact words. ("Clean your room," said Dad.)
14. Commas are used to separate a direct quotation from the rest of the sentence. (The Coach yelled, "Keep your eyes on the ball.")
15. Quotation marks are used to enclose the titles of magazine articles, chapters, short stories, essays, poems, television and radio programs, songs, and short pieces of music. ("Riptide" is my favorite show.)
16. Underline the titles of books, newspapers, magazines, plays, movies, works of art, and long musical compositions. (I loved Gone With the Wind.)

Objective 5.1.5

## PUNCTUATION

DIRECTIONS: Use the Student Study Sheets to help you punctuate the following sentences. On each line below put the number(s) of the rule(s) that told you what to do.

- \_\_\_\_\_ 1. The small dog was dirty tired and thirsty
- \_\_\_\_\_ 2. Which person do you believe
- \_\_\_\_\_ 3. Oh how great that clean breeze feels
- \_\_\_\_\_ 4. The Guiding Light a soap opera is really exciting now
- \_\_\_\_\_ 5. Where is room 315 asked the new student
- \_\_\_\_\_ 6. The teacher is telling us to be quiet
- \_\_\_\_\_ 7. Sir may I help you find your coat
- \_\_\_\_\_ 8. I was somewhat disappointed with Gremlins
- \_\_\_\_\_ 9. Last Saturday I fixed my bike mowed the lawn and washed the car
- \_\_\_\_\_ 10. Please begged Todd
- \_\_\_\_\_ 11. The hot sultry night was almost unbearable
- \_\_\_\_\_ 12. We lived in Las Vegas from June 1973 to Nov 1979.
- \_\_\_\_\_ 13. The car hit a tree but no one was hurt
- \_\_\_\_\_ 14. Jay my next door neighbor really loves the navy
- \_\_\_\_\_ 15. Well how does it feel to be working again
- \_\_\_\_\_ 16. The waitress brought the salad soup fried chicken potatoes and hot rolls

(Continued)

## Objective 5.1.5

## Punctuation (continued)

DIRECTIONS: Use the Student Study Sheets on pages 208-209 to help you punctuate the following sentences. On each line below put the number(s) of the rule(s) that told you what to do.

- \_\_\_\_\_ 17. My homework assignment went through  
the wash said Jason
- \_\_\_\_\_ 18. Oh boy what a great concert
- \_\_\_\_\_ 19. Have you read The Raven by Edgar Allan  
Poe
- \_\_\_\_\_ 20. The Mona Lisa is a very famous painting
- \_\_\_\_\_ 21. It was a hot humid day
- \_\_\_\_\_ 22. Barry overslept but he still made it to  
work on time
- \_\_\_\_\_ 23. The Republican Convention will be held  
in Dallas Texas
- \_\_\_\_\_ 24. Maria asked When will you pick me up
- \_\_\_\_\_ 25. Maria called to ask when we would pick  
her up

## Objective 5.1.5

## COMPOUND SENTENCES

A compound sentence consists of two or more simple sentences joined together. The parts of a compound sentence may be joined by a coordinating conjunction. And, but, and or are the most common coordinating conjunctions.

**DIRECTIONS:** Underline the coordinating conjunction in the following compound sentences. Place a comma before the coordinating conjunction.

1. My mother likes to buy gadgets for the kitchen and then she usually can't find them.
2. He opened the door and started to run but the principal caught him.
3. Angie overslept but she still made it to work on time.
4. We went along with his ideas because he always seemed to have good judgment.
5. Did Susan quit her job or did she decide to stay?
6. The phone and the doorbell both rang but I answered the phone first.
7. The car has been repaired and it is ready to be picked up.
8. John's punishment was fair because he had been warned about missing curfew several times.
9. Return your library book today or you will have to pay a fine.
10. The disc jockey asked for callers and I was the fifth one.
11. The United States has made a great showing in the Olympics and we can all be proud.
12. I flew to New York on Eastern Airlines but I returned on United.
13. The Junior Class Prom can be a success or it can be a failure.
14. Fill out this application and leave it in the box.

## Objective 5.1.5

**SUBJECT COMPLIMENTS  
(DIRECT OBJECTS, INDIRECT OBJECTS, PREDICATE NOUNS,  
AND PREDICATE ADJECTIVES)**

To help find subject compliments, follow steps 1-4 below:

- 1 Find and cross out any prepositional phrases.

example: The car ran the red light ~~at the corner~~.  
Sally put oil and vinegar ~~on her salad~~.  
The girl ~~with red hair~~ is Jan.  
The weather ~~in Florida~~ is unpredictable.

(words often used as prepositions)

about	behind	during	off	to
above	below	except	on	toward
across	beneath	for	onto	under
after	beside	from	out	until
against	between	in	outside	up
along	beyond	inside	over	upon
among	but (except)	into	past	with
around	by	like	since	within
at	concerning	near	through	without
before	down	of	throughout	

2. Determine the subject and the verb of your sentence.
3. Determine if the verb is action or linking.
4. Look at the remaining words that follow the verb. They may be one of the following:
- a. Direct Object will follow an action verb and receives the action of the verb. Ask yourself "whom" or "what" receives the action.

example: Kellie invited five friends for lunch.

subject:	Kellie
verb:	invited
invited <u>whom</u> :	friends
direct <u>object</u> :	friends

(Continued)

Objective 5.1.5

Subject Compliments (continued)

- b. Indirect Object will come between the verb and its direct object. It may tell "to whom" or "to what" or "for whom" or "for what" about the verb.

example: Leslie sent us her new address.

subject:	Leslie
verb:	sent
sent what:	address (direct object)
to whom:	us
indirect object:	us

\*Please note that direct objects and indirect objects are always nouns or pronouns. Every sentence with an action verb does not necessarily have a direct object, and every sentence with a direct object does not necessarily have an indirect object.

- c. Predicate Nouns or Pronouns follow a linking verb and refer back to the subject or rename the subject.

example: Bob Hope is a famous comedian.

Comedian is a predicate adjective describing the subject.

We are the ones. Tuesday is my birthday.

John is a soccer player.

- d. Predicate Adjectives follow a linking verb and modify or describe the subject.

example: Bob Hope is funny.

Funny is a predicate adjective describing the subject.

My glasses are dirty. A lemon tastes sour.

The beach is wonderful!

\*\*Some verbs such as look, grow, and feel may be used as either linking verbs or action verbs. They are followed by a predicate noun or a predicate adjective only when they are used as linking verbs. They are followed by direct or indirect objects only when they are used as action verbs.

Linking verb: The swimmer felt happy. (Happy is a predicate adjective.)

Action verb: The swimmer felt the water. (Water is a direct object.)

## Objective 5.1.6

## DIRECT OBJECTS

DIRECTIONS: Read each sentence. Find and cross out any prepositional phrases. Draw one line under the subject, two lines under the verb, and circle the direct object. The first one is done for you.

1. The librarian counted the books on the table.
2. Before breakfast, Mother wrapped my birthday present.
3. The whole class attended the play.
4. Aunt Nancy put the dishes in the cupboard.
5. He told the story to his teachers.
6. She threw the baseball across the field.
7. At lunch he showed his skill at break-dancing.
8. That man runs a mile every single day.
9. She cut her hair after the fashion show.
10. I dropped a quarter between the desks.
11. Can you hear the telephone from this room?
12. My new sandals have a broken strap.
13. The policeman caught the thief near the gas station.
14. May I borrow a dollar?
15. The dog chewed the leg of my chair.
16. You must write a note to her soon.
17. Judy carried the baby in her arms.
18. My uncle builds houses for a living.
19. The monkey did some special tricks.
20. The storm totally destroyed my backyard.
21. I counted the number of people in line.
22. We heard that new song on the radio.
23. Last night, Bob dropped his dog during the game.
24. Randy missed the target.



## Objective 5.1.6

## INDIRECT OBJECTS

DIRECTIONS: Read each sentence. Label the subject (S), the verb (V), the direct object (DO), and the indirect object (IO), if there is one.

Example:           S           V           IO           DO  
My friend loaned me some money.

1. The dean gave me detention.
2. I do my work every day.
3. The teacher would not give us any free time.
4. She hopped out of bed and brushed her teeth.
5. Will you buy me some gum?
6. The artist drew the tourist a picture of the mountains.
7. Grandpa showed Robbie his coin collection
8. My neighbor offered me a ride to the mall.
9. The library loaned us several records.
10. The coach gave the player a pat on the back.
11. We bought Mom and Dad a television set for their anniversary.
12. The boys caught some fish and cleaned them.

(Continued)

Objective 5.1.6

**Indirect Objects (continued)**

13. The fireman battle the fire and smoke.
14. For their wedding, I bought them a set of dishes.
15. I sent them an invitation to the party.
16. My brother owes me a favor.
17. Leslie asked me a difficult question.
18. The artist tattooed a winged horse on his back.
19. Your comment gives me an idea.
20. Mom and Dad bought me a waterbed.
21. Burger King gave us applications to fill out.
22. The girl promised him a date.
23. When the bell rings, please pass your papers to the front.
24. All of this homework gives me a headache.
25. Did he ~~show you~~ show you his latest trophy?

## Objective 5.1.6

## PREDICATE NOUNS AND PREDICATE ADJECTIVES

DIRECTIONS: Read each sentence. Cross out any prepositional phrases. Find and circle the predicate noun (PN) or predicate adjective (PA). Write PN or PA or the line in front of each sentence.

1. \_\_\_\_\_ Keith is the shortest boy in the class.
2. \_\_\_\_\_ All evening Dad seemed terribly preoccupied.
3. \_\_\_\_\_ My broken toe is very crooked.
4. \_\_\_\_\_ Mrs. Smith seemed quite happy today.
5. \_\_\_\_\_ The icing on the cake was too sweet.
6. \_\_\_\_\_ He was a lawyer before he was elected to congress.
7. \_\_\_\_\_ Mary is a dependable babysitter.
8. \_\_\_\_\_ The sky looked gray and dull.
9. \_\_\_\_\_ It was he who called me last night.
10. \_\_\_\_\_ After a while, she became bored with the lecture.
11. \_\_\_\_\_ Jimmy Connors is a great tennis player.
12. \_\_\_\_\_ The water feels too cold for swimming today.
13. \_\_\_\_\_ After a good night's sleep, I will feel human again.
14. \_\_\_\_\_ During the movie, I felt sleepy.
15. \_\_\_\_\_ It was an exciting convention.
16. \_\_\_\_\_ The Journal is our evening newspaper.
17. \_\_\_\_\_ All of my students seem nice.
18. \_\_\_\_\_ The superintendent is a busy man.
19. \_\_\_\_\_ The video was Michael Jackson's Thriller.
20. \_\_\_\_\_ Today is the first day of summer.

Objective 5.1.6

PREDICATE NOUNS AND PREDICATE ADJECTIVES

DIRECTIONS: Read each sentence. Cross out any prepositional phrases. Write yes if the word underlined is a predicate noun or predicate adjective is underlined. Write no if it is not. If yes, tell if the underlined word is a predicate noun (PN) or a predicate adjective (PA). The first one is done for you.

	<u>Yes or No</u>	<u>PN or PA</u>
1. The apple is very <u>sweet</u> .	<u>Yes</u>	<u>PA</u>
2. My teacher is Mr. <u>Johnson</u> .	_____	_____
3. My <u>grandfather</u> retired last week.	_____	_____
4. Christmas and Thanksgiving are <u>holidays</u> .	_____	_____
5. Our school has a great foot- ball <u>team</u> .	_____	_____
6. Mom baked some <u>cookies</u> .	_____	_____
7. The baby seems <u>sick</u> .	_____	_____
8. That lady is president of the <u>club</u> .	_____	_____
9. A dog bit <u>me</u> on the leg.	_____	_____
10. The beam of light comes from a <u>flashlight</u> .	_____	_____
11. During the <u>day</u> , most people work.	_____	_____
12. Many people visit the <u>state</u> of Florida.	_____	_____
13. The air is very <u>humid</u> today.	_____	_____
14. Sailors use the <u>North Star</u> as their guide.	_____	_____
15. Florida weather is <u>unpredictable</u> .	_____	_____

(Continued)

Objective 5.1.6

**Predicate Nouns and Predicate Adjectives (continued)**

	<u>Yes or No</u>	<u>PN or PA</u>
16. America is the strongest <u>country</u> in the world.	_____	_____
17. Our backyard <u>pool</u> has been a joy.	_____	_____
18. The last person in line must close the door.	_____	_____
19. My favorite ice cream flavor is <u>mint chocolate chip</u> .	_____	_____
20. Those two men are private <u>detectives</u> .	_____	_____
21. Sue Ann put her <u>tooth</u> under her pillow.	_____	_____
22. The pain in my <u>back</u> is almost unbearable!	_____	_____
23. That dinner was <u>superb</u> !	_____	_____
24. The flight to Chicago was my first plane <u>trip</u> .	_____	_____

Objective 5.1.7

**PUNCTUATION****Find The Missing Punctuation Marks**

**DIRECTIONS:** In the following selections add the missing punctuation marks.

Mary was busy preparing for the party Do you know that Jim's band is going to play for us as ed Susan

Great said Mary I just don't know what to wear She put on a beautiful green dress and brushed her hair I'm ready now Susan Let's go and get Mark David and Donna so that we will be on time

Summer is almost over said Robert Soon well have to go back to school The summer had come and gone more quickly than Robert and his friends would have liked Soon there would be no more trips to the beach Of course he could always go after the school day ended but Mom and Dad had said Find a job He had no choice Besides there was a new family that had moved in on the block The girl in the family seemed to be about his age and maybe she might need someone to show her around Things might not be so bad Robert said to himself This just might be a pretty good school year

## Objective 5.1.7

## PUNCTUATION

DIRECTIONS: Check the sentence in each pair that is correctly punctuated.

- \_\_\_\_\_ 1. a. "Go away," shouted the man to the  
\_\_\_\_\_ barking dog.  
\_\_\_\_\_ b. "Go away" shouted the man to the barking  
\_\_\_\_\_ dog.
- \_\_\_\_\_ 2. a. The Lady and The Tiger is a really good  
\_\_\_\_\_ short story.  
\_\_\_\_\_ b. "The Lady and The Tiger" is a really  
\_\_\_\_\_ good short story.
- \_\_\_\_\_ 3. a. Pictures plants throw pillows, and mir-  
\_\_\_\_\_ rors decorated the room.  
\_\_\_\_\_ b. Pictures, plants, throw pillows, and  
\_\_\_\_\_ mir-rors decorated the room.
- \_\_\_\_\_ 4. a. My brother's address is 1924 Stonewall  
\_\_\_\_\_ Ct., Manassas, Virginia.  
\_\_\_\_\_ b. My brother s address is 1924 Stonewall  
\_\_\_\_\_ Ct. Manassas Virginia.
- \_\_\_\_\_ 5. a. The lost boy was cold tired and hungry.  
\_\_\_\_\_ b. The lost boy was cold, tired, and  
\_\_\_\_\_ hungry.
- \_\_\_\_\_ 6. a. Look! We won again!  
\_\_\_\_\_ b. Look. We won again.
- \_\_\_\_\_ 7. a. Henry close the door.  
\_\_\_\_\_ b. Henry, close the door.
- \_\_\_\_\_ 8. a. "Wow!" shouted Randy. "I made it!"  
\_\_\_\_\_ b. "Wow", shouted Randy. "I made it".
- \_\_\_\_\_ 9. a. Miss Cook the librarian can help you  
\_\_\_\_\_ find the right book.  
\_\_\_\_\_ b. Miss Cook, the librarian, can help you  
\_\_\_\_\_ find the right book.
- \_\_\_\_\_ 10. a. The convention will be held in San  
\_\_\_\_\_ Francisco and we will arrive on Sunday.  
\_\_\_\_\_ b. The convention will be held in San  
\_\_\_\_\_ Francisco, and we will arrive on Sunday.
- \_\_\_\_\_ 11. a. Joe have you fed the dog.  
\_\_\_\_\_ b. Joe, have you fed the dog?

## Objective 5.1.8

**CAPITALIZATION RULES**Which words should be capitalized?

1. The first word of every sentence
2. A person's name and any initials (John F. Kennedy)
3. Titles of people (Dr. Jones, Mrs. Fisher)
4. The word "I"
5. Days of the week, months of the year (Tuesday, March)
6. Religions, creeds, denominations, names applied to the Bible and its parts, other sacred books, nouns and pronouns referring to the Deity. (Christianity, Old Testament, God, the Almighty)
7. Countries, nationalities, races, and languages (Spain, Spaniards, Spanish, Spanish rice)
8. Geographical and place names (North America, Atlanta, Chicago River)
9. Names of special organizations - businesses, schools, professional, social. (Amtrack, the Jaycees, Sandalwood High School, Sears)
10. Names of special buildings and other man-made structures, ships, and planes. (Southpoint Mall, the Titanic, the Gulf Life Building)
11. Brand or trade names (Goodyear tires, Kleenex, General Electric)
12. Holidays, special or famous events, historical periods or eras, famous documents (Labor Day, the Boston Tea Party, the Gold Rush, the Declaration of Independence)
13. The first word and all important words in the title of a book, magazine, movie, television show, and songs (Family Circle, Mash, General Hospital, Beat It!)



## Objective 5.1.8

## CAPITALIZATION

DIRECTIONS: Capitalize all the words that should be capitalized, and put the number of the rule that applies. Refer to the Student Study Sheet on page 223.

___	chicago	___	city	___	walgreens
___	day	___	gas station	___	lincoln
___	south america	___	football	___	coca cola
___	a club	___	civil war	___	italian
___	king richard	___	airport	___	the alamo
___	o'hare airport	___	winn dixie	___	telephone
___	miami dolphins	___	easter	___	pizza hut
___	wrangler jeans	___	bennigans	___	quakers
___	monday	___	holiday	___	english
___	ocean	___	norwegian	___	kermit
___	arizona	___	chris evert	___	government
___	world war II	___	gold	___	brother
___	queen elizabeth	___	holland	___	firestone
___	europe	___	prudential	___	captain smith
___	fritz mondale	___	main street	___	nebraska
___	donald duck	___	democracy	___	general
___	i b m	___	cartoon	___	planet
___	buick	___	computer	___	mr. bunny
___	united airline	___	newspaper	___	birthday
___	pillsbury	___	american	___	person
___	motorola	___	honda	___	september
___	zenith				

## Objective 5.1.8

## CAPITALIZATION

DIRECTIONS: Circle all of the letters that should be capitalized.

1. i bought a diehard battery and a firestone tire at the gas station.
2. the family reunion is held on the third saturday in may.
3. the atlantic ocean is between north america and europe.
4. the prudential building was built by daniel construction company.
5. the flagships of the cunard line are the queen elizabeth and the queen mary.
6. he goes to the baptist church and reads his bible every day.
7. at a chicago railway station, we boarded the pennsylvanian for washington.
8. walter mondale would like to be the president of the united states.
9. the smiths had a baby girl and named her sue ann.
10. i bought levis and a jimmy connors tennis shirt.
11. the united states and canada celebrate thanksgiving on different dates.
12. we crossed the st. lawrence river on the thousand island bridge.
13. my friends from virginia really enjoyed disney world.
14. did you read the "legend of sleepy hollow?"
15. the men involved in the boston tea party never admitted participation.
16. dr. curtis mccray is the president of the university of north florida.
17. do you prefer zest deodorant soap?
18. the tampa tribune is a very good newspaper.
19. the italian restaurant on university boulevard is being rebuilt.
20. zenith television sets are reliable.

## Objective 5.1.8

## CAPITALIZATION

DIRECTIONS: In the following selection, 23 capital letters are needed. Put a circle around the letters that should be capitalized.

mark twain was born in florida, missouri, in the month of november. about four years later his family moved to hannibal, missouri. mark twain was not his real name. he was born samuel clemens. in 1862, he got a job with the territorial enterprise in virginia city, nevada. in one of his stories for the enterprise, he signed his name "mark twain," the pen name by which he is remembered.

DIRECTIONS: Find and circle the letters that should be capitalized. There are 29.

dear grandma,

i'm writing this in english class because i'm bored. school is over in three days and i can hardly wait. mom and dad brought my plane ticket yesterday, and i'll be leaving a week from today. going to florida has always been a dream of mine and now that you've moved to sarasota, i have my chance to go. do you live near the beach and will i be able to surf? are there any cute girls living near you? is there a pizza hut nearby?

well, i have to stop. miss barnes is giving me a dirty look and the merchant of venice is waiting. see you soon.

love

hubert

## Objective 5.1.8

## CAPITALIZATION

DIRECTIONS: In the following list of words, several capital letters are missing. Circle the letters that need to be capitalized.

tallahassee	october	tiger
clock	houston, texas	pilgrim
auditorium	street	book
winthrop park	west virginia	ms. green
december	mary	teacher
winter	<u>alice in wonderland</u>	summer
elephant	dish	atlanta, georgia
mr. jones	april	table
city	public	<u>gone with the wind</u>
asia	spring	lakeland, florida
march	president	father
company	dr. bailey	avenue
telegraph	christmas	west park street
popcorn	abraham lincoln	central park

## Objective 5.1.9

**SIMPLE AND COMPOUND SENTENCES**

A simple sentence has one main clause, or independent clause, which can stand by itself. It does not have a dependent, or subordinate clause, that cannot stand alone. However, a simple sentence may have a compound subject, a compound verb, or both.

## Examples:

1. The hair stylist gave John a new look.
2. Alaska and Hawaii are the newest states in the Union.
3. Larry caught the ball but then dropped it.
4. Bill and Joe increased their speed and passed the other runners.

A compound sentence has two or more independent clauses but no subordinate clause.

The independent clauses are usually joined by coordinating conjunctions: and, but, or, nor, for.

## Examples:

1. Todd prepared the slides, and Robbie examined them.
2. The whistle blew, the drums rolled, and the crowd cheered.
3. Legend says Betsy Ross made our first flag, but there is little evidence.
4. Bill led half the way, and then Joe took the lead.

## Objective 5.1.9

## SIMPLE AND COMPOUND SENTENCES

Examples:

Simple: The alarm clock sounded.

Compound: The alarm clock sounded and the telephone rang.

Simple: The dogs and cats were fighting.

Compound: The dogs and cats were fighting, and then the boys chased them away.

DIRECTIONS: Write an S by the simple sentences and a C by the compound sentences.

- \_\_\_ 1. The bed is in that room and the clock is on the table.
- \_\_\_ 2. The boys ran and jumped the hurdles.
- \_\_\_ 3. We sang and clapped with the band.
- \_\_\_ 4. I went to the game, but he wasn't there.
- \_\_\_ 5. Skating is fun, but I like swimming better.
- \_\_\_ 6. He plays the piano, and his sister sings.
- \_\_\_ 7. Sandy knows a secret, but he won't tell me.
- \_\_\_ 8. My desk is too high, or my chair is too low.
- \_\_\_ 9. Bring your book, pencil, and paper to class.
- \_\_\_ 10. You will sit down and be quiet, or I will send you to the dean.
- \_\_\_ 11. The doors and windows need painting.
- \_\_\_ 12. Jan rides a bus to school, but Lori walks.
- \_\_\_ 13. The wind grew stronger, and the rain began.
- \_\_\_ 14. David got up very early this morning, but he was still late.
- \_\_\_ 15. Have you seen Steve or Dan today?

