



Read, Write, Now

Unit

1



National PASS Center
Genesee Migrant Center
3 Mt. Morris-Leicester Road
Leicester, NY 14418
(585) 658-7960
(585) 658-7969 (fax)
www.migrant.net/pass

Authors: Kate Warner
Linda Shanks
Sally Fox
Valerie Putney

Editor: Sally Fox

Proofer: Donna Katter

Formatting: Eva McKendry
Kate Warner

Graphics: Eva McKendry
Kate Warner
Linda Shanks
Sally Fox
Valerie Putney

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Parts of Speech

When you look up a word in the dictionary, you will see a small letter next to the meaning, which tells you the word's **part of speech**. There are four (4) common parts of speech: noun, verb, adjective, and adverb.

Part of Speech	Definition	Examples
noun (n)	a person, place, thing, or idea	Mrs. Jones chair school love
adjective (adj.)	word that describes a noun or tells you more about it	small ugly delicious good
verb (v)	an action word; something that you do	talk smile work have
adverb (adv.)	a word that tells you more about a verb or adjective (these words often end in -ly)	quickly very really softly


Let's take a look at a page from a dictionary.

The word *puma* is a **noun**.

pulley ▶ punch

runners.] **6** [an informal use] to perform; do [Don't ever *pull* a stunt like that again!]
noun the act of pulling [Give the door a *pull*.]
 —**pull for** [an informal use] to hope for the success of [We're *pulling for* the home team.]
 —**pull off** [an informal use] to manage to do [The thief *pulled off* another robbery.] —**pull oneself together** to gather one's self-control.
 —**pull over** to drive a car to the curb. —**pull through** [an informal use] to get safely through an illness or trouble [In spite of her injuries, she will *pull through*.] —**pull up** **1** to bring or come to a stop [She *pulled up* at the red light.] **2** to move ahead [He *pulled up* to the intersection.]
pull • **verb** pulled, pulling • **noun**, plural pulls

pulley (pul'ē) **noun** a small wheel that has a groove in the rim in which a rope or belt moves. A pulley may be used to lift an object fastened to one end of the rope by pulling down on the other end. A pulley is a simple machine.
pulley • **noun**, plural pulleys



pulley

pullover (pul'ō vər) **noun** a shirt or sweater that is put on or taken off by being pulled over the head.
pullover • **noun**, plural pullovers

pulp (pulp) **noun** **1** the soft, juicy part of a fruit. **2** the soft, center part of a tooth. It contains nerves and blood vessels. **3** ground-up wood and other matter, mixed into a soft, wet mass from which paper is made.

pulpit (pul'pit or pul'pit) **noun** a platform in a church on which a clergyman stands to give

pulpy (pul'pē) **adjective** of or like pulp [a *pulpy* mass] —Look for the WORD CHOICES box at the entry **soft**.
pulpy • **adjective** pulpier, pulpiest

regular rhythm [Your heart *pulsates* more slowly when you sleep.]
pulsate • **verb** pulsated, pulsating
pulse (puls) **noun** **1** the regular beating in the

arteries that is caused by the movements of the heart in pumping the blood. **2** any regular beat [the *pulse* of the drums].
pulse • **noun**, plural for sense 1 only, pulses

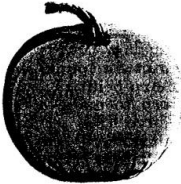
pulverize (pul'vər iz) **verb** to crush or grind into a powder [He *pulverized* the stone with a sledgehammer.]
pulverize • **verb** pulverized, pulverizing

puma (pyū'mə or pū'mə) **noun** another name for cougar.
pu-ma • **noun**, plural pumas

verb **1** to raise, move, or force with a pump [She *pumped* water from the well. He *pumped* air into the tire.] **2** to empty with a pump [They *pumped out* the flooded basement.] **3** to fill with a gas [The mechanic *pumped up* the flat tire.] **4** to move with an action like a pump [The heart *pumps* blood.]
pump • **noun**, plural pumps
 • **verb** pumped, pumping

pumpnickel (pum'pər nik'əl) **noun** a coarse, dark kind of rye bread.
pump-nick-el • **noun**

pumpkin (pum'kin or pump'kin) **noun** a large, round orange fruit that grows on a vine. The pulp is used as a filling for pies.
pumpkin • **noun**, plural pumpkins



pumpkin

pun (pun) **noun** the humorous use of words that have the same sound but have different meanings [The short story title "A Dog's Tale" has a *pun* in it.]
verb to make a pun or puns.
pun • **noun**, plural puns • **verb** punned, punning

punch¹ (punch) **noun** a tool for making holes in something or one for cutting or stamping designs on a surface.
verb to make holes in or designs on with a punch [The train conductor *punched* our tickets.]
punch • **noun** • **verb** punched, punching

punch² (punch) **noun** a hard blow with the fist.
verb **1** to hit with the fist. **2** to herd or drive cattle.