Objective 5.1.9

**SIMPLE AND COMPOUND SENTENCES**

**DIRECTIONS:** Complete the following statements to make compound sentences:

1. The fire is burning, but \_\_\_\_\_
2. She was sick, or \_\_\_\_\_
3. The test was hard \_\_\_\_\_
4. He lost his keys \_\_\_\_\_
5. The door was locked, or \_\_\_\_\_
6. I am hungry, but \_\_\_\_\_
7. The sun is shining, but \_\_\_\_\_
8. I left my book at home, and \_\_\_\_\_
9. The fruit is ripe, and \_\_\_\_\_
10. Report cards come out tomorrow, and \_\_\_\_\_

## Objective 5.1.9

**IDENTIFICATION OF  
SIMPLE, COMPOUND, AND COMPLEX SENTENCES**

There are four basic kinds of sentences: simple, compound, complex, and compound-complex. These are explained below.

A simple sentence contains one subject and one predicate. Parts of the sentence, however, may be compound. A simple sentence tells one idea.

Examples:

1. Sam went home.
2. Joe and I saw that movie.
3. During the summer, I go to the beach.
4. Mom cooked dinner and washed the dishes.
5. Mike, along with Eddie, did his homework.

A compound sentence has two or more independent clauses, each with a subject and a verb, joined by a conjunction. A compound sentence expresses two related ideas.

Examples:

1. Sam went home, and Randy stayed here.
2. I did well on the test, but the teacher gave me a C.
3. Help me carry these packages, and you will get some cookies.
4. The sun was hot, but the wind was chilly.
5. My husband likes soccer, and I prefer football.

A complex sentence has two clauses, each with a subject and verb. One clause is independent; one clause is subordinate and cannot stand alone. A complex sentence expresses one main idea and one or more dependent ideas.

Examples:

1. When Dad came home, dinner was ready.
2. She will dismiss the class when the bell rings.
3. When you come home from school, I want you to mow the lawn.
4. He who helps me clean the house will get a reward.
5. This is the necklace that my parents gave me for my birthday.



## Objective 5.1.9

**IDENTIFICATION OF SIMPLE, COMPOUND, AND COMPLEX SENTENCES**  
(continued)

A compound-complex sentence contains two main clauses and one or more subordinate or dependent clauses. A compound-complex sentence expresses two main ideas and at least one dependent idea.

## Examples:

1. James drove the truck down the muddy road to the river, and then he discovered that the bridge was closed.
2. Ellen tried the dance steps that the instructor demonstrated, but she couldn't master them.
3. When Mother called, she was upset; however, she soon got over her fears.
4. Exercise may increase fitness, and some people say that it causes weight loss too.
5. I've just learned that the minimum wage has gone up; therefore, my pay will be more.

Objective 5.1.9

SIMPLE, COMPOUND AND COMPLEX SENTENCES

DIRECTIONS: Classify each of the following sentences as simple, complex or compound. Write the type of sentence on the line after each sentence below.

- 1. Shirley and I live near the park. \_\_\_\_\_
- 2. After we found the book we wanted, we went home. \_\_\_\_\_
- 3. It rained last week, so we did not take our trip. \_\_\_\_\_
- 4. I never found out who sent the message. \_\_\_\_\_
- 5. John is washing and waxing his car. \_\_\_\_\_
- 6. Mary is in the eighth grade, and Paul is in the ninth grade. \_\_\_\_\_
- 7. This method is not only quicker, but it is also easier. \_\_\_\_\_
- 8. While I was walking along the beach, I forgot all my troubles. \_\_\_\_\_
- 9. Aunt Mary has asked me to visit her for a while. \_\_\_\_\_
- 10. Alan is the boy whom we elected president of the club. \_\_\_\_\_
- 11. I found the road which leads to the haunted house. \_\_\_\_\_
- 12. The explorer knew the people of the strange land, and he understood their customs. \_\_\_\_\_
- 13. Sit down and get out your pencil. \_\_\_\_\_
- 14. Everyone is always picking on me. \_\_\_\_\_
- 15. Since she has been principal, Miss Lewis has done many good things for our school. \_\_\_\_\_
- 16. When November comes, we'll see who gets elected. \_\_\_\_\_
- 17. I have to cook dinner and do the dishes. \_\_\_\_\_
- 18. She might win, and she might win easily. \_\_\_\_\_
- 19. If it is raining, I'll get wet. \_\_\_\_\_
- 20. After the test is over, you may have time to organize your notebooks. \_\_\_\_\_

## Objective 5.1.9

**SIMPLE, COMPOUND AND COMPLEX SENTENCES**

**DIRECTIONS:** Classify each of the following sentences as simple, complex or compound. Write the type on each line below.

- \_\_\_\_\_ 1. My sister is a blond, and I am a redhead.
- \_\_\_\_\_ 2. Although my sister is blond, I am a red-head.
- \_\_\_\_\_ 3. My sister's hair color and my hair color are different.
- \_\_\_\_\_ 4. The lady picked up the eggs and she dropped them.
- \_\_\_\_\_ 5. After the lady picked up the eggs, she dropped them.
- \_\_\_\_\_ 6. The lady picked up the eggs, but she dropped them.
- \_\_\_\_\_ 7. I'll go my way, and you go your way.
- \_\_\_\_\_ 8. Although I'll go my way, you must go your way.
- \_\_\_\_\_ 9. We'll each go our way.
- \_\_\_\_\_ 10. Although I have a job, I manage to keep a B+ average.
- \_\_\_\_\_ 11. I have a job, but I manage to keep a B+ average.
- \_\_\_\_\_ 12. I have a job and manage to keep a B+ average.
- \_\_\_\_\_ 13. Tonight I am cooking dinner, but I would prefer to eat out.
- \_\_\_\_\_ 14. I am cooking dinner tonight.
- \_\_\_\_\_ 15. I'll cook dinner before we go out.
- \_\_\_\_\_ 16. Three cars were wrecked in the collision.
- \_\_\_\_\_ 17. There was a collision, and three cars were wrecked.
- \_\_\_\_\_ 18. When the collision occurred, three cars were wrecked.

Objective 5.1.10

## STANDARD USAGE

DIRECTIONS: Read the two paragraphs below and answer the questions following them.

Hi ya! What cha doing? I ain't doing nothing right now. I plan to take over to your house the things that I borrowed from ya. Then I need to fetch me some of them books that Ms. Kaplan told us about. I can't hardly look at the books till I get off of work tonight at 9.

Luv,  
Louise

Hi, I hope you are not busy. I want to bring your things that I borrowed back to you. Then I need to get those books that Ms. Kaplan told us about. I can't really look at the books until I get off work tonight at 9.

Love,  
Sue Ellen

1. What do think about the way the speaker used English in the first paragraph?

---

---

2. What do you think about the way the speaker used English in the second paragraph?

---

---

3. Is speaking correctly important to you? Why should it be important to everyone?

---

---

Objective 5.1.10

## STANDARD ENGLISH

DIRECTIONS: Write the word that completes the sentence correctly.

A. Write "may" if you mean permission; write "can" if you mean the ability.

1. Maria, \_\_\_\_\_ I ask you a question?
2. Maria, \_\_\_\_\_ you do this math problem?
3. Maria, you \_\_\_\_\_ go to the restroom.
4. Maria, \_\_\_\_\_ you swim better than I?
5. Maria, you \_\_\_\_\_ bring one guest to the party.
6. Maria, you \_\_\_\_\_ borrow my record.
7. Maria, \_\_\_\_\_ you lift these packages?
8. Maria, \_\_\_\_\_ you find your book report?

B. Write "good" if you need to describe a person or a thing; write "well" to describe how an action takes place. You can also use "well" to mean healthy.

1. Linda Collins is a \_\_\_\_\_ dancer; she really dances \_\_\_\_\_
2. Linda Collins speaks \_\_\_\_\_ about the progress our school is making.
3. Linda Collins is a \_\_\_\_\_ worker.
4. Linda Collins does \_\_\_\_\_ at her job.
5. Linda Collins has a \_\_\_\_\_ job.
6. Linda Collins' husband is \_\_\_\_\_ according to her doctor.
7. Linda Collins hopes that you are doing \_\_\_\_\_ on this assignment.
8. Linda Collins encouraged \_\_\_\_\_ behavior and complimented me for doing so \_\_\_\_\_

(Continued)

Objective 5.1.10

## Standard English (continued)

C. Write "fewer" when you can count the items; Write "less" when you are talking quantity or degree.

1. Sue Ann has \_\_\_\_\_ sweaters than Barbara.
2. Sue Ann has \_\_\_\_\_ A's than Jean.
3. Sue Ann has \_\_\_\_\_ coke than I.
4. Sue Ann's automobile has \_\_\_\_\_ gasoline that she thought.
5. Sue Ann has \_\_\_\_\_ students in her English class than in her math class.
6. Sue Ann has \_\_\_\_\_ trouble with science than I do.
7. Sue Ann found \_\_\_\_\_ traffic than usual.
8. Sue Ann found that she had \_\_\_\_\_ coins than she had remembered.

D. Write "them" when you need a pronoun; Write "those" to modify a noun.

1. Emory Hayes likes \_\_\_\_\_ girls.
2. Emory Hayes wants \_\_\_\_\_ books taken to room 112.
3. Emory Hayes wants \_\_\_\_\_ to report to the office now.
4. Emory Hayes told \_\_\_\_\_ the secret.
5. Emory Hayes returned some borrowed tapes to \_\_\_\_\_
6. Emory Hayes looked at \_\_\_\_\_ scores to compare them with last year's scores.
7. Emory Hayes liked \_\_\_\_\_ to report on time.
8. Emory Hayes saw \_\_\_\_\_ movies last weekend.

Objective 5.1.10

## NEGATIVES

DIRECTIONS: Underline the correct word in each sentence.

1. Jane hasn't (ever, never) seen a tree frog.
2. Jeff couldn't find his toad (nowhere, anywhere).
3. The little frog hadn't (anything, nothing) to eat.
4. He couldn't find (anything, nothing), either.
5. Won't (anybody, nobody) help me?
6. We could not go (nowhere, anywhere) in that snowstorm.
7. There was not (no, any) answer to her question.
8. I could never do (anything, nothing) like that.
9. I haven't (no, any) money.
10. He has (ever, never) seen a circus.
11. I haven't (never, ever) been in a helicopter.
12. Sue hasn't (no, any) library books to return.
13. I haven't (nothing, anything) more to do.
14. We haven't put (anything, nothing) in the boxes yet.
15. I am not going (nowhere, anywhere) after school.
16. I (could, couldn't) hardly see.
17. She (was, wasn't) nowhere to be found.
18. We were not able to have (no, our) program.
19. She said she couldn't think of (nothing, anything).
20. Rosita (couldn't could) think of no ways to help her.

Objective 5.1.10

**NEGATIVES**

**DIRECTIONS:** Rewrite the following sentences correctly.

1. It was so dark I couldn't see nothing.
2. I couldn't find no book.
3. Didn't you see no movie last night?
4. Haven't you no money for lunch?
5. Didn't Jack never find his pencil?
6. I haven't seen nobody all morning.
7. Mary doesn't know nothing about it.
8. Susan never went nowhere.
9. The teacher didn't say nothing about it.
10. I haven't brought none of my stories.



Objective 5.1.10

**NEGATIVES**

**DIRECTIONS:** On a separate sheet of paper, rewrite the following sentences correctly.

1. I didn't say nothing.
2. Can't you hear nothing.
3. We didn't find no book.
4. I never say nothing.
5. I can't see no cow.
6. Haven't you seen nothing?
7. I don't never fall off.
8. She never found nothing.
9. I didn't write to nobody.
10. Hasn't nobody come yet?
11. He didn't bring no book.
12. She hasn't made no candy.
13. Bill didn't never fail.
14. I can't see no moon.
15. Can't you go nowhere?
16. I never heard no noise.
17. Todd didn't hear nothing.
18. Hasn't nobody come yet?
19. I can't see nothing now.
20. She hasn't no pen.

Objective 5.2.1

**COMPOSITION**  
**WRITE SIMPLE, COMPOUND AND COMPLEX SENTENCES**

**DIRECTIONS:** Write simple sentences. Then change each to a compound and a complex sentence.

Example:

simple - Mary went to the store.

compound - Mary went to the store, but she forgot the milk.

complex - When Mary went to the store, she forgot to buy milk.

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

compound \_\_\_\_\_

complex \_\_\_\_\_

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

compound \_\_\_\_\_

complex \_\_\_\_\_

3. simple \_\_\_\_\_

compound \_\_\_\_\_

complex \_\_\_\_\_

4. simple \_\_\_\_\_

compound \_\_\_\_\_

complex \_\_\_\_\_

Objective 5.2 1

**COMPOSITION  
WRITE SIMPLE, COMPOUND AND COMPLEX SENTENCES**

DIRECTIONS: Write a paragraph of your own on the lines below. Write at least ten sentences using examples of the different types. Number each sentence, and identify each one as simple, compound, or complex.

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- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_



Objective 5.2.2

**DECLARATIVE, IMPERATIVE, INTERROGATIVE,  
AND EXCLAMATORY SENTENCES**

Sentences may be classified in four ways:

1. Declarative - A declarative sentence makes a statement. It is followed by a period.

Examples: The point of my pencil is broken.  
My dog likes to play with a ball.

2. Interrogative - An interrogative sentence asks a question. It is followed by a question mark.

Examples: Do you have change for a dollar?  
When are we going home?

3. Imperative - An imperative sentence gives a command or makes a request. It is followed by a period.

Examples: Please cover your eyes.  
Take this note to your parents.

4. Exclamatory - An exclamatory sentence expresses strong feeling. It is followed by an exclamation point.

Examples: I got a bicycle!  
You are crazy!

Objective 5.2.2

**TYPES OF SENTENCES**

**DIRECTIONS:** For each of the following sentences, write declarative, interrogative, imperative, or exclamatory to show what kind each is. Add the proper punctuation mark.

- 1. A sudden fire burned the nearby forest \_\_\_\_\_
- 2. Has anyone seen my black notebook \_\_\_\_\_
- 3. Finish your homework before you watch television \_\_\_\_\_
- 4. Will you please shut the door \_\_\_\_\_
- 5. Call the fire department, quick \_\_\_\_\_
- 6. May I go to the movies this afternoon \_\_\_\_\_
- 7. A bolt of lightning split the oak tree \_\_\_\_\_
- 8. Where did you leave your geography book \_\_\_\_\_
- 9. Decide which girl you are taking to the game \_\_\_\_\_
- 10. You really make me angry \_\_\_\_\_
- 11. Would you like to have dinner now \_\_\_\_\_
- 12. I think you should leave now \_\_\_\_\_

Objective 5.2.2

DECLARATIVE, IMPERATIVE,  
INTERROGATIVE, EXCLAMATORY SENTENCES

DIRECTIONS: Indicate whether the following sentences are declarative, imperative, interrogative, or exclamatory.

- 1. Wow! I didn't get an F! \_\_\_\_\_
- 2. My mother wanted to see my report card. \_\_\_\_\_
- 3. What did you get in history? \_\_\_\_\_
- 4. I got a C. \_\_\_\_\_
- 5. What a beauty! \_\_\_\_\_
- 6. Sit down. \_\_\_\_\_
- 7. Copy your spelling words. \_\_\_\_\_
- 8. What time is it? \_\_\_\_\_
- 9. Someone just hit the telephone pole! \_\_\_\_\_
- 10. Where do you work after school? \_\_\_\_\_

DIRECTIONS: On your own paper, write three examples of each of the four types of sentences. Use one of the words given below in each sentence. Identify each sentence you write.

- |            |          |           |            |
|------------|----------|-----------|------------|
| principal  | ghost    | rock star | motorcycle |
| television | my room  | newspaper | prom       |
| pizza      | referral | hospital  | exercise   |

Objective 5.2.2

**SENTENCE TYPES - WRITING STATEMENTS  
COMMANDS, QUESTIONS AND EXCLAMATIONS**

A. Write four statement sentences using the following words.

cousin \_\_\_\_\_  
cookie \_\_\_\_\_  
shark \_\_\_\_\_  
surf \_\_\_\_\_

B. Write four questions using the following words.

dinner \_\_\_\_\_  
sister \_\_\_\_\_  
muppets \_\_\_\_\_  
computer \_\_\_\_\_

C. Write four commands using the following words.

radio \_\_\_\_\_  
lawn \_\_\_\_\_  
wash \_\_\_\_\_  
dry \_\_\_\_\_

D. Write four exclamatory sentences using the following words.

accident \_\_\_\_\_  
failed \_\_\_\_\_  
fire \_\_\_\_\_  
baby \_\_\_\_\_

## Objective 5.2.4

## ORGANIZING TOPICS AND SUBTOPICS

A topic is an overall subject. The overall topic should be broad enough to have subtopics, and the subtopics should all relate to the main topic.

## Examples:

Topics: Forms of Music

Subtopics: classical  
western  
rock  
blues  
pop  
soul

Topics: Areas within a School

Subtopics: cafeteria  
gymnasium  
classroom  
offices  
fields  
library

Topics: Difficulties that teachers have with students

Subtopics: Students who fail to bring materials  
Students who fail to pay attention  
Students who fail to observe class rules  
Students who fail to observe manners  
Students who fail to care about learning  
Students who fail to understand material

Topics: Pleasures that teachers get from students

Subtopics: Students who are willing to work and show enthusiasm  
Students who display creativity and originality in their work  
Students who show a willingness to help around the room  
Students who show politeness



## Objective 5.2.4

## TOPIC: SPORTS (OVERALL SUBJECT)

Subtopics:	(1) <u>types</u>	(2) <u>elements of</u>	(3) <u>rules</u>
	basketball	rules	boundaries
	baseball	referees or umpire	number of players
	soccer	equipment	length of playing periods
	football	players	
	volleyball	coach or coaching staff	
	golf	playing arena	
	swimming		

**Note:** A topic or subtopic can be broken down again and again and in many different ways.

For example: Rules, the subtopic above, can be broken down another way.

Subtopics: rule changes  
history of rules  
significant rule decisions  
responsibility for official rules

Objective 5.2.4

**DIRECTIONS:** Fill in the missing information.

**TOPIC SENTENCE:** There are many things that teenagers enjoy owning.

**Sub-Topics:**

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**TOPIC SENTENCE:** Parents make some common errors in dealing with their teenage children.

**Sub-Topics:**

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**TOPIC SENTENCE:** Some things are difficult to learn.

**Sub-Topics:**

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**TOPIC SENTENCE:**

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**Sub-Topics:**

a family reunion, Christmas holidays, Thanksgiving, serious illness, a wedding

**TOPIC SENTENCE:**

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**Sub-Topics:**

American flag, eagle, Liberty Bell, Fourth of July, parades

**TOPIC SENTENCE:**

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**Sub-Topics:**

Disneyworld, Everglades, Stephen Foster Memorial, Bok Tower, Sea World, beaches, Florida-Georgia game, palm trees, magnolia trees

Objective 5.2.5

**ORGANIZING TOPICS AND SUB-TOPICS**

**DIRECTIONS:** Fill out the following form to compose a comparison paragraph.

Name two people or things:

---

List the ways the two people or things are alike:

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

Next make a topic sentence. For example, . . . (first person/thing) . . . and . . . (second person/thing) . . . are alike in many ways.

Finally, write a paragraph using your topic sentence and some of the ideas that you have listed in 1-8 above. Remember to edit and rewrite your paper as neatly and correctly as possible.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a contrast paragraph.

Name two people or things:

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List the ways the two people or things are different:

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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8. 

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Now make a topic sentence to go along with the above. For example, . . . (first person/thing) . . . and . . . (second person/thing) . . . are different in many ways.

Now write a paragraph using your topic sentence and some of the ideas that you have listed.

## Objective 5.2.5

## ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a comparison contrast paragraph.

Name two people or things:

\_\_\_\_\_

List the ways the two people or things are alike:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

List the ways the two people or things are different:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now make a sentence to go along with the above. For example, . . . (first person/thing) . . . and . . . (second person/thing) . . . are alike, and they are different.

Now write a paragraph using your topic sentence and some of the ideas that you have listed above. A form to use may include.

1. topic sentence
2. sentence stating a likeness
3. sentence stating a difference
4. sentence beginning with a transition word(s) - however, on the other hand, in contrast - and stating a difference
5. sentence stating a difference
6. concluding sentence.

Objective 5.2.5

**ORGANIZING TOPICS AND SUB-TOPICS**

**DIRECTIONS:** Fill out the following form for a cause-effect paragraph.

Name something that got you in serious trouble:

\_\_\_\_\_

Name three things that caused you to get into trouble.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name three things that happened as a result of the trouble.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now write a paragraph including the ideas listed above.

Make sure you understand that "causes" are reasons why and "effects" are things that result from something happening.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a chronological or time-ordered paragraph.

Think of an event in your life, around your home or in your school. Then list five things that happened in the order that they occurred.

Event: \_\_\_\_\_

Order:

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

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

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Now write a paragraph using the order of events above to tell how something happened.

Objective 5.2.5

ORGANIZING TOPICS AND SUB-TOPICS

DIRECTIONS: Fill out the following form for a chronological or time-ordered paragraph.

List five things of a "how-to" nature. For example: how to wash a car, how to make brownies, how to create a total wreck in your bedroom or how to prepare for a test.

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

Now select only one of the above and name five steps in the order that they should occur.

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

Now write a paragraph using your topic and the order of five things above. You can combine some of the things above into compound sentences. Remember to edit or proofread your paper.



Objective 5.2.5

**ORGANIZING TOPICS AND SUB-TOPICS**

**DIRECTIONS:** Fill out the following form for a paragraph developed by examples.

Students get in trouble at school breaking several rules. (Name some of the rules below. Notice they don't need to be in any order. They can simply be a list.)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Now list five ways that teenagers get in trouble at home.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Now make up a subject and then list five examples below it.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Now make up a paragraph using one of the above units and you will have a paragraph developed by example.

## Objective 5.2.5

## WRITING WITH A PURPOSE

DIRECTIONS: Choose one or more of the following examples and write about it. Use the forms you have been given to organize your writing.

1. Try to influence a friend to try a new product which you have just tried and liked. Explain why this person should use or buy this product. Tell how you think it will benefit him.
2. Make up a candidate for a political office (perhaps one in your school, city, or a presidential election). Tell why we should vote for the person and try to convince your readers to vote for him/her.
3. Try to convince your parents that a behavior which they considered to be very irresponsible or your part was really not what it seemed. If they knew your side of the story or exactly what happened, they would see the incident differently.
4. You and your best friend have had a big misunderstanding. Send your friend a message explaining how you feel about what happened and why the two of you should still be friends.
5. Your purpose is to describe your two best friends and tell how they are alike.
6. Your purpose is to describe your two best friends and tell how they are different.
7. Bring in a photograph from a magazine or newspaper. Either describe what you see in the picture or if the picture has people in it, describe how those people feel about what is happening.
8. Your purpose is to describe a person or a thing. Use vivid details and concentrate on having the reader see this person or thing as you see it.
9. Your purpose is to give three causes for something that happened.
10. Your purpose is to give three effects of something that happened.
11. Your purpose is to tell something in the sequence that it occurred. Be sure to give the first thing that happened first and the second thing that happened second.

Objective 5.2.5

**WRITING FOR DIFFERENT AUDIENCES**

**DIRECTIONS:** A situation just happened in your school. It has made you extremely proud or angry. Write a letter or note to your best friend telling him/her all about it. Then write a letter to the editorial staff of your local newspaper telling about the situation. Next write a letter to your grandmother telling about the same situation. Next write a note or letter to someone involved in the situation and let them know how you feel about what happened. You will write four comments on the same situation to different types of readers.

**DIRECTIONS:** Your city council has just banned all rock concerts and will not permit them to come to town. Write a letter to the mayor, your local newspaper and to a friend telling how you feel about this.

## Objective 5.2.6

## REVISE AND EDIT PARAGRAPHS

DIRECTIONS: Answer the questions below, after you have read the paragraph.

I act like my friend in several ways. (1) One way is when he does something you do it too. (2) When he/she laughs funny you do it too. (3) One other way is when he/she plays around you try to imitate him. (4) Another way is talking on the phone we both do a lot of that. (5) We also like rock'n'roll music, and listen to it a lot. (6) There are many different ways friends are alike, and how they copy each other, but you probably don't notice it.

1. In sentence 1 the pronoun "you" should be \_\_\_\_\_
2. In sentence 2 the "he/she" refers to the word  
(A) friend, (B) he (circle the correct one)
3. In sentence 2 the he/she should not have a "she" included. True False (circle the correct one)
4. In sentence 3 the "them" should be him. True False
5. Sentence 4 is a run-on sentence. True False
6. In sentence 5 the first word is not capitalized.  
True False
7. In sentence 5 the comma is supposed to be there.  
True False
8. Which word in sentence 6 is misspelled? \_\_\_\_\_
9. Would sentence 6 be considered a good sentence as it is written? Yes No
10. Would the writer know whether "you probably don't notice it" or not? Was this statement necessary?  
Yes No

Objective 5.2.6

**REVISE AND EDIT PARAGRAPHS**

**DIRECTIONS:** Read the following paragraphs written by students, and answer the questions following each paragraph.

1. People copy other people in several ways. People copy other people and don't realize it, like when someone see a friend with some shoes on that they like they go out and buy the same kind. They also see their friends smoke or something and they want to be like them and start.

a. List two words that are misspelled.

\_\_\_\_\_

b. Rewrite the following: "someone see a friend" correctly.

\_\_\_\_\_

c. "People copy other people and don't realize it, like when someone see a friend with some shoes on that they like they go out and by the same kind." This was written as one sentence in the example above. Rewrite this as you think it should be written.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. There are several ways that I don't act like my friends. Sometimes my friends act so bad but they aren't and sometimes they act so childish but I just stand there and act myself.

a. How many sentences are in this paragraph?

\_\_\_\_\_

b. Punctuate the paragraph correctly.

Objective 5.2.6

REVISE AND EDIT PARAGRAPHS

DIRECTIONS: Read the two paragraphs on this page. Circle any ten errors. List them on the lines below, and beside the error write the correct form.

Things I Do In The Summer Time  
by Student A

In the summer I go like riding with my friends and we be go everywhere and when we get finish riding we go swimming at our friends house or at forest pool everyday always we at forest pool everyday we be doing flips off the high diving board; when we get tried of swimming we go play basketball and thats the best part of summer playing basketball and all day long and thats what I do in the summer time.

Students Fail For Many Reasons  
by Student B

Many people fail for many different reasons here are some. Like always doing things at the last minute. Then there is failing to make up an assignment missed during an absence. But some are so hard headed they fail to see any potential benefit in learning today for tomorrow. But some people, just don't want to do anything just hand to him on a silver plater.

MISTAKES

CORRECTIONS

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

## Objective 5.2.6

## REVISE AND EDIT PARAGRAPHS

DIRECTIONS: In the following paragraphs, written by other students, underline the topic sentence. Then, decide if the sentences relate to the topic sentence. Above each sentence write "yes" if it does and "no" if it does not relate.

Skating

Why I like skating: I like skating for several reasons. One is that skating is very healthy. It makes your legs muscular. Another is I like to get behind someone who is danceskating and just really shake it. I've got to skate. Another is the sport of it. It's a sport. I just love sports. That's my hobby. One more is all of the fine lookin' women.

Video Games

I play video games for many reasons. When I play a video game, it helps me relax. It also helps my coordination and skill. I like to play video games because they're fun. I just enjoy playing them.

Football

There are many rules in football. One of the penalties in football is holding. Holding is called when a player holds or pushes down another player. Another penalty in football is offsides. This foul is called when an offensive or defensive player lines up over the ball. Some of the major penalties are facemask and clipping. Facemask is called when a player grabs hold of another player's facemask.

Objective 5.2.6

REVISE AND EDIT PARAGRAPHS

DIRECTIONS: Read a paragraph written by another student. Answer the following questions.

A. APPEARANCE

- 1. Is the paragraph indented correctly? \_\_\_\_\_
- 2. Is the paragraph indented more than once? \_\_\_\_\_
- 3. Is the handwriting neat? \_\_\_\_\_
- 4. Are there any unnecessary marks on the page? \_\_\_\_\_
- 5. Are the margins correct? \_\_\_\_\_

B. CONTENT

- 1. Is there a topic sentence in this paragraph? \_\_\_\_\_
- 2. Do all of the other sentences relate to the topic sentences? \_\_\_\_\_
- 3. Is there some information in the paragraph that is unnecessary? \_\_\_\_\_
- 4. Are the details specific (vague, general words omitted)? \_\_\_\_\_
- 5. Do you think that the subject was written in an interesting way? \_\_\_\_\_

C. MECHANICS

- 1. List some errors in spelling. If there are none, write none. \_\_\_\_\_  
\_\_\_\_\_
- 2. List errors in usage or grammar. \_\_\_\_\_  
\_\_\_\_\_
- 3. List errors in capitalization or punctuation. \_\_\_\_\_  
\_\_\_\_\_

- D. What overall comment would you make about this paper? \_\_\_\_\_  
\_\_\_\_\_



## Objective 5.2.7

**THE BUSINESS LETTER**

The business letter consists of six parts:

1. **THE HEADING:**           the address of the sender  
                                  the date the letter is written  
  
Line 1 - your address, with no abbreviations  
Line 2 - your city, a comma, your state, and the zip  
          code  
Line 3 - the date with a comma after the day  
  
example: 2113 Ryar Boulevard  
          Tampa, Florida 31245  
          June 17, 1984
  
2. **THE INSIDE ADDRESS:** the address of the one to whom the  
                                  letter is written
  - A. business name  
      business address with no abbreviations  
      business city, comma, state, zip code  
  
      example: Casino Wallcoverings  
                  1640 University Boulevard South  
                  Jacksonville, Florida 32217
  
  - B. person's name, a comma, person's position  
      business company with no abbreviations  
      business address with no abbreviations  
      business city, comma, state, zip code  
  
      example: Alan Zicarelli, Personnel Manager  
                  Casino Wallcoverings  
                  1640 University Boulevard South  
                  Jacksonville, Florida 32217
  
  - C. division within a company  
      business company with no abbreviations  
      business address with no abbreviations  
      business city, comma, state, zip code  
  
      example: Personnel Department  
                  Casino Wallcoverings  
                  1648 University Boulevard South  
                  Jacksonville, Florida 32217

Objective 5.2.7

**The Business Letter (continued)**

3. SALUTATION: greeting plus colon(:)

examples: Dear Sir:  
Gentlemen:  
Ladies:  
To Whom It May Concern:  
Dear Ms. Lyman:  
Dear Mr. Smothers  
Dear Sir or Madam:

4. BODY: Neatly and clearly, state your business or request information. Use paragraph form.

5. THE CLOSING: closing plus comma

examples: Sincerely,  
Yours truly, (truly is not capitalized)  
Respectfully yours,

6. SIGNATURE: Your full name in cursive

Note: See form on page 266.

Objective 5.2.7

**THE BUSINESS LETTER**

**DIRECTIONS:** Fill out the following by making up the information that is needed.

\_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, 19\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_

Dear \_\_\_\_\_:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Objective 5.2.7

THE BUSINESS LETTER

DIRECTIONS: Put the correct punctuation in the blanks.

8033 Argentine Drive West  
Tallahassee \_\_\_ Florida 38723  
October 22 \_\_\_ 1986

Mr. Dick Kampfe \_\_\_ Sales Manager  
The Argyle Company  
5634 Baymeadows Road  
Jacksonville \_\_\_ Florida 32207

Dear Mr. Kampfe \_\_\_

Please inform me about possible job opportunities with-  
in your company for sales managers. I am interested in  
learning more about your training program and if benefits  
are available during the training.

Yours truly \_\_\_

Marcia Tabak

## Objective 5.2.7

## THE BUSINESS LETTER

DIRECTIONS: Correctly identify the following parts of the letter. Put the correct numeral in front of each part:

1. the heading
2. the inside address
3. the closing
4. the salutation

\_\_\_ Sincerely yours,

\_\_\_ Dear Ms. Viscariello

\_\_\_ Mr. Edward S. Spencer  
The Bendix Corporation  
Shakers Heights, Ohio 87931

\_\_\_ 6486 Fieldstone Lane  
Kissimmee, FL 32319  
November 15, 1989

Now take the above information and write a business letter with it. You will have to write the body and use your signature with the letter.

Objective 5.2.7

THE BUSINESS ENVELOPE

DIRECTIONS: Fill out the envelope drawn below with this information:

Return Address:

Mr., Ms. or Miss and your name  
your address with no abbreviations  
your city, a comma, your state and zip code

Addressed to:

Mr. Edward S. Burchelle  
The Riche Company  
8746 Biscayne Boulevard  
Miami, Florida 31890

The form is a large rectangle representing a business envelope. On the left side, there are three horizontal lines for the return address. On the right side, there are four horizontal lines for the address to which the envelope is addressed.

Objective 5.2.7

**THE FRIENDLY LETTER**

DIRECTIONS: Imagine that a close relative or friend has just won an important award in his or her school. Write a friendly letter congratulating him or her on this honor. Be sure to include the date, salutation, body, closing, and signature.

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## VOCABULARY

<u>Term</u>	<u>Meaning</u>
1. spouse	husband's or wife's name
2. Soc. Sec. No.	Social Security Number
3. apt.	apartment
4. proof of age	birth certificate, baptismal papers, draft card, passport
5. m. o.	money order
6. maiden name	girl's last name before marriage
7. address	where you live
8. defect or disabilities	mental or physical handicaps
9. marital status	single, married, widowed, separated, divorced
10. applicant's signature	signed name (not printed)
11. employee	worker for a company
12. reference	adult (not a relative) who can tell something about you or how you work
13. qty.	quantity (amount)
14. dependents	people you support or help support
15. former employer	person or company you worked for
16. firm name	name of company you work for
17. infractions, offenses	actions against the law

(Continued)



## Vocabulary (continued)

<u>Term</u>	<u>Meaning</u>
18. C.O.D.	Cash On Delivery
19. Bal. Bro't For'd	amount of money left in your account that you transfer to the next page
20. amt. deposited	money you put in your account
21. amt. this check	money taken out by individual check
22. assistance	help; money to help with costs and expenses
23. benefits	extra advantages or extra money; special services
24. completing	finishing; filling in all the items
25. describe	tell about
26. disability	illness or condition that keeps you from working properly
27. eligible	being suitable, qualified, or allowed to receive
28. include	put in; add
29. notified	told about; informed
30. physical	having to do with the body or having a complete checkup by a doctor
31. prevented	kept from doing, stopped
32. promptly	quickly, immediately

(Continued)

## Vocabulary (continued)

<u>Term</u>	<u>Meaning</u>
33. rec'd	abbreviation for received
34. relationship	family connection (sister, brother, aunt, etc.)
35. D. O. B.	date of birth
36. H or ht.	height
37. W or wt.	weight
38. tel. no.	telephone number
39. ans.	answer
40. co.	company
41. mo.	month
42. yr.	year
43. ZIP	zip code
44. avg.	average
45. exp. or exper.	experience
46. m	male
47. f	female
48. st.	street
49. ck.	check
50. credit reference	person who can give information about another person's ability to pay
51. security clearance	special permission for being in a top secret area

(Continued)

## Vocabulary (continued)

<u>Term</u>	<u>Meaning</u>
52. alias	a fake name
53. verification	proof by evidence
54. citizen	person who becomes a member of a state or country by birth or choice
55. bona fide	in good faith; ge. ine
56. transient	passing; not permanent
57. guardian	person appointed by law to take care of another person
58. permanent	lasting
59. loyalty	faithfulness
60. affidavit	statement sworn to be true
61. character reference	person other than a relative who can verify your good name
62. bond	agreement to pay back borrowed money with interest added
63. naturalized citizen	person who chooses to earn his citizenship
64. civilian	non-military person
65. maiden	unmarried female
66. citizenship	rights and privileges of a citizen
67. status	legal position

(Continued)

## Vocabulary (continued)

<u>Term</u>	<u>Meaning</u>
68. criminal proceeding	action against a person who committed a crime
69. fine	sum of money paid for punishment
70. resident	person living in a place
71. Notary Public	public officer authorized to verify legal documents
72. educational history	record of schools you have gone to
73. birthdate	date you were born
74. health	how you are and feel physically
75. residence	where you live
76. work experience	record of the jobs and employers you have had
77. occupation	job - what you do
78. beneficiary	the person named in the policy who would receive money or goods in case of your death

## Objective 5.2.8

## FORMS

DIRECTIONS: In Column I there are 20 words and abbreviations often used on forms. Match them with their definitions in Column II. Write the letter of the correct definition in each blank.

<u>Column I</u>	<u>Column II</u>
___ 1. m. o.	A. height, weight
___ 2. Ht., Wt., or H, W	B. adult (not relative who can tell something about you or how you work)
___ 3. maiden name	C. worker for a company
___ 4. proof of age	D. what you do for a living, job
___ 5. address or residence	E. money order
___ 6. apt.	F. people you support or help support
___ 7. defects or disabilities	G. person you worked for
___ 8. Soc. Sec. No.	H. girl's last name before marriage
___ 9. marital status	I. Cash On Delivery
___ 10. spouse	J. name of company you worked for
___ 11. dependents	K. signed name of person
___ 12. qty.	L. apartment

(Continued)

Objective 5.2.8

**Forms** (continued)

- |                                 |  |
|---------------------------------|--|
| ___ 13. former employer         | M. actions against the law                                   |
| ___ 14. reference               | N. single, married, widowed, divorced                        |
| ___ 15. firm                    | O. husband's or wife's name                                  |
| ___ 16. occupation              | P. quantity  |
| ___ 17. infractions or offenses | Q. mental or physical handicaps                              |
| ___ 18. employee                | R. Social Security Number                                    |
| ___ 19. C. O. D.                | S. birth certificate, baptismal papers, draft card, passport |
| ___ 20. applicant's signature   | T. where you live  |

## Objective 5.2.8

## FORMS

DIRECTIONS: In Column I there are 25 words and abbreviations which are used on forms for entrance to a school or training program. Match these words with their definitions in column II. Write the correct letter beside each term.

<u>Column I</u>	<u>Column II</u>
_____ 1. status	A. a person other than a relative who can verify your good name
_____ 2. citizen	B. public officer who can verify legal documents
_____ 3. citizenship	C. act of allowing to enter
_____ 4. maiden	D. person appointed by law to take care of another person
_____ 5. verification	E. person living in a place
_____ 6. civilian	F. sum of money paid for punishment
_____ 7. alias	G. action against a person who committed a crime
_____ 8. naturalized citizen	H. person who by birth or choice becomes a member of a state or county
_____ 9. security clearance	I. proof by evidence
_____ 10. bond	J. a fake name

(Continued)

## Objective 5.2.8

## Forms (continued)

___ 11. credit reference	K. special permission to be in top secret area
___ 12. criminal proceeding	L. person who can give information about another's ability to pay
___ 13. affidavit	M. agreement to pay back borrowed money with interest added
___ 14. fine	N. a person who chooses to earn his citizenship
___ 15. loyalty	O. non-military person
___ 16. resident	P. unmarried female
___ 17. permanent	Q. rights and privileges of a citizen
___ 18. guardian	R. legal position
___ 19. admission	S. in good faith, genuine
___ 20. transient	T. passing, not permanent
___ 21. Notary Public	U. lasting
___ 22. bona fide	V. faithfulness
___ 23. character reference	W. statement sworn to be true



Objective 5.2.8

FORMS

DIRECTIONS: Read the form below and answer the questions on the next page.

SAMPLE

APPLICATION FOR EMPLOYMENT

Please print in dark pencil or ink

Date 9-15-76 Social Security No. 070-36-0422  
 Name Rawlings Alice May Age: 20 Sex F  
Last First Middle  
 Present Address 1746 Elm Court Arlington Va. 22073  
Street City State Zip  
 Phone No. (703) 536-1709 Own Home:  Rent:  Board:   
 Date of Birth: 9/8/56 Height: 5'5" Weight: 120 Color of Hair: Br. Color of Eyes: Blue  
 Married:  Single:  Widowed:  Divorced:  Separated:   
 Number of Dependents Other Than Citizen Yes   
 Children:  Spouse or Children:  of U.S.A.  NO   
 Have You Ever Been Convicted of a Crime? Yes  No  If Yes Explain \_\_\_\_\_

Employment Desired:

Position Salesperson Date You Can Start right now Salary Desired \$3.50 per hr.

Are You Employed Now? NO If so, may we inquire of your present employer: \_\_\_\_\_

Ever Applied to This Company Before? NO Where \_\_\_\_\_ When \_\_\_\_\_

Education	Name/Location	Years Attend	Date Grad.	Subj. Stud.
Grammar School	<u>Newport Beach Elem. 1604 Bowling Blvd.</u>	<u>8</u>	<u>6/70</u>	<u>Eng., Reading, Math.</u>
High School	<u>McLean High School Newport Beach, CA</u>	<u>4</u>	<u>6/74</u>	<u>General and Distributive Ed.</u>

College \_\_\_\_\_

Grade, Business or Correspondence \_\_\_\_\_

Objective 5.2.8

DIRECTIONS: Use the application form on the previous page to answer these questions.

1. Who filled in this application form? \_\_\_\_\_
2. Where does the applicant live? \_\_\_\_\_
3. Does the applicant own her home? \_\_\_\_\_
4. What color eyes does the applicant have? \_\_\_\_\_
5. How many dependents does the applicant have? \_\_\_\_\_
6. Has the applicant ever been convicted of a crime? \_\_\_\_\_
7. For what position is the applicant applying? \_\_\_\_\_

Objective 5.2.8

SAMPLE APPLICATION FOR EMPLOYMENT

DIRECTIONS: Use this form to answer questions 1-12 on the next page.

1. Position Applied For \_\_\_\_\_ Date \_\_\_\_\_

2. Name: Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_ Soc. Sec. No. \_\_\_\_\_

3. Number and Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Telephone \_\_\_\_\_

4. Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_ Separated \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed \_\_\_\_\_ Date of Birth \_\_\_\_\_

5. In Case of Emergency Notify \_\_\_\_\_ Name \_\_\_\_\_ Address \_\_\_\_\_ Relationship \_\_\_\_\_ Phone Number \_\_\_\_\_

6. Height \_\_\_\_\_ Weight \_\_\_\_\_ Wear Glasses Yes \_\_\_\_\_ No \_\_\_\_\_ Handedness Left \_\_\_\_\_ Right \_\_\_\_\_ Physical Defects Yes \_\_\_\_\_ No \_\_\_\_\_ Explain on Back \_\_\_\_\_

**EDUCATION**

7. Type of School \_\_\_\_\_ Name and Address \_\_\_\_\_ Yrs. Attended \_\_\_\_\_ Graduated \_\_\_\_\_ Major \_\_\_\_\_

8. Grade/Grammar \_\_\_\_\_

9. High School \_\_\_\_\_

10. College \_\_\_\_\_

11. Business \_\_\_\_\_

**MILITARY EXPERIENCE**

11. Branch of Service \_\_\_\_\_ Discharge \_\_\_\_\_ Date/Rank \_\_\_\_\_ Draft Class \_\_\_\_\_ Discharge \_\_\_\_\_ Type \_\_\_\_\_

**SKILLS**

12. What kind of work can you do? \_\_\_\_\_ Typing Speed \_\_\_\_\_

13. What machines can you operate? \_\_\_\_\_ Shorthand Speed \_\_\_\_\_

**PRIOR WORK HISTORY**

List in order, last or present employer first May we call present employer? Yes \_\_\_\_\_ No \_\_\_\_\_

14. Dates From \_\_\_\_\_ To \_\_\_\_\_ Employer Name \_\_\_\_\_ Rate of Pay \_\_\_\_\_ Job Title \_\_\_\_\_ Reason for Leaving \_\_\_\_\_

15. Address \_\_\_\_\_

16.1. Name \_\_\_\_\_ Address \_\_\_\_\_ Occupation \_\_\_\_\_

17.2. \_\_\_\_\_

3. \_\_\_\_\_



## Objective 5.2.8

## FORMS

DIRECTIONS: Use the job application form on the previous page to answer the questions below.

1. Your telephone number goes on line #. \_\_\_\_\_
2. You served four years in the Marine Corps. On which line does this information go? \_\_\_\_\_
3. On what line will you list your present employer? \_\_\_\_\_
4. If you are single, on which line will you indicate this? \_\_\_\_\_
5. On what line might you list a close family member you reside with? \_\_\_\_\_
6. You graduated from Florida Electrical School. On which line do you list this? \_\_\_\_\_
7. You worked for May Cohens Department Store before your current job. On which line do you indicate this? \_\_\_\_\_
8. You have to wear glasses. On which line do you show this? \_\_\_\_\_
9. Your draft classification is 4-F. On which line do you write this? \_\_\_\_\_
10. You have a physical problem - a shortened right leg. Where do you explain this problem? \_\_\_\_\_
11. Your teacher thinks you are a responsible person and a good worker. Where might you list her name? \_\_\_\_\_
12. You completed high school in 1978. Where would you list this? \_\_\_\_\_

Objective 5.2.8

**FORMS**

**DIRECTIONS:** Complete the information required on the form below.

**STUDENT PERSONAL DATA**

\_\_\_\_\_  
**Last Name, First Middle Date of Birth HR section**

\_\_\_\_\_  
**Home Address Home telephone number**

\_\_\_\_\_  
**Name of Parent/Guardian**

\_\_\_\_\_  
**Mother's Business Address Mother's Business Phone**

\_\_\_\_\_  
**Father's Business Address Father's Business Phone**

Objective 5.2.8

PERSONAL INTEREST SHEET

Name \_\_\_\_\_

Address \_\_\_\_\_

Father \_\_\_\_\_ Age \_\_\_\_\_

Mother \_\_\_\_\_ Age \_\_\_\_\_

Father and Mother are: Married \_\_\_\_\_ Separated \_\_\_\_\_ Divorced \_\_\_\_\_

Father Deceased \_\_\_\_\_ Mother Deceased \_\_\_\_\_

Father Remarried \_\_\_\_\_ Mother Remarried \_\_\_\_\_

Father's Occupation \_\_\_\_\_ Employer \_\_\_\_\_

Father's Education: Less Than 8 Yrs. \_\_\_\_\_ 12 Yrs. \_\_\_\_\_ 16 Yrs. \_\_\_\_\_

Mother's Education: Less Than 8 Yrs. \_\_\_\_\_ 12 Yrs. \_\_\_\_\_ 16 Yrs. \_\_\_\_\_

Mother's Occupation \_\_\_\_\_ Employer \_\_\_\_\_

Number of Brothers \_\_\_\_\_ Ages \_\_\_\_\_

Number of Sisters \_\_\_\_\_ Ages \_\_\_\_\_

Do you Have Any Chores Assigned To You At Home? \_\_\_\_\_ What Are They? \_\_\_\_\_

Do You Like To Be With Other People? \_\_\_ Younger \_\_\_ Older \_\_\_ Same Age \_\_\_

School Organizations To Which You Belong \_\_\_\_\_

Offices You Have Held \_\_\_\_\_

Music Instruments You Play \_\_\_\_\_

Do You Sing? \_\_\_\_\_ Play Sports? \_\_\_\_\_ Other Talents? \_\_\_\_\_

Out-of-School Organizations To Which You Belong? \_\_\_\_\_

Business Machines You Can Operate \_\_\_\_\_

Right- or Left-Handed \_\_\_\_\_

(Continued)

Objective 5.2.8

Personal Interest Sheet (continued)

High School Subject You Have Enjoyed Most \_\_\_\_\_  
Least \_\_\_\_\_

Sports You Enjoy Watching \_\_\_\_\_

What Are Your Hobbies? \_\_\_\_\_

Activities You and Your Parents Do Together \_\_\_\_\_

How Much Do Your Parents Contribute To Your Support? \_\_\_\_\_

It Is Necessary That You Work? \_\_\_\_\_ Why? \_\_\_\_\_

Do You Maintain An Active Savings Account? \_\_\_\_\_

Is Your Life Insured? \_\_\_\_\_ Amount \_\_\_\_\_ Do You Pay Premiums? \_\_\_\_\_

Do You Own A Car? \_\_\_\_\_ Is It Paid For? \_\_\_\_\_ Will You Have Transporta-

tion to Work? \_\_\_\_\_  
Can You Type? \_\_\_\_\_ How Fast? \_\_\_\_\_ Take Shorthand? \_\_\_\_\_ How Fast? \_\_\_\_\_

Do You Enjoy Reading? \_\_\_\_\_ Names of Magazines You Read \_\_\_\_\_

Do You Read A Daily Newspaper? \_\_\_ Regularly \_\_\_ Occasionally \_\_\_ Never \_\_\_

Do You Have A Television Set In Your Home? \_\_\_\_\_

How Much Time Per Day Do You Spend Watching TV? \_\_\_\_\_

Name Your Favorite Program: 1st \_\_\_\_\_ 2nd \_\_\_\_\_

3rd \_\_\_\_\_ 4th \_\_\_\_\_ 5th \_\_\_\_\_

List Three Friends Who Attend This School and Know You Best:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In What Occupation Do You Wish To Earn Your Living After You Have Completed Your Education? \_\_\_\_\_

Do You Plan To Go to College? \_\_\_\_\_ What College? \_\_\_\_\_

If So, What Part Of Your Expenses Will You Have To Pay? None \_\_\_\_\_  
1/4 \_\_\_\_\_ 1/2 \_\_\_\_\_ 3/4 \_\_\_\_\_ All \_\_\_\_\_







Objective 5.2.9

WRITTEN MESSAGES

DIRECTIONS: Use this announcement to answer the questions.