The word *pulpy* is an **adjective**.

Use the dictionary page above to answer these questions.

1. What part of speech is the word *pullover*? _____
2. What part of speech is the word *pulverize*? _____

Let's take a closer look at nouns.

Noun: person, place, thing, or idea

Example:

Tracey walked to the store. (*Tracey* is a noun because she is a person.)

I went to **Florida**. (*Florida* is a noun because it is a place.)

Please sit on the **bench**. (*Bench* is a noun because it is a thing.)

Love is in the air. (*Love* is a noun because it is an idea.)

Now you try!

Underline the noun(s) in each sentence below. There may be more than one noun in each sentence.

3. Please set the table.
4. I hate running.
5. My sister lives in Texas.
6. That book is mine.
7. Mr. Mendoza teaches math.

Proper nouns, such as the names of people and specific places, are always **capitalized**. That means they begin with a capital letter. The beginning of every sentence must also be capitalized.

Example:

Rose lives in Michigan. (**Rose** is a proper noun as well as the first letter of the sentence, so it must be capitalized. **Michigan** is the name of a state, which is a specific place, so it also must be capitalized.)

The chickens belong to Mr. Barber.

(***The*** is not a proper noun, but it begins the sentence, so it must be capitalized. ***Mr. Barber*** is a proper noun because it is the name of a person, so it must be capitalized.)

Let's compare these two sentences:

That bag belongs to Silvia.

That bag belongs to that woman.

Notice that "Silvia" is capitalized because it is the specific name of a person, making it a proper noun. But "that woman" is not a proper noun, so it does not need to be capitalized.

Here is another example:

That's my Uncle Robert.

That's my uncle.

"Uncle Robert" is a proper noun, so it must be capitalized. But "uncle" does not refer to a specific uncle, so it is not capitalized.

Read the paragraph on the next page. Underline each proper noun and other words that need to be capitalized.

8. my favorite childhood memory is of a family vacation in california. my mom, brother, and i loaded up into our beat up, old station wagon and drove from mississippi to california to visit aunt mary. aunt mary was my favorite aunt because she spoiled my brother and me with toys and candy. this vacation was by far my favorite because aunt mary took us to disney world! i remember my brother and mother were afraid to ride the roller coasters. aunt mary loved roller coasters so she took me on every last one in the park.

Pronouns take the place of nouns. Some common pronouns include: *he, she, I, you, they, we, it, and which.*

Example:

He
~~Rubin~~ walked home.
He walked home.

The noun *Rubin* can be replaced with the pronoun *He*.

It
~~This bag~~ is heavy.
It is heavy.

The noun *bag* can be replaced with the pronoun *It*.

They
~~Tom and Elizabeth~~ are going to the store.
They are going to the store.

They replaces the nouns *Tom* and *Elizabeth*.

Now you try!

Rewrite each sentence below by replacing the noun with a pronoun.

9. Juan ran. _____

10. Bobby and I ate pizza. _____

11. Bill and Jorge worked late. _____

12. Olivia planted flowers. _____

13. Martin picked corn. _____

Possessive pronouns are pronouns that show ownership. These pronouns include: *my/mine, your/yours, his, her/hers, its, our/ours, your/yours* and *their/theirs*.

Example:

I think your shoe is untied.

The possessive pronoun *your* tells whose shoe is untied.

His voice is very loud.

The possessive pronoun *his* tells whose voice is loud.

The boys don't like it when I borrow their tools.

The possessive pronoun *their* tells whose tools.

Now you try!

Underline the possessive pronoun in each sentence.

14. Our project won first place.
15. The soccer ball is mine.
16. Pedro needs his glasses in order to see.
17. I like your new haircut.
18. Margaret is resting in her bedroom.

Fill in an appropriate possessive pronoun in each sentence below.

19. The black running shoes are _____.
20. This slice of cake is _____.
21. _____ pen is blue.
22. The girls hate it when I eat _____ snacks.
23. Did you see _____ test score?