The Class of Nineteen hundred and eighty-three  
Deer Creek High School  
announces the Commencement Exercises  
Tuesday evening, May seventeenth  
at seven-thirty o'clock  
High School Gymnasium

Lola Jane Huntsford

Who are we talking about? \_\_\_\_\_

What is happening? \_\_\_\_\_

When is it happening? \_\_\_\_\_

Where is this taking place? \_\_\_\_\_

DIRECTIONS: Use the information given to fill out the birth announcement at right:

On the fourth of July, 1984, a bundle of joy was given to us. We now have a son, Michael Victor Drey. He is certainly an armful weighing in at 8 pounds 4 oz. and is 21 inches in length. We plan for him to play football and be a doctor.

Jack and Sue

WE'RE SO HAPPY

Name \_\_\_\_\_

Arrived \_\_\_\_\_

lbs. \_\_\_\_\_ ozs. \_\_\_\_\_

length \_\_\_\_\_

Parents \_\_\_\_\_

Objective 5.2.9

WRITTEN MESSAGES

Scotch® 7660 "Post-It" Telephone Message Pad

To \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

**WHILE YOU WERE OUT**

M \_\_\_\_\_

of \_\_\_\_\_

Phone No. \_\_\_\_\_

TELEPHONED	PLEASE CALL
WAS IN TO SEE YOU	WILL CALL BACK
WANTS TO SEE YOU	<b>URGENT</b>
RETURNED YOUR CALL	

Message \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

70-0700-6091-1 Operator \_\_\_\_\_

- Use the following information to fill out the message form at the left: Yesterday at about 1:00 PM while your sister, Kim, was out, the cheerleader captain called to tell her to be sure and pick up the doughnuts and deliver them before 9:00 A.M. on Sunday. She asked you to be sure to tell Kim she had called and left her phone number (841-7026) in case of a problem.

- Use the following information to fill out the message form at the right: The doctor called your mom to cancel her appointment for Friday, the 3rd. He has emergency surgery. She should call his office to reschedule her appointment.

**WHILE YOU WERE OUT**

TO \_\_\_\_\_

M \_\_\_\_\_

OF \_\_\_\_\_

TELEPHONE # \_\_\_\_\_

<input type="checkbox"/> TELEPHONED	<input type="checkbox"/> IMPORTANT
<input type="checkbox"/> WILL CALL AG/IN	<input type="checkbox"/> CAME IN
<input type="checkbox"/> PLEASE CALL BACK	<input type="checkbox"/> WANTS TO SEE YOU
<input type="checkbox"/> RETURNED YOUR CALL	<input type="checkbox"/> IN RECEPTION AREA

MESSAGE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE \_\_\_\_\_ TIME \_\_\_\_\_

SIGNED \_\_\_\_\_

Objective 5.2.9

WRITING MESSAGES

BACKGROUND INFORMATION: My name is Helen. I was traveling in Europe and ran out of money. I needed more money from home and had to figure out a way of sending a telegram to ask for money without alarming my parents. The telegram had to be short because a long one would have cost more money than I could spare. I needed an extra \$500 sent to the Golden Gate Hotel in Rome, Italy. I sent a telegram on August 13, 1983, to Jim and Angela Broccick, at 189 Addison, Peoria, Illinois.

DIRECTIONS: Fill out the telegram form below using the necessary information from the paragraph above. Remember the main part of the telegram can be only 10 words long.

<b>TELEGRAM</b>	
TO: _____	Date _____
_____	
_____	
Message: _____	
_____	
_____	
SIGNED _____	

Now answer these questions:

1. The Who in this exercise is \_\_\_\_\_
2. The What is \_\_\_\_\_
3. The When is \_\_\_\_\_
4. The Where is \_\_\_\_\_
5. The Why is \_\_\_\_\_

Objective 5.2.11

**EXPRESS OPINIONS, EXPLORE EMOTIONS,  
IDEAS, AND PROBLEMS**

**DIRECTIONS:** Read the following paragraph and follow the directions given below.

Miss Simple, your math teacher, has just finished a lesson on addition. She's up at the board, with her back turned, giving Cindy help. You're doing the practice sheet at your desk. On his way to the pencil sharpener, Bobby steals your pencil. What happens next?

**DIRECTIONS:** Choose one of the following questions and write a paragraph about 4 to 6 sentences long.

1. How will you solve the problem of Bobby stealing your pencil?
2. How do you feel when Bobby steals your pencil?

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Objective 5.2.11

**EXPRESS OPINIONS, EXPLORE EMOTIONS,  
IDEAS, AND PROBLEMS**

**DIRECTIONS:** Read the following paragraph and answer the question.

You are trying to at least look like you're listening to Mrs. Crock talk about the Civil War. Greg is sitting behind you, shooting spit balls at your head. Mrs. Crock hasn't seen this yet.

How do you feel about this situation and what will happen next? Write a paragraph of 4-6 sentences.

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Objective 5.2.11

**EXPRESS OPINIONS, EXPLORE EMOTIONS,  
IDEAS, AND PROBLEMS**

DIRECTIONS: Read the following paragraph.

A fight breaks out in the hall between classes. David's best friend, Johnathan, is being shoved against the lockers by Tom. Other students are encouraging Tom to beat up on Johnathan. David decided to pretend he didn't see the fight.

Write a paragraph to describe how David feels about what is happening to Johnathan and how you think David feels about his decision to pretend that he didn't see the fight?

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Objective 5.2.11

**EXPRESS OPINIONS, EXPLORE EMOTIONS,  
IDEAS, AND PROBLEMS**

**DIRECTIONS:** Read each situation. Then list some possible actions the person involved could take.

1. A parent informs Tom that on the next school holiday, house responsibilities would be done all day, and there would be no leaving or having friends over. A big beach party has been planned and Tom very much wants to attend. Knowing that the parent is strict and serious, Tom can:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
2. A group of students are throwing food in the cafeteria. Keith is sitting in the middle of the food throwing fight. He knows that if he goes one more time to the dean's office he will be suspended. He has been warned about this. Keith can:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
3. You have been invited to go shopping with a fairly good friend of yours. While at a department store, you see your friend shoplift something and slip it in a pocket. You are concerned that your friend will get into serious trouble if the store detective catches him or if this habit continues. What can you do?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
4. You have forgotten to bring money to purchase a football ticket during lunch. Today is the only day to buy one at a reduced price. You can:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

**UNIT VI**  
**READING COMPREHENSION**



## Objective 6.0

## READING COMPREHENSION

## OBJECTIVE

- 6.0 Use fundamental reading comprehension skills.  
The student should be able to:
- 6.1 master the Minimum Student Performance Standards for Florida Schools in reading required for SSAT, Part I.
  - 6.2 read and follow directions to complete a simple task.
  - 6.3 recall explicit detail related to plot and setting (who, what, when, where, why and how questions).
  - 6.4 recall a sequence of events.
  - 6.5 identify main idea when stated or inferred.
  - 6.6 identify cause and effect when stated or implied.
  - 6.7 infer attitude and emotions of characters in literary selections.
  - 6.8 draw conclusions.
  - 6.9 distinguish between fact and opinion.
  - 6.10 summarize a reading selection.
  - 6.11 use contextual and physical clues to determine the meaning of unfamiliar terms.

## SUGGESTED INSTRUCTIONAL STRATEGIES

1. Define each of the terms for your students. Provide samples of each. (See Student Study Sheets, pp. 302-304.)
  - a. Main idea - a statement that tells what the whole story or paragraph is about. The main idea is usually stated in the first sentence, but could be found anywhere in a paragraph.

Objective 6.0 and 6.3

**Suggested Instructional Strategies (continued)**

- b. Cause/Effect - a cause is what makes something happen. An effect is what happens as a result. In a sentence, either the cause or the effect may be given first. The best strategy is to decide which happened first. The cause must always occur before the effect.
  - c. Fact/Opinion - a fact is a statement that can be proven. An opinion is what someone believes to be true, but cannot be proven.
  - d. Inferred Feeling/Emotion - finding evidence on how a person thinks or feels a certain way, even though the sentence or paragraph does not exactly state how the person thinks or feels.
2. Provide the student with sample SSAT II materials. Work with the students on each item. Have them:
- a. Determine what type of question is being asked (main idea, cause/effect, fact/opinion, or inferred feeling/emotion).
  - b. Define what they are looking for.
  - c. State the key question.

Who, What, When, Where, Why, and How Questions (Cue Words)

Reading comprehension is a process which can be broken down into numerous steps. The Self-Questioning Strategy attempts to simplify that process. Often times students are overwhelmed by the quantity of information they are expected to acquire, store and retrieve. Self-Questioning provides a visual association using symbols to help cue a student in locating specific answers. It encourages the student to become an active learner.

(Continued)

Objective 6.3

Suggested Instructional Strategies (continued)

Self-Questioning Strategy

who



what



where



when



why



how



Steps in Self-Questioning




1. Read questions. Underline the key word.
2. Code them accordingly.
3. Read passage and code answers to questions while reading.
4. Answer questions by matching codes.

Who, What, When, Where, Why, and How Questions (Cue Words)

Objective:

- 1.0 Given the self-questioning learning strategy, the student will identify in writing the symbols and their corresponding cue word.

Activities:

- 1.1 Elicit responses from students to determine why they think the particular symbols are used for the cue words who (  ), where (  ), and when (  ).

## Objective 6.3

**Suggested Instructional Strategies (continued)**

- 1.2 Scramble the spelling of the cue words. Have students unscramble and match with appropriate code.
- 1.3 Provide students with six questions beginning with the cue words who, what, where, when, why and how. Students will write the appropriate symbol before each question.

Objective:

- 2.0 Given a reading assignment using controlled material, the students will label each question with the appropriate self-questioning code.

Activities:

- 2.1 Give students a series of comprehension questions that begin with any of the 6 adverbs included in the Self-Questioning strategy. Have them code them accordingly.
- 2.2 Give students sentences that contain information telling when. Have them underline words that indicate when something happens. Next they will make up a new sentence using the same words that tell when. Do the same for who, where, why and how.
- 2.3 Give students phrases with 2 columns next to each phrase. One column is labeled who, the other when. Student reads phrases and checks the appropriate box in the column labeled who or when. Increase the number of columns up to 6 and include all the Self-Questioning cue words.

Objective:

- 3.0 Given a reading assignment using materials at the student's reading level, the student will place the appropriate symbol of the self-questioning strategy by the corresponding sentence.

Activities:

- 3.1 Leave telephone messages for students and have them code the appropriate words with the correct symbols indicating who, what, when, where, why or how.

**Objective 6.3**

**Suggested Instructional Strategies (continued)**

- 3.2 Provide students with written invitations. Have them code the appropriate words with the correct symbols.
- 3.3 Cut out short newspaper articles. Have students locate the 5 W's and code accordingly.
- 3.4 Put a short passage on an overhead transparency. Have students read and code accordingly.
- 3.5 Give students a high interest passage to read. They will code only the cue words that are applicable.

**Objective:**

- 4.0 Given a reading assignment using materials at the student's reading level, the student will match the codes by the questions with the codes in the passage and answer the questions.

## Objective 6.0

1. Main idea - a statement that tells what the whole story or paragraph is about. The main idea is usually stated in the first sentence, but could be found anywhere in a paragraph.

Read the paragraph and all the choices for main idea. After you have made your selection, ask yourself, "How many sentences in the paragraph give me more information about the main idea I selected?"

If you have selected the correct main idea, your answer should be, "most of the sentences give me more information about my main idea." If not, re-read the paragraph. Make another choice for the main idea and ask yourself the same question.

**Key Question:** How many sentences in the paragraph give me more information about the main idea I selected?

**Example:** People spend over 1/3 of their lives doing something very important--sleeping. Sleep is important in many ways. It provides physical and mental rest. Most of a person's growth and development occurs during sleep. No clear minimum sleep requirements have been established, but the average person needs between six and eight hours per day. Not getting enough sleep can cause such problems as headaches, dizziness, and indigestion; along with the normal feeling of tiredness. As anyone can see, sleep is an important and necessary part of life.

- a. People spend over 1/3 of their lives doing something very important.
- b. The average person needs between 6 and 8 hours of sleep per day.
- c. Sleep is an important and necessary part of life.
- d. Most of a person's growth and development occurs during sleep.

(Continued)

## Objective 6.0

2. Cause/Effect - a cause is what makes something happen. An effect is what happens as a result. In a sentence, either the cause or the effect may be given first. The best strategy is to decide which happened first. The cause must always occur before the effect.

**Key Question:** Which event happened first?

Example: My finger bled when I cut it. Which is the cause? The cause must happen first. You would have to cut your finger before it would bleed. Therefore, I cut it is the cause. My finger bled is the effect.

3. Fact/Opinion - a fact is a statement that can be proven. An opinion is what someone believes to be true, but cannot be proven.

**Key Question:** Can this statement be proven?

Example: John thinks math is easy.--Opinion.

This is what John thinks. "Easy" can't be proven.

John got an "A" in math.--Fact.

It could be proven that John got an "A" in math.

4. Inferred Feeling/Emotion - you can find evidence that a person thinks or feels a certain way, even though the sentence or paragraph does not exactly tell how the person thinks or feels.

Read the paragraph and the choices for inferred feeling/emotion. After you have made your selection, ask yourself "How many sentences in the paragraph provide evidence to support the feeling/emotion I selected?"

If you have selected the correct feeling/emotion, your answer should be, "Most of the sentences provide evidence to support the feeling/emotion I selected." If not, re-read the paragraph. Make another choice for inferred feeling/emotion and ask yourself the same question.

(Continued)

## Objective 6.0

## Inferred Feeling/Emotion (continued)

**Key Question:** How many sentences in the paragraph provide evidence to support the feeling/emotion I selected?

**Example:** Rick talked at length about the satisfaction he got from working with wood. He described the skill that could be learned in using power tools. He brought in pieces of oak and walnut and showed the difference in the grain of the two woods. Finally, he showed us a cabinet he had made at a cost of \$65 that would cost \$350 if bought in a retail store.

Which sentence best tells the belief of the speaker?

- a. Rick believes that everyone should take woodshop.
- b. Rick believes power tools are necessary for cabinet making.
- c. Rick believes walnut is better than oak.
- d. Rick believes that cabinet making is worth the time and effort.



## Objective 6.2

## FOLLOWING WRITTEN DIRECTIONS

Following Directions on a Test

When you take a true-false test you may be asked to answer in a special way. On this page you will find different kinds of directions with questions following them. Answer the questions exactly as the directions tell you.

DIRECTIONS: Decide whether each statement is true or false. Next to each statement, print T for true and F for false.

- \_\_\_\_\_ 1. A nickel is equal to 5¢.
- \_\_\_\_\_ 2. Dogs and cats always are enemies.
- \_\_\_\_\_ 3. A green traffic light tells you to go.

DIRECTIONS: Decide whether each statement is true or false. Write the word true or the word false on the line next to each statement.

- \_\_\_\_\_ 4. A bicycle has three wheels.
- \_\_\_\_\_ 5. Babies always crawl before they walk.
- \_\_\_\_\_ 6. Shoes are worn on the hands.

DIRECTIONS: Some of the following statements are true; some are false. If a statement is true, do nothing to it. If a statement is false, cross out the part that makes it false; then rewrite the part you crossed out in order to make a true statement.

- \_\_\_\_\_ 7. Spring arrives every March.
- \_\_\_\_\_ 8. You can watch exciting programs on the radio.
- \_\_\_\_\_ 9. Many people have carpets on their ceilings.
- \_\_\_\_\_ 10. Passengers in airplanes must use seat belts.
- \_\_\_\_\_ 11. Ink is used in pencils.

## Objective 6.2

## FOLLOWING WRITTEN DIRECTIONS

Following Directions on a Test

On this page are directions for answering two different types of multiple choice questions. Read the directions; then show your answers exactly the way the directions tell you to.

- A. DIRECTIONS: Circle the letter in front of the correct answer.
1. The name of the first President of the United States was:  
a) Abraham Lincoln      b) Donald Duck  
c) George Washington
  2. The White House is in:  
a) Philadelphia, PA      b) Washington, D.C.  
c) Tallahassee, Fla.
  3. People in the United States can vote when they reach the age of  
a) 21                              b) 18                              c) 25
  4. Fish live in:  
a) air                              b) outer space                      c) water
- B. DIRECTIONS: In each of the following sentences, underline the word in the parentheses that makes the sentence correct.
- 1.. Human beings breathe (water, air, fire).
  2. There are (10, 14, 12) months in one year.
  3. A ton is equal to (2000, 1000, 3000) pounds.
  4. During a Leap Year, an extra day is added to (May, July, February).

Objective 6.3

**WHO, WHAT, WHEN, WHERE,  
WHY, AND HOW QUESTIONS**

**DIRECTIONS:** Read and discuss each of the following.

- 1.0 Given the Self-Questioning Learning Strategy, the student will identify in writing the symbols and their corresponding cue words.

**DIRECTIONS:** Read the question. Underline the cue word. Write the symbol next to it.

1. Why do you go to school?
2. Who do you like the best?
3. When are you going home?
4. What is your favorite ice cream?
5. How do you know when to stop?
6. Where do you live?

- 2.0 Given a reading assignment using material at the student's reading level, the student will label each question with the appropriate self-questioning code.

**DIRECTIONS:** Read the questions. Code them.

1. When does the arcade open? \_\_\_\_\_ close? \_\_\_\_\_
2. Who is allowed in the arcade in this city? \_\_\_\_\_
3. Where can the kids go to play games? \_\_\_\_\_

(Continued)

**Objective 6.3****Who, What, When, Where, and How Questions (continued)**

- 3.0 Given a reading assignment using material at the student's reading level, the student will place the appropriate symbol of the self-questioning code by the corresponding sentence.

**DIRECTIONS:** Read the story below. Put codes by the answers to the questions above.

**To Work and Play**

There should be an arcade for kids 16 years old and under, and one for kids 17 and over. Our city has one for younger kids. It opens at 3:00 p.m. (after school) and closes at 9:30 p.m. (at curfew).

- 4.0 Given a reading assignment using material at the student's reading level, the student will match the codes by questions with the codes in the passage and answer the questions.

**DIRECTIONS:** Answer the questions in 2.0 by matching the codes.

## Objective 6.3

**WHO, WHAT, WHEN, WHERE,  
WHY, AND HOW QUESTIONS**

**DIRECTIONS:** Follow the directions to answer each questions below.

I. Fill in the blanks with the correct answer.

1. If a question begins with the cue word "who" the answer will probably be a \_\_\_\_\_.
2. If a question begins with the cue word "when" the answer will probably be a \_\_\_\_\_ or a \_\_\_\_\_.
3. If a question begins with the cue word "where" the answer will probably be a \_\_\_\_\_ or a \_\_\_\_\_.

II. Place the correct symbols next to the following cue words.

- |                |               |
|----------------|---------------|
| 4. who _____   | 7. when _____ |
| 5. what _____  | 8. why _____  |
| 6. where _____ | 9. how _____  |

III. Read the questions. Look at the underlined cue words. Circle the answer that explains what the underlined word (cue word) describes.

10. Who will be responsible for delivering the package?  
a) time            b) thing            c) person            d) type
11. When do you think the roses will bloom?  
a) place            b) time            c) way            d) amount
12. From where are the strange sounds coming?  
a) choice            b) place            c) person            d) time
13. For what are you going to leave early?  
a) time            b) amount            c) reason            d) place
14. How can we replace all those panes of glass?  
a) time            b) amount            c) place            d) way
15. Why are there two lights in this room?  
a) number            b) type            c) reason            d) time

## Objective 6.3

**WHO, WHAT, WHEN, WHERE,  
WHY, AND HOW QUESTIONS**

DIRECTIONS: First, read the eight questions below and on page 311. Code them. Read the paragraphs, and put the correct symbols by the answers to the questions. Answer the questions by matching the code.

Portugal, a small country in Western Europe, sent explorers to search for an all-water route to the Far East. As they traveled, the Portuguese explorers set up trading posts along the coasts of Africa. These trading posts protected the Portuguese trade routes from attack by other nations. Portugal became rich from trading with the Far East, but eventually, stronger countries captured many of their trading posts.

Portugal's closest neighbor is Spain. During the 1500's Spaniards began to explore lands to the west across the Atlantic Ocean.

In 1519 Hernando Cortez, a Spanish explorer, set out for Mexico in search of gold and silver. In Mexico he and his soldiers found the Aztec Indians living in beautiful cities. In these cities were gold and silver mines. Cortez and his soldiers fought and conquered the Aztec Indians, gaining control of their mines.

1. Where is Portugal located? \_\_\_\_\_
  2. Who went to the Far East? \_\_\_\_\_ Why? \_\_\_\_\_
- 

(Continued)

**Objective 6.3**

**Questions (continued)**

3. What did the explorers set up? \_\_\_\_\_  
\_\_\_\_\_ Where? \_\_\_\_\_  
\_\_\_\_\_
4. Why were the trading posts important? \_\_\_\_\_  
\_\_\_\_\_
5. Who later captured many of the Portuguese trading posts? \_\_\_\_\_
6. Who is Portugal's closest neighbor? \_\_\_\_\_
7. When did the Spaniards begin to explore lands across the Atlantic? \_\_\_\_\_
8. Who set out for Mexico looking for gold and silver? \_\_\_\_\_  
\_\_\_\_\_

## Objective 6.3

**WHO, WHAT, WHEN, WHERE,  
WHY, AND HOW QUESTIONS**

DIRECTIONS: Read the questions. Code them. Read the paragraph and put the correct symbols by the answers to the questions. Answer the questions by matching the code.

The green turtle does not come on land very often. It is too hard for it to carry its heavy shell across the sand. When a turtle walks on land, it stops often. It must lift its shell to get air into its lungs. The turtle makes a funny sound when it breathes. The female green turtle lays her eggs on the beach at night. She digs a deep hole with her flippers. Then she lays about 100 round white eggs. They are about the size of ping pong balls. She comes back every 10 days and lays another "clutch" of eggs. She lays five clutches in all. She covers each clutch with sand.

1. Why does the turtle lift its shell? \_\_\_\_\_
2. When does the turtle come back to lay another clutch of eggs? \_\_\_\_\_
3. Where does the female turtle lay her eggs? \_\_\_\_\_ When? \_\_\_\_\_
4. With what does she cover her eggs? \_\_\_\_\_
5. Who has to stop often when walking on land? \_\_\_\_\_
6. How does she dig a deep hole? \_\_\_\_\_
7. What happens when a turtle breathes? \_\_\_\_\_
8. How many "clutches" does she lay? \_\_\_\_\_



## Objective 6.4

## SEQUENCE OR TIME ORDER

DIRECTIONS: Read the following selections and circle the correct answer to the questions.

Having the barbecue as a reward for the highest SSAT score winners became a big problem. First, the scores were late to arrive at school. When the scores did arrive, the principal was out of town for a two-day meeting. Therefore, purchase orders for the food could not be signed. Finally, the key to the shed that housed the large, drum grill was lost somewhere in the band room.

1. Did the principal go out of town after the scores came to the school?            yes            no
2. Did the principal sign the purchase orders before she left town?            yes            no

Cary knew that his mom would be happy when she got home. He had just finished mopping the kitchen floor. Before that, he had vacuumed and straightened the house. He had also mowed the yard. Cary had done all of his chores in one day!

1. Cary vacuumed and then mopped.            true            false
2. Cary mowed the lawn the first thing in the morning.  
   true            false            doesn't say

## Objective 6.4

## SEQUENCE OR TIME ORDER

Nancy got to go to the bank with her father for the day. Nancy began to be helpful by addressing some envelopes. Then she had lunch after she filed some papers. After lunch Nancy answered the telephone and cleaned her father's desk. Nancy enjoyed the day she spent working with her father.

DIRECTIONS: Circle the numeral below which represents the correct sequence of the above paragraph.

Nancy:

1. addressed envelopes, had lunch, filed, answered the phone, and cleaned the desk.
2. addressed envelopes, answered the phone, had lunch, filed, and cleaned the desk.
3. addressed envelopes, filed, had lunch, answered the phone, and cleaned the desk.
4. addressed envelopes, filed, had lunch, cleaned the desk, and answered the phone.

## Objective 6.5

## THE MAIN IDEA

DIRECTIONS: Read the following paragraphs. Circle the letter of the sentence that best states the main idea of the paragraph.

Paragraph 1

Although many kids don't read enough, a few spend too much time with books. They will neglect homework to read a good novel, miss needed sleep to see how a story ends, or sit in the house reading when they should be exercising in the fresh air and sunshine.

1. Which sentence best states the main idea?
  - A. Some kids prefer reading to television.
  - B. A few young people read when they should be getting exercise.
  - C. Some kids read fifty or more books a year.
  - D. Some young people read more than they should.

Paragraph 2

Stan Shippe builds huge apartment complexes nowadays. He got his start during his college days managing a small four-unit apartment building. He and his wife cleaned each empty apartment, saw that repairs were made when needed, collected rents, and kept books for the owner.

2. Which sentence best states the main idea?
  - A. Stan cleaned apartments when tenants moved out.
  - B. Stan began his career as a manager of a four-unit apartment building.
  - C. Stan collected rents and kept books for the owner.
  - D. Stan is now a successful contractor and developer.

(Continued)

## Objective 6.5

**The Main Idea (continued)**Paragraph 3

Lou Gehrig died in 1941, but baseball fans of the 70's know of his playing skill. Harry Houdini has been dead more than fifty years and today is recognized as the cleverest magician of all time. Anna Pavlova's death came in 1931, but her name still stands for the most wonderful dancer the world has ever seen. The names of truly great performers live on after the performers themselves are gone.

3. Which sentence best states the main idea?
- A. Anna Pavlova was a famous dancer.
  - B. Names of great performers are remembered.
  - C. Houdini's magic tricks have been copied.
  - D. Lou Gehrig was a baseball star.

Paragraph 4

The central section of Florida is attracting more tourists every year. Disney World is the great drawing card and dozens of modern motels line the highway for miles around. Other attractions across the middle of the state include low rolling hills enclosing hundred of lakes, beaches on the east and west coasts, and the space complex at Cape Kennedy.

4. Which sentence best states the main idea?
- A. More tourists are visiting Central Florida every year.
  - B. Tourists make side trips to Cape Kennedy.
  - C. The motel business is growing as the number of tourists increase.
  - D. Hills and lakes provide an attractive setting.

(Continued)

## Objective 6.5

## The Main Idea (continued)

Paragraph 5

Jo and Bill had great fun planning their first camping trip. From books, magazines, and friends they gathered information about gear and supplies they should buy. The spot on the lake where they put up their tent was as beautiful as they had hoped it would be. They were lucky in that the weather was cool and clear. For a week they swam, hiked, fished, and rested. How reluctant they were to pack up and head for home!

5. Which sentence tells the main idea best?
- A. The weather was perfect for camping.
  - B. Jo enjoys swimming more than fishing.
  - C. Jo and Bill had a good time camping.
  - D. Jo and Bill planned carefully for their camping trip.

Paragraph 6

Mildred stays late at school on Tuesday afternoons to help proof a copy of the school paper. She enjoys the time she spends planning programs for the History Club, but she doesn't like writing up the minutes of the Voc-Ed Club of which she is secretary. Her favorite extracurricular activity is membership in the Camera Club.

6. Which sentence tells the main idea best?
- A. Mildred enjoys the Camera Club.
  - B. Mildred likes planning programs better than writing minutes.
  - C. Mildred is busy with extracurricular activities.
  - D. Mildred spends a lot of time taking pictures.

## Objective 6.5

## THE MAIN IDEA

DIRECTIONS: Read the following paragraphs. Circle the letter of the sentence that best states the main idea of the paragraphs.

As Toby's junior year drew near, he decided that if he wanted to be sure of a job when graduation time came, he must do more than just wait for the next two years to roll by.

First, he visited the Florida State Employment Service to find out what skills were most in demand. Then he talked to his counselor and got a transfer to the Vocational Center.

The following year he went again to his counselor to apply for the work-study program. He knew that if he could earn a reputation with a company as a good careful worker, his employer would be likely to either hire him on a regular basis or recommend him to a friend.

During the last two years of school he was also determined to make average or better grades so that he could take a good school record with him into the job market.

Which sentence tells the main idea best?

- A. Toby visited the Florida State Employment Service.
- B. Toby wanted some businessman to know he was a hard worker.
- C. Toby studied hard to keep up his grades.
- D. Toby planned carefully to be sure of a job after graduation.

## Objective 6.6

## CAUSE - EFFECT

DIRECTIONS: Read the following statements. Circle the letter of the answer that best states the cause of the statement.

1. The train crashed into the mountainside.
  - a. Many of the passengers were injured.
  - b. There are very few train wrecks today.
  - c. The engineer failed to judge the distance properly.
  - d. The track should never have been built in the mountain range.
  
2. The young girl cried loudly.
  - a. Her purse contained all her money.
  - b. Her purse was stolen.
  - c. A policeman stopped to help her.
  - d. The policeman recognized the girl.
  
3. The package did not arrive on time.
  - a. The girl didn't receive her gift in time for her birthday.
  - b. The postal service requires insurance on packages.
  - c. The postage rate had increased.
  - d. The sender had mailed it too late.
  
4. Janet missed her dental appointment.
  - a. Her braces were painful.
  - b. The receptionist made another appointment.
  - c. The dentist was Janet's uncle.
  - d. She had misplaced her appointment card.
  
5. Ann found out the company would not insure teenagers.
  - a. Teenagers drive to school and work.
  - b. Cars today are terribly expensive.
  - c. Teenagers have a high accident rate.
  - d. Ann had to put her name on her father's policy.

## Objective 6.6

## CAUSE - EFFECT

DIRECTIONS: Read the following statements. Circle the letter of the answer that best states the effect of the statement.

1. The brakes on Mr. Smith's car failed.
  - a. Mr. Smith forgot to have his brakes fixed.
  - b. Mr. Smith ran into the back of another car.
  - c. Mr. Smith ran out of gas.
  - d. Mr. Smith got a speeding ticket.
  
2. John found Mr. Jones' wallet on the side walk.
  - a. Mr. Jones had a rip in his pants' pocket.
  - b. John walked home from school that day.
  - c. John received a reward from Mr. Jones for returning the wallet.
  - d. The wallet was black.
  
3. John left his lunch money at home.
  - a. John missed the school bus.
  - b. John always forgets things.
  - c. John overslept that morning.
  - d. John had to borrow money to eat lunch.
  
4. Tom hit a home run in the third inning.
  - a. Tom is the pitcher.
  - b. Tom runs were scored in the third inning.
  - c. Tom hit a single in the first inning.
  - d. Tom's parents were at the game.
  
5. Mary's car had a flat tire.
  - a. There was a nail in the tire.
  - b. Mary had radial tires.
  - c. Mary ran out of gas.
  - d. Mary was late for her appointment.



## Objective 6.7

## INFERRED FEELING AND EMOTION

DIRECTIONS: Read each paragraph below. Circle the letter of the correct answer to the question about the paragraph.

Paragraph 1

The AMTRAK agent was speaking to Grove Lake Community Club members. She said that travel by train is desirable for touring the United States because more of the country-side can be seen from a train. She told of the cities, farm lands, and scenic wilderness through which the trains passed. She spoke of friends she had made as she crossed the country by AMTRAK.

1. Which sentence best tells the belief of the speaker?
  - a. The agent believes the club should sponsor a tour.
  - b. The agent feels that wilderness areas should be preserved.
  - c. The agent feels that riding on a train is a good way to travel.
  - d. The agent feels that Americans should see the United States first.

Paragraph 2

The president of the club was giving her speech following the installation of officers. She said that a few people had been doing most of the work. She added that many members who were not active had talents needed to make the club more successful. She urged everyone present to sign up for at least one committee so that each one would feel proud of being involved.

(Continued)

## Objective 6.7

## Inferred Feeling and Emotion (continued)

2. Which sentence best tells the belief of the speaker?
- a. The president believes club members don't care.
  - b. The president believes the officers should carry out club projects.
  - c. The president feels that regular attendance shows the interest in the club.
  - d. The president feels that all members should take an active part in the club projects.

Paragraph 3

The father was talking to his teen-agers about work. He said that after they were out of school and on the job, few people would ask what grades they had made in school. He told them that what every employer is looking for is a person who will give eight hours work for eight hours pay. He added, "Most employers will overlook a few mistakes if they see you are making a real effort to give satisfaction."

3. Which sentence best tells the belief of the speaker?
- a. Father believes school grades will affect employment.
  - b. Father believes that hard work pays off.
  - c. Father believes most young people are trifling.
  - d. Father believes his own children are good workers.

## Objective 6.8

## DRAWING CONCLUSIONS

DIRECTIONS: Answer the following questions and be ready to discuss in class the concept of drawing conclusions.

1. You have just walked into the house. You hear pots being slammed around in the kitchen. As you pass the kitchen, your mother doesn't say anything to you, not even "hello."

You sense that she is \_\_\_\_\_

Give reasons for your conclusions. \_\_\_\_\_

\_\_\_\_\_

2. You walk through the den or living room around 5:45 PM. Your dad is in a chair. He is asleep. His shoes are off, and his shirt is partially unbuttoned. The TV is going, and he can't hear the noise your younger brother is making.

You sense that your dad is \_\_\_\_\_

Give reasons for your conclusions. \_\_\_\_\_

\_\_\_\_\_

3. A student is jumping up and down. The student has a report card in her hand. The student looks excited and happy.

You sense that this student is \_\_\_\_\_

Give reasons for your conclusions. \_\_\_\_\_

\_\_\_\_\_

(Continued)

## Objective 6.8

## Drawing Conclusions (continued)

4. You see your brother get out of his girlfriend's car. Instead of lingering around the car he slams the door, comes in, and goes straight to his room. When you flippantly ask how his girlfriend is, he grunts, turns over, and says "forget it."

You sense that your brother is \_\_\_\_\_

Give reasons for your conclusions. \_\_\_\_\_

\_\_\_\_\_

5. You see Jim come to class several minutes earlier than usual. You see Jim fussing with a small piece of paper and getting ready for a spelling test. As the teacher calls out the first word, you see Jim look smug, look at the small piece of paper in the cuff of his sleeve, and then write down the word.

You sense that Jim is \_\_\_\_\_

Give reasons for your conclusions. \_\_\_\_\_

\_\_\_\_\_

6. Although Jim expressed some concerns to you earlier, you see him climb the stairs of a high diving board. Without hesitating Jim takes his position on the edge of the board. He looks at the judges once, smiles, and goes into a perfect dive.

You sense that Jim is \_\_\_\_\_

Give reasons for your conclusions. \_\_\_\_\_

\_\_\_\_\_

## Objective 6.9

## FACT OR OPINION

DIRECTIONS: Read the following statements. In each blank, write **F** if the statement is a fact, **O** if the statement is an opinion.

- \_\_\_\_\_ 1. Harry S. Truman was the thirty-third President of the United States.
- \_\_\_\_\_ 2. Most teachers are strict.
- \_\_\_\_\_ 3. Baseball is better than ever.
- \_\_\_\_\_ 4. The recent exploration of the moon provided scientists with samples and test data.
- \_\_\_\_\_ 5. Women are superior to men.
- \_\_\_\_\_ 6. Traveling is the only way to develop an appreciation of foreign countries.
- \_\_\_\_\_ 7. Most accidents happen within three miles of home.
- \_\_\_\_\_ 8. Supplemental vitamins keep you healthy.
- \_\_\_\_\_ 9. More accidents occur in winter than in summer.
- \_\_\_\_\_ 10. Seasonal variations in temperature make you feel healthier.
- \_\_\_\_\_ 11. Lewis Carroll was born on January 27, 1832.
- \_\_\_\_\_ 12. Thanksgiving Day is always on a Thursday.
- \_\_\_\_\_ 13. Stopping for a pizza after the game is a good idea.
- \_\_\_\_\_ 14. All cakes should have chocolate frosting.
- \_\_\_\_\_ 15. This desk is thirty-three inches high and twenty inches wide.

(Continued)

## Objective 6.9

## Fact or Opinion (continued)

- \_\_\_\_\_ 16. Oh-So-Smooth lotion is the very best thing you can use for your face.
- \_\_\_\_\_ 17. Many women's faces become rough, red, and dry from winter weather.
- \_\_\_\_\_ 18. Nothing can be more harmful to your face than harsh soaps.
- \_\_\_\_\_ 19. The best way to fight roughness is by moothing a gentle film of Oh-So-Smooth on your face several times a day.
- \_\_\_\_\_ 20. Oh-So-Smooth comes in plastic jars or convenient squeeze tubes.
- \_\_\_\_\_ 21. It is available at your local department store.
- \_\_\_\_\_ 22. Boneset is a flowering plant that grows wild in American and Canadian meadows.
- \_\_\_\_\_ 23. It is a composite flower; without a doubt, the ugliest member of the aster family.
- \_\_\_\_\_ 24. The fall-blooming flowers are grayish white.
- \_\_\_\_\_ 25. Dried boneset leaves can be used to make a medicinal tea that reduces fever.

## Objective 6.9

## FACT OR OPINION

DIRECTIONS: Read each paragraph. Circle the letter of the correct answer.

Paragraph 1

After a visit to the Jacksonville Art Museum, Bill wanted to learn more about great art and artists so he signed up for humanities in his senior year. At the end of the semester, he felt disappointed because it seemed to him the class spent too much time on philosophy and literature and neglected other aspects of the humanities. He thought the guidance counselor should have told him more about the course before he enrolled.

1. According to this story, which sentence is a FACT?
  - A. Bill took a humanities course.
  - B. The guidance counselor should have told Bill more about the course.
  - C. The teacher spent too much time on literature.
  - D. The teacher neglected art, music and architecture.

Paragraph 2

Timmy's father is a contractor. Last year he built a new home for his family, and Timmy went with him often to watch the new house going up. Timmy is sure that the materials in the house are the finest and the carpenterwork in the house is the best of any house ever built. To Timmy, it is the most beautiful house in the neighborhood.

2. According to this story, which sentence is a FACT?
  - E. The building materials are of the best quality.
  - F. Timmy's father built a house for his family.
  - G. The house is more beautiful than any other one.
  - H. The workmanship is better in this house than in any other house.

(Continued)

## Objective 6.9

## Fact or Opinion (continued)

Paragraph 3

Twenty outstanding high school graduates were hired by Rich's, Inc., to train for junior executive positions. They spent two weeks in classes conducted by the personnel staff. For the next six months, they worked as sales clerks and were shifted from department to department in the large retail store. They served as extra clerks in Housewares on "Dollar Day" each Thursday. They received the wages of a regular sales clerk. They felt that their superior abilities were being wasted.

3. According to this story, which sentence is an OPINION?
- A. Two weeks' training was conducted by the personnel staff.
  - B. The superior abilities of the graduates were being wasted.
  - C. The trainees were shifted from department-to-department.
  - D. Each Thursday they worked in the housewares department.

Paragraph 4

The hood of Ray's car was leaking so that water puddled on the floor in front when it rained. The man at the body shop said he would have to find the leak before making an estimate of the cost of repairs, so Ray left the car. When he called the next day, Ray thought the estimate was reasonable so he told the bodyman to go ahead with the work.

4. According to this story, which sentence is an OPINION?
- E. The bodyman kept the car to look for the leak.
  - F. The estimate was reasonable.
  - G. Water puddled on the floor during a rain.
  - H. The bodyman gave Ray an estimate for sealing the leak.



Objective 6.10

**SUMMARY REPORT**

**DIRECTIONS:** Answer the following questions about a reading selection.

What is the title of the selection that you read?

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What was the main idea of the selection?

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What happened in the beginning of this reading selection?

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---

What happened in the middle of the selection? \_\_\_\_\_

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---

What do you think the author did to make this an interesting selection to read? \_\_\_\_\_

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Objective 6.10

**Summary Report (continued)**

**DIRECTIONS:** Find and write five new vocabulary words from your book. Write the dictionary definition of words. Use each word in a sentence.

1. word: \_\_\_\_\_  
definition: \_\_\_\_\_  
\_\_\_\_\_
- sentence: \_\_\_\_\_  
\_\_\_\_\_
  
2. word: \_\_\_\_\_  
definition: \_\_\_\_\_  
\_\_\_\_\_
- sentence: \_\_\_\_\_  
\_\_\_\_\_
  
3. word: \_\_\_\_\_  
definition: \_\_\_\_\_  
\_\_\_\_\_
- sentence: \_\_\_\_\_  
\_\_\_\_\_
  
4. word: \_\_\_\_\_  
definition: \_\_\_\_\_  
\_\_\_\_\_
- sentence: \_\_\_\_\_  
\_\_\_\_\_
  
5. word: \_\_\_\_\_  
definition: \_\_\_\_\_  
\_\_\_\_\_
- sentence: \_\_\_\_\_  
\_\_\_\_\_

## Objective 6.11

**USING CONTEXTUAL AND PHYSICAL CLUES TO  
DETERMINE THE MEANING OF UNFAMILIAR TERMS**

Context clues present information about the meaning of unfamiliar words in a variety of forms.

1. An example clue provides examples of the word.  
Vehicles, cars, trucks, and buses, use gasoline.
2. A direct explanation clue explains the meaning of the word.  
A gyroscope is a wheel mounted to spin rapidly about an axis.
3. A definition clue defines the word.  
The papers must be in consecutive order, one after the other.
4. A comparison or synonym clue provides a synonym or synonym phrase as a clue to the meaning of the word.  
The continuous vexations, annoyances, are driving me crazy!  
His ingenuity at solving the problem was a sign of intelligence.
5. A contrast or antonym clue uses antonyms or contrasting phrases as clues to the meaning of a word.  
John lives like a pauper, but he has a huge bank account.  
Although he looks clumsy, he is quite nimble.

Physical clues present information about the meaning of words in several ways.

1. Photographs, pictures, drawings, etc., can help you infer the meaning of a word.  
Pictures of people laughing and smiling would help you infer the meaning of the word mirth.
2. Graphs, maps, charts and diagrams can also help in the understanding of certain vocabulary words.

## Objective 6.12

## CONTEXT AND PHYSICAL CLUES

DIRECTIONS: Determine the meaning of the underlined word in each sentence and write the meaning on the line. In front of each sentence, write the number of the rule that helped you decide the meaning. (Use the Student Study Sheet to find the rule).

- \_\_\_\_\_ 1. He was studying so intently that he didn't hear me speak. \_\_\_\_\_
- \_\_\_\_\_ 2. He must have inherited his ability to concentrate from his father. \_\_\_\_\_
- \_\_\_\_\_ 3. The trickle of rain had turned into a torrential downpour by nightfall. \_\_\_\_\_
- \_\_\_\_\_ 4. The man's account of the robbery was so lucid, that the police were very clear about what had occurred. \_\_\_\_\_
- \_\_\_\_\_ 5. The hunter made several excursions, short trips, into the forest to look for the wounded animal. \_\_\_\_\_
- \_\_\_\_\_ 6. A remote control on your television set makes it possible to change channels without leaving your seat. \_\_\_\_\_
- \_\_\_\_\_ 7. A trusting smile is much more attractive than a cynical sneer. \_\_\_\_\_
- \_\_\_\_\_ 8. The group started as a clean-up committee, but has evolved into a very positive force within the community. \_\_\_\_\_
- \_\_\_\_\_ 9. The once deteriorated neighborhood has been cleaned up and is now much in demand as a place to live. \_\_\_\_\_
- \_\_\_\_\_ 10. The girl's anguish turned to joy when her kitten was found. \_\_\_\_\_
- \_\_\_\_\_ 11. Dad was agast when he heard that the plane had just crashed. \_\_\_\_\_
- \_\_\_\_\_ 12. The building had been engulfed by fire and was a total loss. \_\_\_\_\_

**APPENDIX**

## RESEARCH-SUPPORTED PROCEDURES IN SPELLING

1. Pupil interest is crucial to spelling improvement. The development of a positive attitude toward spelling improvement is the key to actual improvement. For genuine spelling growth, a positive attitude, rather than grades or competition, should be emphasized. However, mere pride in spelling alone is no substitute for efficient and meaningful practice periods. Accurate spelling ability is most likely the result of "over-learning" which fixes the word image in the pupil's mind.
2. Spelling words presented in list form, rather than in sentence or paragraph form, are learned more quickly, remembered longer, and transferred more readily to new context.
3. Utilization of a pretest is essential. The student then studies those words that are shown to be difficult.
4. The self-corrected-test procedure, under the direction of the teacher, is the single most important factor in learning to spell. It is clearly appropriate for all ages and abilities and should be implemented within the total spelling program.
5. A systematic, easy-to-use word-study procedure is essential for student mastery of difficult words. The word-study procedure should involve visual, auditory, and kinesthetic modalities.
6. A crisp spelling program of between 12-15 minutes per period, 5 days per week, is sufficient to maintain and improve spelling ability.
7. The test-study-test method is superior to the study-test method with most students.
8. Most attempts to teach spelling by phonic rules are questionable.
9. Learning to spell a word should involve the student forming a correct visual image of the whole word. The presentation of words in syllabified form has no advantage over whole-word presentation.
10. Drawing attention to the "hard spots" of a word has no value in improving spelling ability. Students learn words as whole units, not individual parts.