Let's explore adjectives.

Adjective: describes a noun

Adjectives describe nouns. These words tell how someone or something looks, feels, sounds, smells, or tastes.

Example:

He helped the elderly woman cross the street.

The adjective *elderly* describes the woman.

That dinner was delicious!

The adjective *delicious* describes the dinner.

I hope you learned a valuable lesson.

The adjective *valuable* describes the lesson.

Give it a try!

Circle the adjective in the sentences below.

24. Did you see that yellow motorcycle?
25. This box is heavy.
26. I couldn't take my eyes off that beautiful woman.
27. I dream of owning that expensive watch.
28. She wore her fancy dress.
29. The comedian was funny.
30. That perfume was stinky.
31. I sat on the wet ground.

Proper adjectives come from proper nouns. To review, a proper noun is a specific person, place, or thing. Let's explore proper adjectives some more.

Example:

I was born in Mexico; therefore, I am Mexican.

↑
Mexico is a
specific place, so it
is a proper noun.

↑
Mexican comes
from the proper
noun *Mexico*, so
it is a proper
adjective.

Match each proper noun with the correct proper adjective. The first one is done for you.

- | | |
|---------------------|---------------|
| 32. England | Shakespearian |
| 33. Italy | Italian |
| 34. Mars | Chinese |
| 35. Queen Elizabeth | English |
| 36. Switzerland | Martian |
| 37. America | Elizabethan |
| 38. Peru | French |
| 39. France | Swiss |
| 40. Shakespeare | Peruvian |
| 41. China | American |

Adjectives can also be used to **compare** two people or things. There are a few rules to remember writing the **comparative form of adjectives**:

- ✓ Usually, if the adjective is one syllable that does not end in a -y, you add an -er to the end of the adjective to create the comparative form. For example:

smart → *smarter*

fast → *faster*

- ✓ If the adjective is one or two syllables and ends in a -y, drop the -y and add an -ier. For example:

pretty → *prettier*

funny → *funnier*

- ✓ If the adjective ends in a consonant-vowel-consonant pattern, repeat the second consonant before you add the -er. For example:

wet → *wetter*

(w is a *consonant*, e is a *vowel*, t is a *consonant*, making the consonant-vowel-consonant pattern)

hot → *hotter*

- ✓ If the adjective is three syllables or more, or ends in -ful, use the words more or less before the adjective and do not add an -er to the end. For example:

beautiful → *more beautiful*

amazing → *less amazing*

Here are a few exceptions to the rules you just learned. The adjectives below do not follow the rules of comparative form. The comparative form of these words is something you must remember.

good → *better*

bad → *worse*

far → *farther*

Let's practice using the comparative form of adjectives. Write the comparative form of each adjective below.

- 42. ugly → _____
- 43. dirty → _____
- 44. silly → _____
- 45. thin → _____
- 46. far → _____
- 47. cheerful → _____
- 48. angry → _____
- 49. excited → _____
- 50. crazy → _____
- 51. slow → _____

*It is important to use the word **than** when using the comparative form.*

*Vincent is taller **than** Sergio. Elena is more cheerful **than** Clara.*

Let's take a closer look at verbs.

Verb: action word

Every sentence has a subject (a person, place, or thing) and an **action verb** (what the person, place, or thing is doing).

Example:

She **ran**. (*She* is the subject; *ran* is the verb.)

Michael **wrote**. (*Michael* is the subject; *wrote* is the verb.)

The car **stopped**. (*Car* is the subject; *stopped* is the verb.)

In each sentence below, underline the subject and circle the verb. The first one is done for you.

52. The dog (barked).

53. The wind blew.

54. The ship sailed.

55. I ate cookies.

56. Chris draws.

A **linking verb** is a verb that does not show action but it connects the subject and the verb to additional information.

Example:

Jorge is a soccer fan.

Is isn't something that Jorge can physically do. It links the subject *Jorge* to more information about him.

Tara always feels tired when she stays up watching television all night.

Feels connects the subject *Tara* to her state of being, *tired*.

Some verbs that are always linking verbs are the forms of the verb "to be" such as: *am, is, are, were, was, has been, are being*. A couple of other verbs that are always linking verbs are: *become* and *seem*.

There are verbs that can be used as action verbs or linking verbs. Some of these verbs are: *feel, look, appear, smell, taste, turn, sound*. How do we tell if they are being used as action or linking verbs? Let's explore these verbs!