11. The words of highest frequency in child and adult writing should be the spelling words studied by students.
12. Since most spelling words are high frequency words, already known and used by the students, it is not important to the spelling task to spend time on word meanings.
13. Frequent opportunities to use spelling words in writing contribute significantly to the maintenance of spelling ability.
14. The major contribution of spelling games is the stimulation of pupil interest. The activities should supplement, not supplant, systematic instruction.
15. Students should not be required to make repeated writings of words without intervening attempts at recall. The practice of having a child copy a word several times in quick succession has no value in spelling.
16. The practice of writing words in the air is of doubtful value since the arm and hand movements are generally not the same as those used in the writing of words.
17. There are very few rules that will provide the student with concrete spelling direction. Emphasis must be on teaching the student to learn the ways that words are spelled and not depend upon any one approach or way to spell a speech sound.
18. Immediate and careful remediation is imperative for students who have spelling deficits. It is important to isolate the cause of the problem. Often, the problem lies with one or more of the following: lack of interest; poor proofreading skills; limited writing ability; lack of direction concerning what words to study; dawdling; improper self-correction practices.
19. Oral spelling lessons should not occur frequently. Spelling ability is defined as the ability to write a word rather than spell it aloud.
20. Much practice in application - writing - is an essential part of any good spelling program.
21. Instruction in how to proofread for specific items, along with practice in doing this kind of proofreading, can help the student be a more careful speller.

**Note:** These recommendations are based on a careful review of the research. Spelling: Learning and Instruction - Research Practice by Fitzsimmons and Loomer (1980) and Spelling Research by Curriculum Associates, Inc. (1986) were especially helpful. These publications represent the findings of approximately 120 studies.

Curriculum Improvement Team  
Language Arts/Reading K-12  
Leon County Schools  
Tallahassee, Florida



COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I

Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Par- tially	Unit(s)	No
1. Use fundamental reading compre- hension skills.	1.01 Identify the stated main ideas of a reading selection.	X	VI			
	1.02 Answer "who" questions about a reading selection.	X	VI			
	1.03 Answer "what" questions about a reading selection.	X	VI			
	1.04 Answer "where" questions about a reading selection.	X	VI			
	1.05 Answer "when" questions about a reading selection.	X	VI			
	1.06 Answer "which" questions about a reading selection.	X	VI			
	1.07 Answer "how" questions about a reading selection.	X	VI			
	1.08 Determine the order of events in a given passage.	X	VI			
	1.09 Identify the stated cause or effect in a reading selection.	X	VI			
	1.10 Follow written directions to com- plete a simple task.	X	VI			
	1.11 Identify the pro- noun referent in a sentence or para- graph.	X	V			
	1.12 Distinguish be- tween facts and opinions in a reading selection.	X	V			

=====  
\*If the Student Performance Standard is only partially addresssed, this column will be marked instead of the yes or no column.

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I

Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
2. Demonstrate knowledge of a basic vocabulary as determined by a specified word list.	2.01 Use selected grade-level vocabulary in writing.	X	II, IV			
	2.02 Identify root or base words.	X	II			
	2.03 Identify the meanings of words in context.	X	II			
	2.04 Identify synonyms and antonyms.	X	II			
	2.05 Distinguish between/among meanings of homonyms.	X	II			
	2.06 Spell words from the Florida Lists for Assessment of Spelling (FLAS).	X	II			
	2.07 Identify frequently used words by sight.	X	II			
=====						
3. Use fundamental conventions of standard written English.	3.01 Identify appropriate punctuation for a given sentence.	X	V			
	3.02 Identify appropriate capitalization for a given sentence.	X	V			
	3.03 Write complete sentences.	X	V			
	3.04 Proofread for mechanical errors, spelling errors, sentence fragments and run-on sentences.	X	V			
=====						
4. Write for a variety of purposes and audiences, using all stages of the writing process.	4.01 Write to express or explore opinions, emotions, ideas or problems.	X	V			
	4.02 Write for personal satisfaction.	X	V			
	4.03 Fill out common forms.	X	V			

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I

Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Par- tially	Unit(s)	No
4. Write for a variety of purposes and audiences, using all stages of the writing process.	4.04 Write a coherent paragraph for a specified audience.	X	V			
	4.05 Write letters and messages supplying necessary information.	X	V			
	4.06 Write a set of directions.	X	V			
	4.07 Write a summary of a written passage.	X	V			
	4.08 Write a summary of an observation or of an audio-visual presentation.					X
	4.09 Explain in writing the steps of a specific process.					X
	4.10 Write a narrative based upon personal experiences and/or interviews.	X	V			
	4.11 List ideas and information as a prewriting activity.	X	V			
	4.12 Revise and edit paragraphs using teacher and peer responses.	X	V			
	5. Identify the fundamental characteristics of major literary genres.	5.01 Identify differences between fiction and non-fiction.	X	III		
5.02 Identify fundamental characteristics of a short story.		X	III			
5.03 Identify fundamental characteristics of poetry.						X
5.04 Identify fundamental characteristics of drama.		X	III			

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I

Course No.: 1701300

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
5. Identify the fundamental characteristics of major literary genres.	5.05 Identify fundamental characteristics of a novel.	X	III			
	5.06 Identify fundamental characteristics of biography/autobiography.	X	III			
6. Participate in formal and informal oral language activities.	6.01 Participate in class discussion according to specified criteria for individual and group behaviors.	X	IV			
	6.02 Present simple oral directions which can be followed by another person.	X	IV			
	6.03 Present an oral report based upon personal experience.	X	IV			
	6.04 Summarize orally the main idea of a presentation.					
	6.05 Share specific information orally, utilizing appropriate resources.	X	IV			
7. Apply fundamental study skills.	7.01 Organize objects and information into logical groupings and orders.	X	IV,V			
	7.02 Identify appropriate sources for obtaining information, using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.					X

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills I

Course No.: 1001300

Outcome	SPS - The student will:	Yes	Unit(s)	*Par- tially	Unit(s)	No
7. Apply fundamen- tal study skills.	7.03 Obtain appropriate information from diagrams, tables, graphs, or schedules.					X
	7.04 Obtain appropriate information from pictures, maps, or signs.					X
	7.05 Obtain appropriate information from indexes, tables of contents, or dictionary entries.					X
	7.06 Obtain appropriate information from commonly used forms.			X	V	
	7.07 Obtain appropriate information from other designated resources in libraries and/or media centers.					X
	7.08 Utilize effective note-taking techniques.					X
	7.09 Utilize effective test-taking techniques.			X	VI	
	7.10 Summarize information presented in oral or written form.			X	III, IV, V, VI	

Page 14

1. tremendous
2. reference
3. propel
4. attract
5. knight
6. residence
7. balcony
8. occupy
9. explanation
10. hesitate
11. hangar
12. elevator
13. relief
14. maintain
15. substitute

Page 15

- 2, 4, 7, 13, 18, 20, 21, 23,  
25, 27, 32, 34, 38, 39, 41

Page 16

- |                             |                        |
|-----------------------------|------------------------|
| 1. or                       | 6. occupy, attract     |
| 2. sit, it<br>at, ate<br>he | 7. attract, substitute |
| 3. yes                      | 8. hesitate, residence |
| 4. k                        | 9. ie                  |
| 5. ar                       | 10. el                 |
|                             | 11. ous                |

Page 17

1. l, n
2. e, e, o
3. e, e, o
4. e, i, e
5. s, i
6. e, e
7. i, e
8. e, l
9. c, p
10. a, i, a, i
11. a, a, t
12. a
13. k, g, h
14. a
15. s, i, e

Page 18

Not provided.

Page 19

See below.

e	s	i	q	e	u	y	a	l	n	t	k	a	f	r	v	y	b	s	t	
q	r	y	n	x	h	a	q	j	w	h	f	p	e	d	f	c	k	c	t	
o	c	c	u	p	y	t	g	r	a	g	t	h	e	h	i	s	w	e		
m	b	u	j	l	c	t	v	k	e	q	z	o	i	g	a	v	u	j	m	
r	l	k	m	a	f	r	p	t	u	f	m	l	r	b	n	n	b	l	u	e
d	h	h	p	n	o	a	r	a	l	i	e	u	x	g	p	s	j	n		
z	s	e	b	a	i	c	o	n	y	r	x	r	k	m	a	z	t	y	d	
f	j	v	s	t	d	t	p	r	j	u	g	t	e	s	r	d	i	n	o	
b	o	c	n	i	g	x	e	h	a	v	n	w	x	n	p	s	t	w	u	
w	l	m	r	o	t	e	l	e	v	a	t	o	r	y	c	z	u	a	s	
s	m	a	i	n	t	a	i	n	l	e	c	k	b	r	s	e	t	u	g	
k	a	x	p	o	i	v	t	s	k	n	i	g	h	t	a	e	e	w	f	
m	v	r	n	f	o	l	z	e	b	m	z	y	i	w	k	t	j	z	i	
g	c	o	l	y	m	r	e	s	i	d	e	n	c	e	l	e	i	b	h	

Page 20

- |                      |                        |
|----------------------|------------------------|
| 1. <b>propell</b>    | 9. <b>relief</b>       |
| 2. <b>residence</b>  | 10. <b>explanation</b> |
| 3. <b>tremendous</b> | 11. <b>maintain</b>    |
| 4. <b>hesitate</b>   | 12. <b>balcony</b>     |
| 5. <b>occupy</b>     | 13. <b>attract</b>     |
| 6. <b>reference</b>  | 14. <b>elevator</b>    |
| 7. <b>substitute</b> | 15. <b>hangar</b>      |
| 8. <b>knight</b>     |                        |

Page 21

1. attract
2. balcony
3. elevator
4. explanation
5. hangar
6. hesitate
7. knight
8. maintain
9. occupy
10. propel
11. reference
12. relief
13. residence
14. substitute
15. tremendous

Page 22

- |                |                |
|----------------|----------------|
| 1. reference   | 9. hesitate    |
| 2. tremendous  | 10. maintain   |
| 3. explanation | 11. balcony    |
| 4. occupy      | 12. relief     |
| 5. residence   | 13. hangar     |
| 6. knight      | 14. attract    |
| 7. elevator    | 15. substitute |
| 8. propel      |                |

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- |               |                 |
|---------------|-----------------|
| 1. carry      | 11. inherit     |
| 2. response   | 12. communicate |
| 3. intellect  | 13. vocal       |
| 4. change     | 14. sense       |
| 5. nuclear    | 15. organize    |
| 6. civilize   | 16. phone       |
| 7. sonic      | 17. child       |
| 8. atmosphere | 18. accident    |
| 9. condition  | 19. religion    |
| 10. realize   | 20. difficult   |

Page 44

- |           |           |
|-----------|-----------|
| 1. h      | 11. q     |
| 2. c      | 12. f     |
| 3. s      | 13. n     |
| 4. k      | 14. i     |
| 5. o      | 15. t     |
| 6. r      | 16. b     |
| 7. d      | 17. j     |
| 8. m      | 18. e     |
| 9. a      | 19. p (l) |
| 10. l (p) | 20. g     |

New Words

Answers will vary.

Page 45

- |                            |                 |
|----------------------------|-----------------|
| 1. before                  | 11. before      |
| 2. against                 | 12. after       |
| 3. two                     | 13. under       |
| 4. not                     | 14. over, above |
| 5. to make, to cause to be | 15. not         |
| 6. out from                | 16. one         |
| 7. not                     | 17. five        |
| 8. not                     | 18. again       |
| 9. between                 | 19. with        |
| 10. wrong                  | 20. down        |

Pages 46-47

- |   |  |
|---|--|
| 1. across the continent                                     | 11. to take apart                                |
| 2. with 3 colors  | 12. beyond or above the natural                  |
| 3. very small, small size                                   | 13. more than courses, club and sport activities |
| 4. half conscious   | 14. not popular                                  |
| 5. operated with or along with                              | 15. one nucleus of a cell                        |
| 6. to cut apart   | 16. against germs, disinfectant                  |
| 7. to heat beforehand                                       | 17. bad practice                                 |
| 8. triangles: 3 sided figures<br>polygon: many sided figure | 18. between different players of one school      |
| 9. against freezing   | 19. between nations                              |
| 10. to occur with, to occur at the same time                | 20. feeling of doubt                             |



Pages 48-49

<u>Prefix</u>	<u>New Word</u>	<u>Meaning</u>
1. mis, re	misplace, replace	Answers will vary.
2. un	untrue	
3. re	retell	
4. un	uneven	
5. re	reunite	
6. post, pre, re	posttest, pretest, retest	
7. uni, bi, tri	unicycle, bicycle, tricycle	
8. un, re	redone, undone	
9. e	emerge	
10. un	unfriendly	
11. mis, re	misuse, reuse	
12. un	unhappy	
13. anti, re	antifreeze, refreeze	
14. bi	bimonthly	
15. dis	disagree	
16. im	impossible	

Pages 50-51

1. backward	18. convertible
2. farmer	19. likeable
3. internist	20. meanness
4. instructor	21. dependability
5. instruction	22. clubs
6. childhood	23. er, or, ist
7. friendly	24. ed
8. package	25. hood, ment, ness
9. helpful	26. adverb
10. shipment	27. adjective
11. ageless	28. ful
12. hopefully	29. adverbs
13. amusingly	30. posts
14. posted	31. yes
15. posts	32. yes
16. stronger	
17. strongest	

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<u>Suffix</u>		<u>New Word</u>	
1. est	11. ist	1. smallest	11. motorist
2. less	12. er	2. thoughtless	12. trainer
3. er	13. ly	3. thinker	13. nicely
4. less	14. ful	4. careless	14. careful
5. ful	15. ful	5. thankful	15. joyful
6. er	16. er	6. singer	16. greener
7. est	17. ily	7. shortest	17. noisily
8. less	18. est	8. hopeless	18. quietest
9. er	19. less	9. painter	19. friendless
10. ful	20. (e)st	10. delightful	20. nicest

Pages 54-55

1. musically, musical, musician
2. interesting, interestingly, interested
3. friend, friendly, friendliness
4. farmers, farming, farms
5. wisdom, wise
6. postage, posted, postal, postman
7. summarize, summary
8. investigator, investigated, investigation
9. critic, critically, criticism, criticized
10. western, westward, westerly

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- |                |                |
|----------------|----------------|
| 1. grandfather | 11. afternoon  |
| 2. newspaper   | 12. someone    |
| 3. snowball    | 13. goldfish   |
| 4. haystack    | 14. himself    |
| 5. password    | 15. toothpick  |
| 6. playground  | 16. housewife  |
| 7. landslide   | 17. girlfriend |
| 8. doorknob    | 18. daylight   |
| 9. chalkboard  | 19. milkman    |
| 10. sidewalk   | 20. storybook  |

Page 57

Not provided. Sentences will vary.

Page 58

- |                 |                  |
|-----------------|------------------|
| 1. noon         | 14. back         |
| 2. parents      | 15. fire         |
| 3. plane        | 16. spread       |
| 4. saw          | 17. flake        |
| 5. board (ball) | 18. cake         |
| 6. where (body) | 19. box          |
| 7. house        | 20. heart        |
| 8. bell         | 21. ball         |
| 9. place (ball) | 22. case         |
| 10. room        | 23. ground       |
| 11. shine       | 24. nail         |
| 12. body        | 25. ball (board) |
| 13. walk        |                  |

Page 59

1. corncob
2. drugstore
3. eardrum
4. fireworks
5. hallway
6. handcuffs
7. haystack
8. horseback
9. jawbone
10. rainbow
11. scarecrow
12. seaweed
13. skyscraper
14. strawberry
15. workbench

Page 60

- |       |       |
|-------|-------|
| 1. n  | 14. v |
| 2. w  | 15. p |
| 3. l  | 16. o |
| 4. q  | 17. c |
| 5. e  | 18. k |
| 6. g  | 19. y |
| 7. x  | 20. f |
| 8. i  | 21. a |
| 9. j  | 22. t |
| 10. d | 23. r |
| 11. s | 24. u |
| 12. m | 25. h |
| 13. b |       |

Page 64

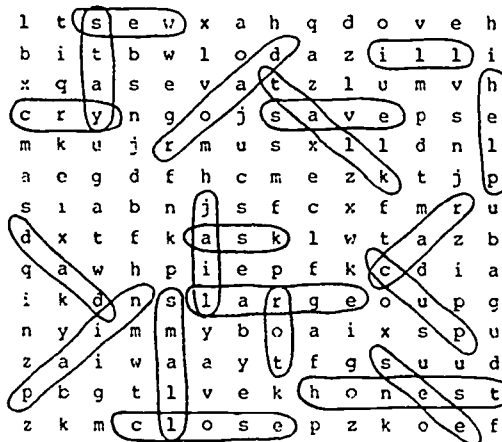
- |              |   |                |     |
|--------------|---|----------------|-----|
| 1. bet/ter   | 2 | 21. cor/ner    | 3   |
| 2. big/ger   | 2 | 22. flop/py    | 2   |
| 3. dis/tance | 3 | 23. ear/ly     | 3   |
| 4. birth/day | 1 | 24. hel/lo     | 2   |
| 5. pic/ture  | 3 | 25. chil/dren  | 3   |
| 6. griz/zly  | 2 | 26. ro/tate    | 4   |
| 7. i/dle     | 8 | 27. com/pass   | 3   |
| 8. es/cape   | 6 | 28. bub/ble    | 7,2 |
| 9. stud/y    | 5 | 29. south/west | 1   |
| 10. prob/lem | 3 | 30. bud/ding   | 2   |
| 11. tur/tle  | 7 | 31. en/dure    | 3   |
| 12. a/gent   | 8 | 32. mas/ter    | 3   |
| 13. van/ish  | 5 | 33. in/fect    | 3   |
| 14. o/val    | 8 | 34. car/ry     | 2   |
| 15. be/come  | 1 | 35. tat/too    | 2   |
| 16. un/do    | 1 | 36. in/sist    | 3   |
| 17. ex/ist   | 6 | 37. noth/ing   | 5   |
| 18. at/om    | 6 | 38. how/ev/er  | 1   |
| 19. ho/tel   | 4 | 39. e/nough    | 8   |
| 20. mu/sic   | 4 | 40. tum/ble    | 7   |

Page 65

- |                     |                    |
|---------------------|--------------------|
| 1. chim/pan/zee     | 21. nec/es/sar/y   |
| 2. bound/a/ry       | 22. pro/tec/tion   |
| 3. a/quar/i/um      | 23. den/tist       |
| 4. hel/i/cop/ter    | 24. prin/ci/pal    |
| 5. re/fer/al        | 25. col/lege       |
| 6. un/i/ver/si/ty   | 26. mes/sen/ger    |
| 7. sec/on/da/ry     | 27. pea/nut        |
| 8. ex/am/i/na/tion  | 28. teach/er       |
| 9. ar/ea            | 29. vis/u/al       |
| 10. mem/o/ry        | 30. a/like         |
| 11. con/ven/tion    | 31. gym/na/si/um   |
| 12. rat/i/fy        | 32. surf/board     |
| 13. know/ledge      | 33. vo/cab/u/la/ry |
| 14. stan/dard       | 34. di/rec/tions   |
| 15. man/u/script    | 35. i/dent/i/fy    |
| 16. sup/ply         | 36. veg/e/ta/ble   |
| 17. e/lec/tri/ci/ty | 37. a/larm         |
| 18. plur/al         | 38. un/der/stand   |
| 19. o/lym/pic       | 39. en/ter/tain    |
| 20. piz/za          | 40. pep/er/o/ni    |

Page 66

- |       |        |
|-------|--------|
| talk  | honest |
| car   | large  |
| sew   | see    |
| ill   | dad    |
| close | ask    |
| cry   | save   |
| stay  | jail   |
| small | rot    |
| road  | help   |
| up    | pain   |



Page 67

- |       |       |
|-------|-------|
| 1. m  | 14. y |
| 2. q  | 15. u |
| 3. a  | 16. h |
| 4. x  | 17. c |
| 5. r  | 18. i |
| 6. o  | 19. j |
| 7. w  | 20. k |
| 8. f  | 21. s |
| 9. v  | 22. l |
| 10. e | 23. d |
| 11. t | 24. n |
| 12. b | 25. p |
| 13. g |       |

Page 68

1. lovely
2. weird
3. forever
4. entrance
5. empty
6. hurt
7. afraid
8. discover
9. ocean
10. baby
11. examination
12. tame
13. foolish
14. fair
15. spare
16. talk
17. quiet
18. mistakes
19. fix
20. real

Page 69

1. soiled
2. beneath
3. whole
4. tale
5. aged
6. thin
7. weak
8. scream
9. school
10. buy
11. jewel
12. choose
13. courteous
14. conceal
15. thaw
16. trip
17. give
18. faulty
19. anxious
20. apparent

Page 70

Answers will vary.

Page 71

1. friend
2. hard
3. sit
4. dirty
5. fat
6. yes
7. late
8. cry
9. southern
10. short
11. slow
12. old
13. dead
14. poor
15. down
16. love
17. small
18. good-bye
19. asleep
20. cold
21. old
22. end
23. follow
24. deep
25. waste

Page 72

1. east
2. shout
3. wrong
4. evening
5. floor
6. seller
7. hostile
8. appeared
9. generous
10. save
11. result
12. unknown
13. seldom
14. tough
15. frown
16. answer
17. necessity
18. least
19. dangerous
20. worthless
21. reward
22. illegal
23. ashamed
24. repair

Page 73

1. less
2. all
3. south
4. up
5. play
6. stale
7. cool
8. take
9. dull
10. close
11. full
12. never
13. end
14. external
15. sad
16. rude
17. back
18. wide
19. wisdom
20. late

21. light
22. on
23. bad
24. pull
25. now
26. sour
27. light
28. catch
29. enemy
30. odd
31. late
32. take
33. shy
34. hello
35. entrance
36. future
37. forget
38. deep
39. cry
40. private

Page 74

1. short
2. left
3. stop
4. black
5. hot
6. light
7. Ugly
8. narrow
9. neat
10. finish
11. lost
12. repair
13. wild
14. different
15. crooked
16. remember
17. permit
18. frail
19. advance
20. include
21. cowardly
22. adore
23. idle
24. falsehood
25. rejoice

Page 75

1. distribute, collect
  2. problem, solution
  3. admitted, denied
  4. innocent, guilty
  5. fat, skinny
  6. forbid, allow
  7. tough, tender
  8. succeed, fail
- 
1. host
  2. teach
  3. carefree
  4. crooked
  5. summer
  6. coming
  7. cowardly
  8. few
  9. smooth
  10. hard
  11. subtract
  12. tired

ANSWER KEYS

Pages 76-77

- |      |       |
|------|-------|
| 1. c | 9. b  |
| 2. d | 10. a |
| 3. b | 11. d |
| 4. a | 12. b |
| 5. d | 13. d |
| 6. b | 14. b |
| 7. a | 15. a |
| 8. d | 16. a |

Page 79

- |       |       |
|-------|-------|
| 1. A  | 14. S |
| 2. A  | 15. S |
| 3. S  | 16. S |
| 4. A  | 17. A |
| 5. A  | 18. A |
| 6. A  | 19. A |
| 7. A  | 20. S |
| 8. A  | 21. A |
| 9. A  | 22. S |
| 10. S | 23. A |
| 11. A | 24. S |
| 12. A | 25. S |
| 13. A |       |

Page 80

Answers will vary.