One strategy to use when figuring out whether a verb is an action verb or a linking verb is to replace the verb with the words *is, and, or are* and see if the sentence still makes sense. If the sentence still makes sense, it is a linking verb. If the sentence does not make sense, it is an action verb.

Example:

The apple pie ***tasted*** delicious.

The apple pie ***is*** delicious.

Tasted can be replaced with *is* and the sentence still makes sense.

Tasted is a linking verb in this sentence.

Mary ***felt*** the slimy worm.

Mary ***is*** the slimy worm.

When *felt* is replaced with *is*, the sentence does not make sense.

Mary is not the slimy worm. So, *felt* is an action verb.

Decide whether the underlined verb in each sentence is a linking verb or an action verb. Write L for linking verb or A for action verb on the line provided.

- _____ 57. Victor wanted a new car.
- _____ 58. Celeste drank diet soda.
- _____ 59. The coffee smelled strong.
- _____ 60. Maria smelled sweet.
- _____ 61. My sister eats pretzels.
- _____ 62. The cat seemed ill.
- _____ 63. We baked cupcakes.
- _____ 64. He felt feverish.
- _____ 65. Silvia hung the picture.
- _____ 66. Karina plays soccer.

Let's take a closer look at adverbs.

Adverbs: describe action words

Adverbs are words that describe verbs, adjectives, or other adverbs. They can describe *how*, *where*, *when*, and *to what extent* an action happens.

Example:

Ricardo walks slowly. (Slowly describes how Ricardo walks.)

Ricardo walks very slowly. (Very describes how slowly Ricardo walks.)

Often times, adverbs end in *-ly*. Most adverbs that describe “how” end in *-ly*, such as the word *slowly*. However, not all words that end in *-ly* are adverbs. For example, the word *supply* ends in *-ly*, but can be a noun and a verb but not an adverb. On the other hand, not all adverbs end in *-ly*. For example, the word *always* is an adverb that does not end in *-ly*.

The table below gives examples of adverbs that describe *how*, *where*, *when*, and *to what extent*:

Adverbs that describe <u>How</u>	Adverbs that describe <u>Where</u>	Adverbs that describe <u>When</u>	Adverbs that describe <u>To What Extent</u>
beautifully	anywhere	after	extremely
carefully	everywhere	always	not
eagerly	here	before	quite
gracefully	in, out	daily	rather
lazily	inside	never	really
quickly	outside	soon	so
quietly	somewhere	still	somewhat
really	there	then	terribly
recklessly	underground	today	too
urgently	upstairs	when	very

The underlined words in the sentences below are adverbs. Circle the verb, adverb, or adjective that the adverb describes. The first one is done for you.

67. She rarely misses work.
68. I carefully glued the paper.
69. He will visit tomorrow.
70. I eat a banana daily.
71. She plays the piano beautifully.
72. Let’s leave soon.
73. He plays soccer recklessly.
74. Ants build colonies underground.
75. He walked lazily to the kitchen.
76. They rushed urgently to the hospital.

Use the word bank to fill in the blanks below. The first one is done for you.

Word Bank

accidentally

cheerfully

quite

always

mightily

reluctantly

~~angrily~~

neatly

yesterday

quietly

77. Fredrick stomped his feet **angrily** .
78. That dog _____ barks.
79. We _____ sing songs.
80. The lion roared _____.
81. _____, I ate rice and beans.
82. Maya _____ wrote a letter.
83. Veronica _____ broke a plate.
84. The kitten slept _____.
85. The man _____ placed his money on the counter.
86. He swims _____ well.

∞ End of Lesson 1 ∞

Dictionary Skills

The **alphabet** is a set of letters. They follow each other in order. They are used to make words. This is the alphabet we use:

UPPER CASE

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

lower case

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

The letters in the top row are in the **upper case**. They are called **capital letters**. Capital letters begin the first word of every sentence. The letters in the bottom row are in the **lower case**. As you can see, lower case letters are used most of the time.

The names of people, places, and things begin with capital letters. For example:

Señora Rodriguez

James Madison

Miami, Florida

Paco

Dr. Chang

the Mississippi River

Europe

Main Street

Friday

January

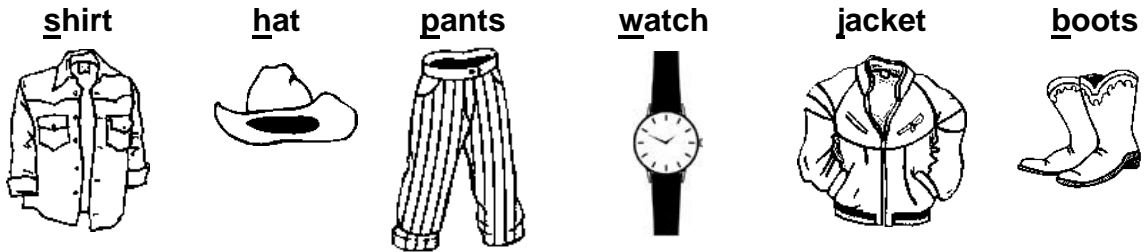
Knowing the order of the alphabet is important. Lists of words are part of our daily lives. When lists follow the order of the alphabet, they are in ***alphabetical order***.

Some lists that are in alphabetical order are:

- names in the telephone book
- words in a dictionary
- the songs on your iPod
- the list of contacts in your cell phone
- items for sale on amazon.com, e-Bay, etc.
- list of offices in a large building
- topics of information, either online or in a book
- files of people served by lawyers, doctors, and teachers
- files of tenants (*people who pay rent to live somewhere*) and employees (*people who work for a person or business*)

Can you think of anything else you use in your everyday life that is in alphabetical order?

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z



Above is a list of words. Let's put them in alphabetical order. Remember, that means you list them in the same order as the alphabet.

- Look at the first letter of each word. Look at the alphabet above. Which word begins with the letter closest to the letter "A"? _____

*If you wrote the word **boots** you are correct.*

- Which word begins with the letter next closest to the letter "A"? _____

*If you wrote **hat**, you are correct.*

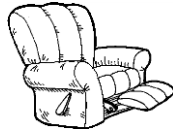
Use this method to put the rest of the words in alphabetical order. Fill in the blanks below.

The rest of the list should be in this order: *jacket, pants, shirt, watch*

Now, try some more words.



refrigerator



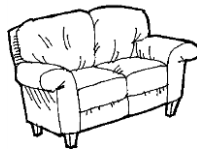
chair



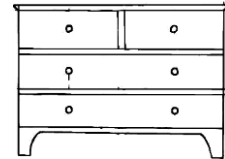
stove



lamp



couch



dresser

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

Write the list in any order:

First list:

Your list has two words that begin with the letter “c”—**couch** and **chair**. Which word should go before the other? To answer this, you must look at the second letter of each word:

couch

chair

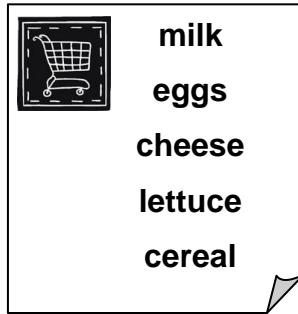
Which of these letters is closer to “A”? The “h” in **chair** is closer to “a” than the “o” in couch. The word **chair** will go before the word **couch**.

Now, write the list in alphabetical order:

1. Final list:

Try some words on your own! Use the alphabet on the next page to put the grocery list in alphabetical order. Remember to look at the first letter of each word.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z



Write a practice list here:

2. Now, write your list in alphabetical order here:

Using the Index

The index of a book lists the topics included in the book. It can be found in the end pages. The topics are listed in *alphabetical order*. A number appears after each topic. It is a page number. That is where information about the topic can be found.

Below you will see a sample index page. It is from a textbook on American history. Look at it for a few minutes. Notice the way the topics are listed. If you don't understand anything about it, ask your teacher. Use the index page to answer the questions.

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3. On what pages would you find information about:
 - a. the Homeland Security Department?

 - b. the Indian Removal Act?

 - c. William Randolph Hearst?

Below you will see an index page from a cookbook. Answer the questions that follow using this sample index page.

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4. Find your favorite pie. On what page would you find its recipe? _____

5. On which page is the recipe for peanut butter cookies? _____

6. Which recipe would you like to try?

Name: _____, Page number: _____

Guide Words


Guide words help you find names in a phone book and words in a dictionary. They can be found at the top of the page. They are larger and darker than the other words on the page. Guide words tell you the first and last words on that page. Below is a page from the dictionary. The guide words are pulley and punch. The first word on the page is pulley and the last word on the page is punch. Use this page to answer the questions that follow.