Page 81

- |                  |
|------------------|
| 1. a. friendly   |
| b. unfriendly    |
| 2. a. friendly   |
| b. unfriendly    |
| 3. a. friendly   |
| b. unfriendly    |
| 4. a. unfriendly |
| b. friendly      |
| 5. a. friendly   |
| b. unfriendly    |

Page 82

- |         |          |
|---------|----------|
| 1. a. U | 6. a. F  |
| b. F    | b. U     |
| 2. a. F | 7. a. F  |
| b. U    | b. U     |
| 3. a. U | 8. a. F  |
| b. F    | b. U     |
| 4. a. U | 9. a. F  |
| b. F    | b. U     |
| 5. a. U | 10. a. F |
| b. F    | b. U     |

Page 83

Answers vary.

Page 84

Answers vary.

Pages 85-86

- |       |               |                 |
|-------|---------------|-----------------|
| 1. 7  | 1. tomatoes   | 14. directions  |
| 2. 1  | 2. oxen       | 15. turkeys     |
| 3. 5  | 3. stereos    | 16. teeth       |
| 4. 2  | 4. addresses  | 17. children    |
| 5. 9  | 5. deliveries | 18. boulevards  |
| 6. 8  | 6. concerts   | 19. daughters   |
| 7. 3  | 7. sashes     | 20. ushers      |
| 8. 1  | 8. loaves     | 21. decoys      |
| 9. 8  | 9. grades     | 22. quizzes     |
| 10. 2 | 10. knives    | 23. sheep       |
| 11. 3 | 11. classes   | 24. restaurants |
| 12. 1 | 12. soldiers  | 25. latches     |
| 13. 6 | 13. halves    |                 |
| 14. 4 |               |                 |
| 15. 8 |               |                 |

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knives	eggs
leaves	batches
sacks	tones
bells	sixes
fixes	cases
crashes	glasses
dishes	trays
tables	chairs
watches	women
pillows	taxes
ladies	plants
boys	matches
schools	dashes
teachers	puppies
pencils	collars
lights	shirts
faces	girls
feet	classes
foxes	fish
candies	mice
clocks	wives
sleeves	fingers
parties	dogs
mixes	flies

Page 88

box	paper
cat	elf
pony	beach
brush	body
dairy	inch
dress	chin
assembly	shirt
life	bottle
goose	flower
calf	wax
base	state
file	pick
bead	bock
bike	concert
buddy	mess
plane	switch
ear	activity
city	skate
trial	year
face	team
agency	change
witness	second
leaf	wing
lie	cry

Page 89

- |                       |              |
|-----------------------|--------------|
| 1. ponies             | 11. taxes    |
| 2. penny              | 12. lunch    |
| 3. libraries, library | 13. brushes  |
| 4. women              | 14. mice     |
| 5. teeth              | 15. lives    |
| 6. geese              | 16. deer     |
| 7. leaves             | 17. children |
| 8. wolves             | 18. ashes    |
| 9. knife              | 19. glasses  |
| 10. half              | 20. pencils  |

Page 90

- |              |              |              |
|--------------|--------------|--------------|
| 1. promises  | 11. teeth    | 1. centuries |
| 2. glasses   | 12. scissors | 2. bonuses   |
| 3. matches   | 13. heroes   | 3. volcanoes |
| 4. stories   | 14. armies   | 4. crowds    |
| 5. puffs     | 15. months   | 5. reefs     |
| 6. strangers | 16. trios    |              |
| 7. halves    | 17. wives    |              |
| 8. radios    | 18. deer     |              |
| 9. decoys    | 19. cherries |              |
| 10. leaves   | 20. women    |              |



Page 91

- |               |                |
|---------------|----------------|
| 1. dress's    | 11. store's    |
| 2. desk's     | 12. flower's   |
| 3. wolf's     | 13. mayor's    |
| 4. lawyer's   | 14. bottle's   |
| 5. clown's    | 15. coach's    |
| 6. bike's     | 16. computer's |
| 7. record's   | 17. Frank's    |
| 8. engineer's | 18. address's  |
| 9. mouse's    | 19. island's   |
| 10. glass's   | 20. boxer's    |

Page 92

- |                      |                        |
|----------------------|------------------------|
| 1. boxer's punch     | 11. sun's rays         |
| 2. girl's hair       | 12. hero's medal       |
| 3. boy's bicycle     | 13. David's homework   |
| 4. man's arm         | 14. school's principal |
| 5. store's window    | 15. queen's crown      |
| 6. bird's wing       | 16. girl's shoe        |
| 7. girl's bedroom    | 17. Mary's friend      |
| 8. pencil's lead     | 18. student's grades   |
| 9. teacher's chair   | 19. monkey's wings     |
| 10. elephant's trunk | 20. angel's wings      |

Page 93

- |                 |                   |
|-----------------|-------------------|
| 1. restaurants' | 11. women's       |
| 2. tourists'    | 12. parents'      |
| 3. patients'    | 13. buildings'    |
| 4. contestants' | 14. rules         |
| 5. children's   | 15. stitches'     |
| 6. instructors' | 16. deer's        |
| 7. assignments' | 17. teeth's       |
| 8. sheep's      | 18. cheerleaders' |
| 9. books'       | 19. nominees'     |
| 10. movies'     | 20. mice's        |

Page 94

- |                          |                                |
|--------------------------|--------------------------------|
| 1. ladies' hats          | 11. countries' representatives |
| 2. girls' locker room    | 12. brothers' friends          |
| 3. babies' cries         | 13. students' desks            |
| 4. men's club            | 14. mice's tails               |
| 5. children's bicycles   | 15. newspapers' reporters      |
| 6. parents' voices       | 16. secretaries' lounge        |
| 7. cowboys' herds        | 17. factories' workers         |
| 8. twins' toys           | 18. classes' presidents        |
| 9. teachers' grade books | 19. writers' ideas             |
| 10. soldiers' families   | 20. patients' bills            |

Page 95

1. journey	journey's	journeys	journeys'
2. apple	apple's	apples	apples'
3. hospital	hospital's	hospitals	hospitals'
4. individual	individual's	individuals	individuals'
5. canyon	canyon's	canyons	canyons'
6. recess	recess's	recesses	recesses'
7. goose	goose's	geese	geese's
8. woman	woman's	women	women's
9. president	president's	presidents	presidents'
10. basketball	basketball's	basketballs	basketballs'
11. fixture	fixture's	fixtures	fixtures'
12. child	child's	children	children's
13. mouse	mouse's	mice	mice's
14. voice	voice's	voices	voices'
15. month	month's	months	months'
16. basement	basement's	basements	basements'
17. tournament	tournament's	tournaments	tournaments'
18. season	season's	seasons	seasons'
19. match	match's	matches	matches'
20. file	file's	files	files'
21. cabinet	cabinet's	cabinets	cabinets'

Pages 96-97

1. family's	11. bank's
2. Bess's	12. choir's
3. test's	13. week's
4. monkeys'	14. day's
5. investigators'	15. professor's
6. teacher's	16. operators'
7. summer's	17. politicians'
8. farmer's	18. nation's
9. Ms. Guy's	19. mission's
10. buildings'	20. pedestrians'

Page 99

1. fourth	13. steel
2. fur	14. cell
3. pane	15. brake
4. doe	16. Jessert
5. buy	17. bread
6. way	18. maid
7. board	19. new
8. cents	20. aloud
9. seam	21. wear
10. know	22. tea
11. week	23. heir
12. whole	24. pale

Pages 101-102

- |                 |                   |
|-----------------|-------------------|
| 1. two, to      | 11. Who's         |
| 2. hear         | 12. You're        |
| 3. there        | 13. its           |
| 4. fourth       | 14. who's         |
| 5. It's         | 15. forth, fourth |
| 6. You're, your | 16. to, two       |
| 7. Their, there | 17. whose         |
| 8. here         | 18. There         |
| 9. too          | 19. You're        |
| 10. There       | 20. Here's        |

Page 103

whether, Wee, two  
 hour, Their, rode  
 son, our, Wee, eight, weigh  
 ate, knight, sew  
 strait, won

Page 104

Deer, Hairy  
 our, ewe, whether, knot, two, hear  
 Eye, whether  
 son, Won, Eye, Eye  
 four, ours, Eye, skiing, slay, knight, Eye  
 ewe, hear

Page 105

- |      |       |
|------|-------|
| 1. N | 9. K  |
| 2. E | 10. L |
| 3. F | 11. M |
| 4. G | 12. O |
| 5. D | 13. B |
| 6. C | 14. A |
| 7. J | 15. H |
| 8. I | 16. ? |

Page 106

#1-20 Answers will vary.

1. inch
2. Washington
3. lily
4. fish
5. insect
6. lamp

Pages 109-110

- |      |         |
|------|---------|
| 1. C | 7. A    |
| 2. A | 8. C    |
| 3. C | 9. B    |
| 4. A | 10. B/C |
| 5. C | 11. A   |
| 6. D | 12. B   |

Page 111-112

Answers vary.

Page 113

1. knives
2. men
3. people
4. several
5. plural
6. year
7. sixteen
8. bushel
9. gross
10. cupboard
11. fork
12. house
13. play
14. peach
15. body
16. nation

Page 114

1. grape
2. shed
3. boulevard
4. linear foot
5. goose
6. cow
7. foal
8. pup
9. pint
10. puppy
11. creek
12. century
13. sunflower
14. jet
15. cottage

Pages 115-116

Answers will vary.

Pages 142-143

- I.
  1. torture
  2. dungeon
  3. palazzo
  4. unique
  5. swoon
  6. cathedral
  7. gypsy
  8. ravenous
  9. dank

10. execute
11. doom
12. tormentor
13. confess
14. cask
15. catacombs
16. pendulum
17. humpback
18. revenge

- II.
 

2	3	1
3	3	1
3	1	2

III. Answers will vary.

- IV.
  1. revenge
  2. gypsy
  3. unique
  4. catacombs
  5. execute
  6. confess

Page 144The Black Cat

1. caress
2. apparition
3. perverse
4. loath
5. atrocity
6. aversion

The Tell-Tale Heart

1. agony
2. hideous
3. villain
4. terror
5. hideous
6. agony
7. terror
8. villain

Pages 145-146

- #2 idea, desire  
 #3 very frightened, loathing  
 #5 beam  
 #6 eye  
 #7 clever  
 #8 laughed  
 #9 dark  
 #10 intense fear  
 #13 yes  
 #14, 15 a dull blue with an ugly film over it  
 #16 drum  
 #20 pulled the bed over him  
 #21 soft  
 #22 put his hand on his heart  
 #23 cut off head, arms, and legs, took up three planks from floor and put pieces in the space underneath  
 #25 three  
 #29 a pounding noise  
 #30 like a watch wrapped in cotton  
 #33, 34 no  
 The noise in his head got louder and louder. He felt the others could hear it, too.

Page 147

- |         |               |                         |
|---------|---------------|-------------------------|
| I. 1. d | II. 1. pitied | III. 1. yes             |
| 2. b    | 2. revealed   | 2. false                |
| 3. a    | 3. vagabond   | 3. no                   |
| 4. e    | 4. moped      | 4. true                 |
| 5. c    | 5. decent     | 5. b, tragic love story |
| 6. f    | 6. desolate   | 6. b, woman             |

Page 148

- |         |                 |                              |
|---------|-----------------|------------------------------|
| I. 1. b | II. 1. Hessian  | III. 1. a, Headless Horseman |
| 2. c    | 2. dismal       | 2. c, teacher                |
| 3. f    | 3. gloated      | 3. a, Katrina                |
| 4. a    | 4. epitaph      | 4. b, Brom Bones             |
| 5. e    | 5. supernatural | 5. a, Brom Bones             |
| 6. d    | 6. formidable   | 6. false                     |

ANSWER KEYS

Page 149

1. heiress
2. shallow
3. merchant
4. courteous
5. humorist
6. savage
7. usurer
8. restless
9. courtship
10. reproach
11. dowry
12. ideal
13. suitor
14. shrew
15. obedient
16. master
17. disaster

Pages 150-151

- |                       |                       |                    |
|-----------------------|-----------------------|--------------------|
| I. <u>Call of the</u> | <u>Taming...Shrew</u> | <u>Merchant...</u> |
| <u>Wild</u>           | Katherine             | Portia             |
| Buck                  | Petruchio             | Bassanio           |
|                       |                       | Antonio            |
|                       |                       | Shylock            |
- II. Answers will vary.
- III. 1. courtship  
 2. disaster  
 3. merchant  
 4. dowry  
 5. master  
 6. reproach  
 7. restless  
 8. shallow  
 9. shrew  
 10. usurer  
 11. obedient  
 12. humorist  
 13. suitor  
 14. courteous  
 15. ideal  
 16. heiress  
 17. savage  
 18. compound word - courtship  
 19. 1 syllable word - shrew

Pages 152-158

- |           |  |        |
|-----------|--|--------|
| I. 1. B   | II. 1. Esmeralda, Quasimodo            |        |
| 2. G      | 2. Prisoner                            |        |
| 3. H      | 3. Fortunado, Montresor                |        |
| 4. A      | 4. Black cat                           |        |
| 5. I      | 5. Old man, Young man                  |        |
| 6. J      | 6. Heathcliff, Catherine               |        |
| 7. C      | 7. Katrina, Ichabod Crane, Brom Bones  |        |
| 8. E      | 8. Buck                                |        |
| 9. F      | 9. Katherine, Petruchio                |        |
| 10. D     | 10. Portia, Bassanio, Antonio, Shylock |        |
| 11. K     | 11. Juliet, Romeo                      |        |
| III. 1. A | 14. P                                  | 6. AA  |
| 2. B      | 15. S                                  | 7. FF  |
| 3. G      | 16. Y                                  | 8. DD  |
| 4. J      | 17. CC                                 | 9. U   |
| 5. O      | 18. HH                                 | 10. H  |
| 6. T      |  | 11. W  |
| 7. C      |  | 12. Z  |
| 8. D      |  | 13. II |
| 9. F      | 1. EE                                  | 14. M  |
| 10. N     | 2. E                                   | 15. GG |
| 11. L     | 3. V                                   | 16. K  |
| 12. I     | 4. X                                   | 17. Q  |
| 13. BB    | 5. R                                   | 18. JJ |

Pages 152-158 (cont'd.)

IV. A. 15  
 B. 3  
 C. 4  
 D. 12  
 E. 5  
 F. 20  
 G. 19  
 H. 1  
 I. 17  
 J. 13  
 K. 2  
 L. 14  
 M. 25

A. 23  
 B. 18  
 C. 21  
 D. 7  
 E. 24  
 F. 6  
 G. 9  
 H. 8  
 I. 27  
 J. 11  
 K. 10  
 L. 26  
 M. 22  
 N. 16

V. 1. A  
 2. E  
 3. A  
 4. F  
 5. C  
 6. D  
 7. A  
 8. B  
 9. A  
 10. B  
 11. B

VI. 1. true  
 2. false  
 3. true  
 4. true  
 5. false  
 6. false  
 7. false  
 8. true  
 9. true  
 10. true

VII. 1. c  
 2. c  
 3. c  
 4. b  
 5. d  
 6. b  
 7. a  
 8. c  
 9. a  
 10. a

11. c  
 12. b  
 13. a  
 14. a  
 15. b  
 16. a  
 17. c  
 18. a  
 19. a  
 20. c

VIII. 1. buries  
 2. headless horseman  
 3. eye  
 4. hunchback  
 5. wolves  
 6. Heathcliff  
 7. gypsy  
 8. loan shark

IX. Answers will vary.

Pages 159-162

I. 1. I  
 2. F  
 3. E  
 4. B  
 5. D  
 6. C  
 7. K  
 8. J  
 9. H  
 10. G  
 11. A

II. Quasimodo - J      Katherine (Kate) - B  
 Shylock - H      Esmeralda - J  
 Catherine - F      Romeo - C  
 Juliet - G      Ichabod Crane - G  
 Portia - H      Buck - K

Pages 159-162 (cont'd.)

III. 1.	18	A.	10
2.	11	B.	6
3.	19	C.	9
4.	23	D.	15
5.	25	E.	12
6.	1	F.	17
7.	5	G.	13
8.	8	H.	21
9.	14	I.	2
10.	7	J.	28
11.	20	K.	24
12.	27	L.	22
13.	3	M.	26
14.	30	N.	4
15.	16	O.	29

IV. 1.	Emily Bronte
2.	Edgar Allan Poe
3.	Jack London
4.	Washington Irving
5.	Victor Marie Hugo
6.	William Shakespeare

V. Answers will vary.

VI. 1.	a	8.	a
2.	b	9.	b
3.	c	10.	c
4.	b	11.	b
5.	c	12.	a
6.	a	13.	b
7.	c	14.	a

Page 167

- going to
- have to
- could have
- want to
- fixing to go
- swimming
- will you
- what have you got

Page 188

1.	were	11.	were
2.	doesn't	12.	are
3.	have	13.	Are
4.	is	14.	likes
5.	am	15.	answers
6.	are	16.	Have
7.	is	17.	dances
8.	Were	18.	refuses
9.	is	19.	is
10.	report	20.	looks

Page 189

1.	are	11.	is
2.	are	12.	are
3.	are	13.	are
4.	is	14.	are
5.	are	15.	is
6.	was	16.	is
7.	are	17.	are
8.	is	18.	are
9.	Were	19.	are
10.	is	20.	are

Page 192

- Someone is home.
- Someone in the family is home.
- Each refuses to answer my question.
- Each of the boys refuses to answer my question.
- Some of the people are here.
- Some of the presentation is interesting.
- Was everybody in class?
- Was everybody in the group in class?
- Can several go?
- Can several of the girls go?
- Some of the pie is good.
- Some of the pies are good.



Page 193

- |             |              |
|-------------|--------------|
| 1. wants    | 11. are      |
| 2. qualify  | 12. pretends |
| 3. believes | 13. deserve  |
| 4. makes    | 14. serves   |
| 5. have     | 15. was      |
| 6. are      | 16. have     |
| 7. writes   | 17. offers   |
| 8. were     | 18. are      |
| 9. Are      | 19. need     |
| 10. were    | 20. is       |

Page 194Singular/Plural

- |       |       |
|-------|-------|
| 1. s  | 11. s |
| 2. p  | 12. s |
| 3. p  | 13. s |
| 4. s  | 14. p |
| 5. s  | 15. s |
| 6. p  | 16. p |
| 7. s  | 17. p |
| 8. s  | 18. p |
| 9. s  | 19. s |
| 10. s | 20. s |

Verb

Answers  
will vary.

Page 195

1. Someone forgot his/her coat.
2. Someone in the class forgot his coat.
3. Everyone opened his/her book.
4. Every one of the students opened his/her book.
5. Several left their suggestions.
6. Several of the students left their suggestions.
7. Each is his/her own boss.
8. Each of the children is his/her own boss.
9. Few told their own side of the story.
10. Few of the coeds told their side of the story.

Pages 196-197

- |          |             |
|----------|-------------|
| 1. his   | 11. his     |
| 2. their | 12. himself |
| 3. their | 13. his     |
| 4. her   | 14. he/she  |
| 5. their | 15. his     |
| 6. his   | 16. their   |
| 7. their | 17. their   |
| 8. their | 18. her     |
| 9. her   | 19. their   |
| 10. his  |             |

Page 198

1. My, your
2. yours, mine
3. my
4. Your, your, his
5. his, our
6. mine, my
7. your
8. Their, our
9. yours, mine
10. your, theirs

it's, there, were, we're, they're

Sentences will vary.

Page 199

- |          |               |
|----------|---------------|
| 1. your  | 1. Our, yours |
| 2. his   | 2. My         |
| 3. my    | 3. Their      |
| 4. his   | 4. Her, mine  |
| 5. her   | 5. its        |
| 6. our   | 6. My, her    |
| 7. their | 7. her, his   |
| 8. his   | 8. its        |
| 9. our   | 9. their      |
| 10. your | 10. ours      |

Page 200

- |          |           |         |
|----------|-----------|---------|
| 1. Your  | 9. your   | 1. Our  |
| 2. its   | 10. Its   | 2. his  |
| 3. His   | 11. their | 3. his  |
| 4. her   | 12. his   | 4. mine |
| 5. Our   | 13. its   | 5. its  |
| 6. their | 14. their |         |
| 7. mine  | 15. Her   |         |
| 8. Our   |           |         |

Page 203

1. strangest
2. better
3. greatest
4. kinder
5. happier
6. harder
7. loudest
8. saddest
9. biggest
10. easier

Page 204

1. most
2. more confident
3. more bashful
4. more
5. most attractive
6. more expensive
7. better
8. best
9. more helpful
10. taller

Page 205

- |                     |                    |
|---------------------|--------------------|
| 1. more comfortable | 11. best           |
| 2. fastest          | 12. larger         |
| 3. happier          | 13. wisest         |
| 4. strongest        | 14. better         |
| 5. most beautiful   | 15. best           |
| 6. worst            | 16. hotter         |
| 7. most exciting    | 17. most terrific  |
| 8. moister          | 18. most recent    |
| 9. luckier          | 19. more forgetful |
| 10. nicest          | 20. most important |

Page 206

1. Walter will want to go to the game with us.
2. Naomi saw us when we got to school.
3. Shirena went to the games often.
4. Robert Wall will see the Star Trek movie two times.
5. Tim signs with the Philadelphia 76ers soon.
6. Rachel does a good job of managing her many responsibilities.
7. Tonia will reply to the question with the correct answer.
8. Jan asked to make the salad.
9. Lynda Rawlins will enroll in the woodshop class and make herself a book case.
10. Miles and Ronnie went surfing in the morning.

Page 207

- |         |            |         |               |
|---------|------------|---------|---------------|
| Part A. | 1. past    | Part B. | 1. will leave |
|         | 2. future  |         | 2. asks       |
|         | 3. present |         | 3. Were       |
|         | 4. present |         | 4. took       |
|         | 5. past    |         | 5. will study |
|         | 6. future  |         | 6. pretended  |

Pages 210-211

1. 1, 5 The small dog was dirty, tired, and thirsty.
2. 3 Which person do you believe?
3. 9, 2 Oh, how great that ocean breeze feels!
4. 15, 10, 2 "The Guiding Light", a soap opera, is really exciting now!
5. 13, 3 Where is room 315?" asked the new student.
6. 1 The teacher is telling us to be quiet.
7. 3, 8 Sir, may I help you find your coat?
8. 1, 16 I was somewhat disappointed with Gremlins.
9. 5, 1 Last Saturday I fixed my bike, mowed the lawn, and washed the car.
10. 1, 13, 14 "Please," begged Todd.
11. 1, 6 The hot, sultry night was almost unbearable.
12. 1, 4, 11 We lived in Las Vegas from June 1973, to Nov. 1979.
13. 1, 7 The car hit a tree, but no one was hurt.
14. 1, 10 Jay, my next door neighbor, really loves the navy.
15. 3, 9 Well, how does it feel to be working again?
16. 1, 5 The waitress brought the salad, soup, fried chicken, potatoes, and hot rolls.
17. 1, 13, 14 "My homework assignment went through the wash," said Jason.
18. 2, 9 Oh boy, what a great concert!
19. 3, 15 Have you read "The Raven" by Edgar Allan Poe?
20. 16, 1 The Mona Lisa is a very famous painting.
21. 1, 6 It was a hot, humid day.

Pages 210-211 (cont'd.)