Guide Words

pulley ▶ **punch** ←

runners.] **6** [an informal use] to perform; do [Don't ever *pull* a stunt like that again!]
noun the act of pulling [Give the door a *pull*.]
—pull for [an informal use] to hope for the success of [We're *pulling for* the home team.]
—pull off [an informal use] to manage to do [The thief *pulled off* another robbery.] **—pull oneself together** to gather one's self-control.
—pull over to drive a car to the curb. **—pull through** [an informal use] to get safely through an illness or trouble [In spite of her injuries, she will *pull through*.] **—pull up** **1** to bring or come to a stop [She *pulled up* at the red light.] **2** to move ahead [He *pulled up* to the intersection.]
pull • **verb** pulled, pulling • **noun**, plural pulls

pulley (pul'ē) **noun** a small wheel that has a groove in the rim in which a rope or belt moves. A pulley may be used to lift an object fastened to one end of the rope by pulling down on the other end. A pulley is a simple machine.
pulley • **noun**, plural pulleys



pulley

pullover (pul'ō vər) **noun** a shirt or sweater that is put on or taken off by being pulled over the head.
pullover • **noun**, plural pullovers

pulp (pulp) **noun** **1** the soft, juicy part of a fruit. **2** the soft, center part of a tooth. It contains nerves and blood vessels. **3** ground-up wood and other matter, mixed into a soft, wet mass from which paper is made.

pulpit (pul'pit or pul'pit) **noun** a platform in a church on which a clergyman stands to give a sermon.
pulpit • **noun**, plural pulpits

pulpy (pul'pē) **adjective** of or like pulp [a *pulpy* mass] —Look for the WORD CHOICES box at the entry **soft**.
pulpy • **adjective** pulpier, pulpiest

pulsate (pul'sāt) **verb** to beat or throb in a regular rhythm [Your heart *pulsates* more slowly when you sleep.]
pulsate • **verb** pulsated, pulsating

pulse (puls) **noun** **1** the regular beating in the


arteries that is caused by the movements of the heart in pumping the blood. **2** any regular beat [the *pulse* of the drums].
pulse • **noun**, plural for sense 1 only pulses

pulverize (pul'vər iz) **verb** to crush or grind into a powder [He *pulverized* the stone with a sledgehammer.]
pulverize • **verb** pulverized, pulverizing

puma (pyū'mə or pū'mə) **noun** another name for cougar.
pu-ma • **noun**, plural pumas

pump (pump) **noun** a device to draw liquid or gas into or out of
verb **1** to raise, move, [She *pumped* water from the well.] **2** to fill with a gas [The mechanic *pumped* the flat tire.] **4** to move up
pump [The heart *pumps* blood.]
pump • **noun**, plural pumps • **verb** pumped, pumping

pumpkin (pump'kin or pump'kin) **noun** a large, round orange fruit that grows on a vine. The pulp is used as a filling for pies.
pumpkin • **noun**, plural pumpkins



pumpkin

pun (pun) **noun** the humorous use of words that have the same sound but have different meanings [The short story title "A Dog's Tale" has a *pun* in it.]
verb to make a pun or puns.
pun • **noun**, plural puns • **verb** punned, punning

punch¹ (punch) **noun** a tool for making holes in something or one for cutting or stamping designs on a surface.
verb to make holes in or designs on with a punch [The train conductor *punched* our tickets.]
punch • **noun** • **verb** punched, punching

punch² (punch) **noun** a hard blow with the fist.
verb **1** to hit with the fist. **2** to herd or drive cattle.

- The guide words of this dictionary page are **pulley** and **punch**.
- The page starts with the definition of **pulley**. It ends with the definition of **punch**.

7. What word is defined after the word **pulp**? _____

8. What is a **puma**? _____

Let's go step-by-step through an example. You want to know the meaning of the word **milkshake**. You open your dictionary and turn to the pages of words that begin with "m." The word **milkshake** could be on one of three pages. The guide words for these three pages are below. Which pair of guide words shows you the page that the word **milkshake** is on?

Miami • microwave oven

Midwest • Milky Way

mine • mink

Let's use what we know about alphabetizing. Start with the first letter of the word **milkshake**. It is "m." All the guide words start with "m."

Next, look at the second letter – "i." The second letter of all the guide words is "i."

Now you need to move to the third letter of **milkshake**, which is "l." "l" is the third letter of only one word above. Look at that pair of guide words. Could **milkshake** come between **Midwest** and **Milky Way**? Yes, it could!

M i d w e s t

m i l k s h a k e

M i l k y W a y

We know we can find **milkshake** on the page with the guide words **Midwest • Milky Way**.

Now you try!

Here are three sets of guide words.

fresh • frigid	frill • frost	frostbite • fulcrum
-----------------------	----------------------	----------------------------

Each word from this list belongs under one pair of the guide words.

9. fries	11. fudge	13. frosting
10. frighten	12. frisbee	14. frog

Follow the example shown. Use the lines to figure out where each word goes. Then, fill in the chart on the next page. Place each word from the list under the guide words it falls between. Sample word: **front**

fresh • frigid	frill • frost	frostbite • fulcrum
	front	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Use the page from a phone book on the next page to answer the questions on the next page.

Prefixes, Suffixes, and Root Words

Words to know:

- ✓ prefix
- ✓ suffix
- ✓ root word

Words are made up of different parts. All of these parts give meaning to, or can change the meaning of, the word. When you know the meaning of any parts, it will help you to understand the whole word. Three of these parts are:

Prefix: *a group of letters that come at the beginning of a word.*

Suffix: *a group of letters that come at the end of a word.*

Root: *the basic part of a word; the prefixes and suffixes are added to it.*

Some words are just root words, meaning they don't have a prefix or suffix. Some words have a root word and just a prefix or just a suffix. Let's explore parts of words some more.

Example:

Change is a root word. By adding the prefix '*un*' and the suffix '*able*' you create a new word with a new meaning, *unchangeable*.

$$\begin{array}{ccccccc} \text{un} & + & \text{change} & + & \text{able} & = & \text{unchangeable} \\ \uparrow & & \uparrow & & \uparrow & & \uparrow \\ \text{prefix} & & \text{root} & & \text{suffix} & & \text{new word} \\ & & \text{word} & & & & \end{array}$$

What does this new word mean? The prefix and suffix bring a new meaning to the root word. We need to figure out the meaning of the prefix and suffix to find the meaning of the new word.

The **prefix** '*un*' means '*not*'

The **root word** '*change*' means '*to alter*' or '*to make different*'

The **suffix** '*able*' means '*can do*'

Unchangeable means '*not able to be altered or made different*'

Let's explore prefixes some more. The chart on the next page shows some common prefixes and their meaning.

Here is a list of commonly used prefixes:

Prefix	Meaning	Example	Meaning of Example
an–	without	anarchy	without government
anti–	against	antibacterial	against bacteria
bene–	well, good	benefit	a good thing for someone
bi–	two	bicycle	vehicle with two wheels
bio–	life	biology	the study of living things
co–	with, together	cooperate	work together
dis–	not	disrespect	not respect
ex–	out	exit	the way to go out
geo–	earth	geology	the study of the earth
hyper–	over	hypertension	being overly tense
in–, im–	not	impossible	not possible
inter–	between	interstate	between states
micro–	small	microbiology	the study of tiny living things
mid–	middle	midway	middle of the way, half way
mono–	one	monorail	a train that runs on one track
post–	after	posttest	a test taken after the unit
pre–	before	pretest	a test taken before the unit
re–	do again	repeat	to do something again
trans–	across	transatlantic	across the Atlantic Ocean
un–	not	unhappy	not happy

Use what you know about prefixes to match each word with the correct definition. You may use the chart on page 3 or a dictionary if you have any trouble. The first one is done for you.

- | | | |
|----------|--------------------------|---|
| <u>f</u> | 1. <u>anemia</u> | a. something that can hurt <u>life</u> |
| ___ | 2. <u>benefactor</u> | b. wait until <u>after</u> to do something |
| ___ | 3. <u>biannual</u> | c. <u>between</u> countries |
| ___ | 4. <u>biohazard</u> | d. send <u>out</u> |
| ___ | 5. <u>coauthor</u> | e. a <u>tiny</u> living thing |
| ___ | 6. <u>expel</u> | f. <u>without</u> enough red blood cells |
| ___ | 7. <u>geothermal</u> | g. <u>overactive</u> |
| ___ | 8. <u>hyperactive</u> | h. <u>not</u> sure of |
| ___ | 9. <u>international</u> | i. a person who does a <u>good</u> thing for you |
| ___ | 10. <u>recall</u> | j. look at something <u>before</u> |
| ___ | 11. <u>monochromatic</u> | k. <u>against</u> freezing |
| ___ | 12. <u>incorrect</u> | l. write <u>with</u> another person |
| ___ | 13. <u>preview</u> | m. <u>not</u> agree |
| ___ | 14. <u>postpone</u> | n. heat made by the <u>earth</u> |
| ___ | 15. <u>transport</u> | o. bring <u>across</u> , from one place to another |
| ___ | 16. <u>midlife</u> | p. to remember, think of <u>again</u> |
| ___ | 17. <u>microorganism</u> | q. <u>middle of</u> someone's life |
| ___ | 18. <u>disagree</u> | r. <u>one</u> color |
| ___ | 19. <u>uncertain</u> | s. <u>not</u> correct |
| ___ | 20. <u>antifreeze</u> | t. every <u>two</u> years |