22. 1, 7 Barry overslept, but he still made it to work on time.
23. 1, 11 The Republican Convention will be held in Dallas, Texas.
24. 3, 13, 14 Maria asked, "When will you pick me up?"
25. 1 Maria called to ask when we would pick her up.

Page 212

1. My mother likes to buy gadgets for the kitchen, and then she usually can't find them.
2. He opened the door and started to run, but the principal caught him.
3. Angie overslept, but she still made it to work on time.
4. We went along with his ideas, because he always seemed to have good judgment.
5. Did Susan quit her job, or did she decide to stay?
6. The phone and the doorbell both rang, but I answered the phone first.
7. The car has been repaired, and it is ready to be picked up.
8. John's punishment was fair, because he had been warned about missing curfew several times.
9. Return your library book today, or you will have to pay a fine.
10. The disc jockey asked for callers, and I was the fifth one.
11. The United States has made a great showing in the Olympics, and we can all be proud.
12. I flew to New York on Eastern Airlines, but I returned on United.
13. The Junior Class Prom can be a success, or it can be a failure.
14. Fill out this application, and leave it in the box.

Page 215

1. The librarian counted the books ~~on the table.~~
2. Before breakfast, Mother wrapped my birthday present.
3. The whole class attended the play.
4. Aunt Nancy put the dishes ~~in the cupboard.~~
5. He told the story ~~to his teachers.~~
6. She threw the baseball ~~across the field.~~
7. ~~At lunch he~~ showed his skill ~~at break dancing.~~
8. That man runs a mile every single day.

Page 215 (cont'd.)

9. She cut her hair ~~after the fashion show.~~
10. I dropped a quarter ~~between the desks.~~
11. Can you hear the telephone ~~from this room?~~
12. My new sandals have a broken strap.
13. The policeman caught the thief ~~near the gas station.~~
14. May I borrow a dollar?
15. The dog chewed the leg ~~of my chair.~~
16. You must write a note ~~to her soon.~~
17. Judy carried the baby ~~in her arms.~~
18. My uncle builds houses ~~for a living.~~
19. The monkey did some special tricks.
20. The storm totally destroyed my backyard.
21. I counted the number ~~of people in line.~~
22. We heard that new song ~~on the radio.~~
23. Last night, Bob dropped his hot dog ~~during the game.~~
24. Randy missed the target.

Pages 216-217

1. The dean <sup>S</sup> gave <sup>V</sup> me <sup>DO</sup> detention.
2. <sup>S</sup> I <sup>V</sup> do <sup>DO</sup> my work every day.
3. The teacher <sup>S</sup> wouldn't <sup>V</sup> give <sup>IO</sup> us <sup>DO</sup> any free time.
4. She <sup>S</sup> hopped <sup>V</sup> out ~~of bed~~ and brushed <sup>V</sup> her <sup>DO</sup> teeth.
5. <sup>V</sup> Will you <sup>S</sup> buy <sup>V</sup> me <sup>IO</sup> some <sup>DO</sup> gum?
6. The artist <sup>S</sup> drew <sup>V</sup> the tourist <sup>IO</sup> a picture <sup>DO</sup> ~~of the mountains.~~
7. Grandpa <sup>S</sup> showed <sup>V</sup> Robbie <sup>IO</sup> his coin <sup>DO</sup> collection.
8. My neighbor <sup>S</sup> offered <sup>V</sup> me <sup>IO</sup> a ride <sup>DO</sup> ~~to the mall.~~

## Page 216-217 (cont'd.)

9. The library loaned us several records.  
S V IO DO
10. The coach gave the player a pat ~~on the back.~~  
S V IO DO
11. We bought Mom and Dad a television set ~~for their anniversary.~~  
S V IO IO DO
12. The boys caught some fish and cleaned them.  
S V DO V DO
13. The firemen battled the fire and smoke.  
S V DO DO
14. ~~For their wedding,~~ I bought them a set of dishes.  
S V IO DO
15. I sent them an invitation ~~to the party.~~  
S V IO DO
16. My brother owes me a favor.  
S V IO DO
17. Leslie asked me a difficult question.  
S V IO DO
18. The artist tattooed a winged horse ~~on his back.~~  
S V IO DO
19. Your comment gives me an idea.  
S V IO DO
20. Mom and Dad bought me a waterbed.  
S S V IO DO
21. Burger King gave us applications to fill out.  
S V IO DO
22. The girl promised him a date.  
S V IO DO
23. When the bell rings, please pass your papers ~~to the front.~~  
V DO
24. All ~~of this homework~~ gives me a headache.  
S V IO DO
25. Did he show you his latest trophy?  
V S V DO

## Page 218

1. PN Keith is the shortest boy ~~in the class.~~
2. PA All evening Dad seemed terribly preoccupied.
3. PA My broken toe is very crooked.
4. PA Mrs. Smith seemed quite happy today.
5. PA The icing ~~on the cake~~ was too sweet.
6. PN He was a lawyer before he was elected to congress.
7. PN Mary is a dependable babysitter.
8. PA The sky looked gray and dull.
9. PN It was he who called me last night.
10. PA After a while, she became bored ~~with the lecture.~~
11. PN Jimmy Connors is a great tennis player.
12. PA The water feels too cold ~~for swimming~~ today.

Page 218 (cont'd.)

13. PA After a good night's sleep, I will feel human again.
14. PA During the movie, I felt sleepy.
15. PN It was an exciting convention.
16. PN The Journal is our evening newspaper.
17. PA All of my students seem nice.
18. PN The superintendent is a busy man.
19. PN The video was Michael Jackson's Thriller.
20. PN Today is the first day of summer.

Pages 219-220

	<u>Prepositional phrase</u>	<u>yes, no</u>	<u>PN, PA</u>
1.	--	yes	PA
2.	--	yes	PN
3.	--	no	--
4.	--	yes	PN
5.	--	no	--
6.	--	no	--
7.	--	yes	PA
8.	of the club	no	--
9.	--	no	--
10.	of light	yes	PN
11.	During the day	no	--
12.	of Florida	yes	PN
13.	--	yes	PA
14.	--	no	--
15.	--	yes	PA
16.	in the world	yes	PN
17.	--	no	--
18.	in line	no	--
19.	--	yes	PN
20.	--	yes	PN
21.	under her pillow	no	--
22.	in my back	no	--
23.	--	yes	PA
24.	to Chicago	yes	PN

Page 221

Mary was busy preparing for the party. "Do you know that Jim's band is going to play for us?" asked Susan.

"Great!" said Mary. "I just don't know what to wear." She put on a beautiful green dress and brushed her hair. "I'm ready now, Susan. Let's go and get Mark, David, and Donna now so that we will be on time."

Page 221 (cont'd.)

"Summer is almost over," said Robert. "Soon we'll have to go back to school." The summer had come and gone more quickly than Robert and his friends would have liked. Soon there would be no more trips to the beach. Of course, he could always go after the school day ended, but Mom and Dad had said, "Find a job." He had no choice. Besides, there was a new family that had moved in on the block. The girl in the family seemed to be about his age, and maybe she might need someone to show her around. "Things might not be so bad," Robert said to himself. "This just might be a pretty good school year."

Page 222

1. "Go away," shouted the man to the barking dog.
2. "The Lady and the Tiger" is a really good short story.
3. Pictures, plants, throw pillows, and mirrors decorated the room.
4. My brother's address is 1924 Stonewall Ct., Manassas, Virginia.
5. The lost boy was cold, tired, and hungry.
6. Look! We won again!
7. Henry, close the door.
8. "Wow!" shouted Randy. "I made it!"
9. Miss Cook, the librarian, can help you find the right book.
10. The convention will be held in San Francisco, and we will arrive on Sunday.
11. Joe, have you fed the dog?

Page 224

<u>8</u> Chicago	<u>      </u> city	<u>9</u> Walgreens
<u>      </u> day	<u>      </u> gas station	<u>2</u> Lincoln
<u>8</u> South America	<u>      </u> football	<u>9, 11</u> Coca Cola
<u>      </u> a club	<u>12</u> Civil War	<u>7</u> Italian
<u>3</u> King Richard	<u>      </u> airport	<u>12</u> The Alamo
<u>10</u> O'Hare Airport	<u>9</u> Winn Dixie	<u>      </u> telephone
<u>9</u> Miami Dolphins	<u>12</u> Easter	<u>9</u> Pizza Hut
<u>11</u> Wrangler jeans	<u>9</u> Bennigans	<u>6</u> Quakers
<u>5</u> Monday	<u>      </u> holiday	<u>7</u> English
<u>      </u> ocean	<u>7</u> Norwegian	<u>2</u> Kermit
<u>8</u> Arizona	<u>2</u> Chris Evert	<u>      </u> government
<u>12</u> World War II	<u>      </u> gold	<u>      </u> brother
<u>3</u> Queen Elizabeth	<u>7</u> Holland	<u>9, 11</u> Firestone
<u>8</u> Europe	<u>9, 11</u> Prudential	<u>3</u> Captain Smith
<u>2</u> Fritz Mondale	<u>8</u> Main Street	<u>8</u> Nebraska
<u>2</u> Donald Duck	<u>      </u> democracy	<u>      </u> general
<u>9, 11</u> IBM	<u>      </u> cartoon	<u>      </u> planet
<u>11</u> Buick	<u>      </u> computer	<u>2</u> Mr. Bunny
<u>      </u> United Airline	<u>      </u> newspaper	<u>      </u> birthday
<u>9, 11</u> Pillsbury	<u>7</u> American	<u>      </u> person
<u>9, 11</u> Motorola	<u>9, 11</u> Honda	<u>5</u> September
<u>9, 11</u> Zenith		



## Page 225

1. I bought a Diehard battery and a Firestone tire at the gas station.
2. The family reunion is held on the third Saturday in May.
3. The Atlantic Ocean is between North America and Europe.
4. The Prudential Building was built by Daniel Construction Company.
5. The flagships of the Cunard Line are the Queen Elizabeth and the Queen Mary.
6. He goes to the Baptist church and reads his Bible every day.
7. At a Chicago railway station, we boarded the Pennsylvanian for Washington.
8. Walter Mondale would like to be the president of the United States.
9. The Smiths had a baby girl and named her Sue Ann.
10. I bought Levis and a Jimmy Connors tennis shirt.
11. The United States and Canada celebrate Thanksgiving on different dates.
12. We crossed the St. Lawrence River on the Thousand Island Bridge.
13. My friends from Virginia really enjoyed Disney World.
14. Did you read "The Legend of Sleepy Hollow?"
15. The men involved in the Boston Tea Party never admitted participation.
16. Dr. Curtis McCray is the president of the University of North Florida.
17. Do you prefer Zest deodorant soap?
18. The Tampa Tribune is a very good newspaper.
19. The Italian restaurant on University Boulevard that burned down is being rebuilt.
20. Zenith television sets are generally pretty good.

## Page 226

Mark Twain was born in Florida, Missouri, in the month of November. About four years later his family moved to Hannibal, Missouri. Mark Twain was not his real name. He was born Samuel Clemens. In 1862, he got a job with the Territorial Enterprise in Virginia City, Nevada. In one of his stories for the Enterprise, he signed his name "Mark Twain," the pen name by which he is remembered.

Page 226 (cont'd.)

Dear Grandma,

I'm writing this in English class because I am bored. School is over in three days and I can hardly wait. Mom and Dad bought my plane ticket yesterday, and I'll be leaving a week from today. Going to Florida has always been a dream of mine and now that you've moved to Sarasota, I have my chance to go. Do you live near the beach and will I be able to surf? Are there any cute girls living near you? Is there a Pizza Hut nearby?

Well, I have to stop. Miss Barnes is giving me a dirty look and the Merchant of Venice is waiting. See you soon.

Dove,  
Hubert

Page 227

Tallahassee	October	tiger
clock	Houston, Texas	pilgrim
auditorium	street	book
Winthrop Park	West Virginia	Ms. Green
December	Mary	teacher
winter	Alice in Wonderland	summer
elephant	dish	Atlanta, Georgia
Mr. Jones	April	table
city	public	Gone with the Wind
Asia	spring	Lakeland, Florida
March	president	father
company	Dr. Bailey	avenue
telegraph	Christmas	West Park Street
popcorn	Abraham Lincoln	Central Park

Page 229

1. C	9. S
2. S	10. C
3. S	11. S
4. C	12. C
5. C	13. C
6. C	14. C
7. C	15. S
8. C	

Page 233

1. simple	11. complex
2. complex	12. complex
3. compound	13. compound
4. complex	14. simple
5. simple	15. complex
6. compound	16. complex
7. compound	17. simple
8. complex	18. compound
9. simple	19. complex
10. complex	20. complex

Page 234

- |             |              |
|-------------|--------------|
| 1. compound | 10. complex  |
| 2. complex  | 11. compound |
| 3. simple   | 12. simple   |
| 4. simple   | 13. compound |
| 5. complex  | 14. simple   |
| 6. compound | 15. complex  |
| 7. compound | 16. simple   |
| 8. complex  | 17. compound |
| 9. simple   | 18. complex  |

Pages 236-237

- |             |                  |
|-------------|------------------|
| A. 1. may   | B. 1. good, well |
| 2. can      | 2. well          |
| 3. may      | 3. good          |
| 4. can      | 4. well          |
| 5. may      | 5. good          |
| 6. may      | 6. well          |
| 7. can      | 7. well          |
| 8. can      | 8. good, well    |
| C. 1. fewer | D. 1. those      |
| 2. fewer    | 2. those         |
| 3. less     | 3. them          |
| 4. less     | 4. them          |
| 5. fewer    | 5. them          |
| 6. less     | 6. those         |
| 7. less     | 7. them          |
| 8. fewer    | 8. those         |

Page 238

- |             |              |
|-------------|--------------|
| 1. ever     | 11. ever     |
| 2. anywhere | 12. any      |
| 3. anything | 13. anything |
| 4. anything | 14. anything |
| 5. anybody  | 15. anywhere |
| 6. anywhere | 16. could    |
| 7. any      | 17. was      |
| 8. anything | 18. our      |
| 9. any      | 19. anything |
| 10. never   | 20. could    |

Page 239

1. It was so dark I couldn't see anything.
2. I couldn't find any book.
3. Didn't you see any movie last night?
4. Haven't you any money for lunch?
5. Didn't Jack ever find his pencil?
6. I haven't seen anybody all morning.
7. Mary doesn't know anything about it.
8. Susan never went anywhere.
9. The teacher didn't say anything about it.
10. I haven't brought any of my stories.

Page 240

1. I didn't say anything.
2. Can't you hear anything?
3. We didn't find any book.
4. I never saw anything.
5. I can't see any cow.
6. Haven't you seen anything?
7. I don't ever fall off.
8. She never found anything.
9. I didn't write to anybody.
10. Hasn't anybody come yet?
11. He didn't bring any book.
12. She hasn't made any candy.
13. Bill didn't ever fail.
14. I can't see any moon.
15. Can't you go anywhere?
16. I never heard any noise.
17. Todd didn't hear anything.
18. Hasn't anyone come yet?
19. I can't see anything now.
20. She hasn't any pen.

Page 244

- |                              |                     |
|------------------------------|---------------------|
| 1. . declarative             | 7. . declarative    |
| 2. ? interrogative           | 8. ? interrogative  |
| 3. . imperative              | 9. . imperative     |
| 4. ? interrogative           | 10. ! exclamatory   |
| 5. ! exclamatory, imperative | 11. ? interrogative |
| 6. ? interrogative           | 12. . declarative   |

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1. exclamatory
2. declarative
3. interrogative
4. declarative
5. exclamatory
6. imperative
7. imperative
8. interrogative
9. exclamatory
10. interrogative

Sentences will vary.

Page 259

1. I
2. (A) friend
3. True
4. True
5. True
6. False
7. False
8. different
9. No
10. No

Page 260

1. a. realize, their  
b. someone sees a friend  
c. Answers will vary.
2. a. No  
b. two

Page 261

Answers will vary.

Page 262

I like skating for several reasons.  
I play video games for many reasons.  
There are many rules in football.

Page 267

Tallahassee, Florida 38723  
 October 22, 1986  
 Mr. Dick Kampfe, Sales Manager  
 Jacksonville, Florida 32207  
 Dear Mr. Kampfe:  
 Yours truly,

Page 268

3 Sincerely yours,

2 Mr. Edward S. Spencer  
 The Bendix Corporation  
 Shakers Heights, Ohio 87931

4 Dear Ms. Viscariello

1 6486 Fieldstone Lane  
 Kissimmee, FL 32319  
 November 15, 1989

Pages 276-277

1.	E	11.	F
2.	A	12.	P
3.	H	13.	G
4.	S	14.	B
5.	T	15.	J
6.	L	16.	D
7.	Q	17.	M
8.	R	18.	C
9.	N	19.	I
10.	O	20.	K

Pages 278-279

1.	R	13.	W
2.	H	14.	F
3.	Q	15.	V
4.	P	16.	E
5.	I	17.	U
6.	O	18.	D
7.	J	19.	C
8.	N	20.	T
9.	K	21.	B
10.	M	22.	S
11.	L	23.	A
12.	G		

Page 281

- Alice May Rawlings
- 1746 Elm Court, Arlington, Va.
- no
- blue
- none
- no
- salesperson

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1.	3	7.	15
2.	11	8.	6
3.	14	9.	11
4.	4	10.	6
5.	5	11.	16
6.	8, 9, or 10	12.	8

Page 288

Lola Jane Huntsford  
 graduation (commencement)  
 Tuesday May 17, 1983 7:30 P.M.  
 Deer Creek High School Gymnasium

Michael Victor Drey  
 July 4, 1984  
 8 lbs. 4 oz.  
 21 inches  
 Jack and Sue Drey

Page 289

Scotch® 7800 "Post-It" Telephone Message Pad

To Kim  
 Date (today's date) Time 1:00 P.M.

**WHILE YOU WERE OUT**  
 M. Cheerleader Captain  
 of \_\_\_\_\_  
 Phone No. 841-7026

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL
WAS IN TO SEE YOU	<input type="checkbox"/>	WILL CALL BACK
WANTS TO SEE YOU	<input type="checkbox"/>	<b>URGENT</b>
RETURNED YOUR CALL	<input type="checkbox"/>	

Message Pick up doughnuts  
and deliver them before  
9:00 a.m. Sunday.  
(Call if there is a  
problem)

78-0700-8001 1 Operator (your name)

**WHILE YOU WERE OUT**

TO Mom  
 M doctor  
 OF \_\_\_\_\_  
 TELEPHONE # \_\_\_\_\_

<input checked="" type="checkbox"/> TELEPHONED	<input type="checkbox"/> IMPORTANT
<input type="checkbox"/> WILL CALL AGAIN	<input type="checkbox"/> CAME IN
<input checked="" type="checkbox"/> PLEASE CALL BACK	<input type="checkbox"/> WANTS TO SEE YOU
<input type="checkbox"/> RETURNED YOUR CALL	<input type="checkbox"/> IN RECEPTION AREA

MESSAGE  
Your appointment for  
Friday the 3rd is cancelled.  
Call the office to  
reschedule.

DATE (today's date) TIME \_\_\_\_\_  
 SIGNED (Your name)

Page 290

To: Mr. and Mrs. Jim Broccick  
 189 Addison  
 Peoria, Illinois

Date: August 13

Message: Answers will vary

Signed: Helen Broccick

1. Helen Broccick
2. need \$500
3. soon -- in a hurry
4. Golden Gate Hotel Rome, Italy
5. ran out of money






Page 305




- |          |            |                     |            |
|----------|------------|---------------------|------------|
| 1. T     | 7. (true)  |                     |            |
| 2. F     | 8. False   | <del>radio</del>    | television |
| 3. T     | 9. False   | <del>ceilings</del> | floors     |
| 4. False | 10. (true) |                     |            |
| 5. False | 11. False  | <del>pencils</del>  | pens       |
| 6. False |            |                     |            |

Page 306

- |         |             |
|---------|-------------|
| A. 1. c | B. 1. air   |
| 2. b    | 2. 12       |
| 3. b    | 3. 2000     |
| 4. c    | 4. February |



Pages 307-308

- |   |                                  |  |
|---|----------------------------------|--|
| 1.0 1. Why Y  | 4. What <input type="checkbox"/> | 2.0 1.   |
| 2. Who   | 5. How ?                         | 2.    |
| 3. When  | 6. Where →                       | 3. →   |

- 3.0 →   
 There should be an arcade for kids 16 years old and under, and one for kids 17 and over. Our city has one   
 for younger kids. It opens at 3:00 p.m. (after school)   
 and closes at 9:30 p.m. (at curfew).

- 4.0 1. 3:00 p.m. (after school); 9:30 p.m. (at curfew)  
 2. 16 years old and under  
 3. arcade

Page 309

- |                    |  |            |
|--------------------|--|------------|
| I. 1. person       | II. 4.  | III. 10. c |
| 2. time; day       | 5. <input type="checkbox"/>  | 11. b      |
| 3. place; location | 6. →   | 12. b      |
|                    | 7.      | 13. c      |
|                    | 8. Y   | 14. d      |
|                    | 9. ?   | 15. c      |

Pages 310-311

1. → Western Europe
2. ☺ explorers; Y to search for an all water route to the Far East
3. □ trading posts; → along the coasts of Africa
4. Y protected the trade routes from attack by other nations
5. ☺ stronger countries
6. ☺ Spain
7. ⌚ during the 1500's
8. ☺ Hernando Cortez

Page 312

1. Y to get air into its lungs
2. ⌚ every 10 days
3. → on the beach; ⌚ at night
4. □ sand
5. ☺ turtle
6. ? with her flippers
7. □ it makes a funny sound
8. ? five

Page 313

1. no
2. no

1. true
2. doesn't say

Page 314

3

Pages 315-317

- |      |      |
|------|------|
| 1. D | 4. A |
| 2. B | 5. C |
| 3. B | 6. B |

Page 318

D

Page 319

1. c
2. b
3. d
4. d
5. c

Page 320

1. b
2. c
3. d
4. b
5. d

Pages 321-322

1. c
2. d
3. b



Pages 323-324

1. angry, mad, irritated, upset  
slammed pots, mother doesn't speak to you
2. tired, exhausted, worn out  
asleep, isn't hearing the noise of the T.V. or of your  
brother
3. pleased, excited, happy  
jumping up and down, looks excited and happy
4. mad, angry, upset  
slammed car door, grunts, tells you to forget it
5. cheating  
unusually early, small piece of paper, paper in the cuff  
of his sleeve
6. confident, good, right  
no hesitation, smile, perfect dive

Pages 325-326

- |       |       |
|-------|-------|
| 1. F  | 14. O |
| 2. O  | 15. F |
| 3. O  | 16. O |
| 4. F  | 17. F |
| 5. O  | 18. O |
| 6. O  | 19. O |
| 7. F  | 20. F |
| 8. O  | 21. F |
| 9. F  | 22. F |
| 10. O | 23. O |
| 11. F | 24. F |
| 12. F | 25. F |
| 13. O |       |

Pages 327-328

1. A
2. G
3. B
4. G

Page 332

1.  $\frac{4}{4}$  firmly, steadfastly
2.  $\frac{4}{4}$  to get from ancestors
3.  $\frac{5}{-}$  overpowering, out-  
pouring
4.  $\frac{1}{-}$  very clear
5.  $\frac{3}{-}$  short trips
6.  $\frac{4}{-}$  distant, away from
7.  $\frac{5}{-}$  sneering, sarcastic
8.  $\frac{5}{-}$  developed gradually
9.  $\frac{5}{-}$  become run-down
10.  $\frac{4}{-}$  mental pain
11.  $\frac{4}{-}$  horrified
12.  $\frac{4}{-}$  swallowed up