Use the word bank to complete each sentence. The first one is done for you.

Word Bank

biweekly	disabled	microphone	monotone	unclear
costar	ex-girlfriend	midflight	rewrite	uninterested

- 21. His handwriting was so messy, his teacher made him rewrite his paper more neatly.
- 22. If you are confused or _____ about any information, please ask me questions after the presentation.
- 23. Because we get paid _____ I won't get another paycheck until next week.
- 24. She acted _____ even though she was very curious about the new guy at work.
- 25. The plane ran out of fuel _____.
- 26. The presenter spoke with a _____ voice.
- 27. Selma Hayek and Tom Hanks will _____ in a new movie.
- 28. She is my _____. We broke up last year.
- 29. Please speak into the _____ so the whole audience can hear you.
- 30. The robber _____ the security alarm.

Like prefixes, **suffixes** are letters that are added to a word to give it a different meaning. However, they are added at the *end* of the word.

Here is a list of commonly used suffixes:

Suffix	Meaning	Example	Meaning of Example
-able, -ible	can do (something)	portable	able to be carried
-ed	has happened, past tense	walked	the walk has already happened
-er	a person who does an action	teacher	one who teaches
-ful	full of	hopeful	full of hope
-fy	to make	magnify	to make bigger
-ing	is happening, present tense	talking	there is talk happening
-ist	person who does an action or believes in a certain idea of religion	artist	person who works with art
-ize	to make	victimize	make someone a victim; harm someone
-less	not having	hopeless	having no hope
-ment	the action of	amendment	the action of changing
-ness	condition of	brightness	how much light there is
-ology	the study of	zoology	study of animals
-ous	full of, having	joyous	having much joy
-tion	action, process of	creation	the act of making

Academic & Career Readiness Skills

Use what you know about suffixes to match the word with the correct definition.
The first one is done for you.

- | | | |
|----------|-------------------|--|
| <u>k</u> | 31. edible | a. <u>can be</u> of comfort |
| ___ | 32. consideration | b. the watching has <u>already happened</u> |
| ___ | 33. beautify | c. <u>the study of</u> life |
| ___ | 34. scientist | d. <u>the action of</u> considering, or thinking about something |
| ___ | 35. legalize | e. <u>the action of</u> advancing, or moving forward |
| ___ | 36. glorious | f. there is singing <u>happening</u> |
| ___ | 37. advancement | g. <u>to make</u> beautiful |
| ___ | 38. biology | h. <u>not having</u> a home |
| ___ | 39. wonderful | i. <u>a person who studies</u> science |
| ___ | 40. homeless | j. <u>a person who</u> drives |
| ___ | 41. happiness | k. able to be eaten |
| ___ | 42. driver | l. <u>having or deserving</u> glory; magnificent |
| ___ | 43. watched | m. <u>to make</u> legal, or permitted by law |
| ___ | 44. singing | n. <u>full of</u> wonder; really great |
| ___ | 45. comfortable | o. the <u>condition of</u> being happy |

A **root word** is the word, or part of the word, which gives the word its meaning. Some root words are real words on their own, such as '*friend*.' This word means something without a prefix or suffix.

Example:

'**Friend**' is a word all by itself: *He is my friend.*

Adding a prefix or suffix to the word changes the meaning of the word, but the root of the word stays the same. Take a look:

friendship means '*the state of being friends*'

friendly means '*of or like a friend; kindly*'

unfriendly means '*unlike a friend; hostile*'

friendless means '*without a friend*'

Other root words need a prefix or suffix to be a full word. Let's take a look at an example of this:

- The root '**aud**' means '*to hear*'
- '**aud**' is part of a word and cannot be used as a word on its own.
- Adding a suffix completes the word and gives it additional meaning, but does not change the root '*to hear*'

aud + the suffix **ible** = **audible**, meaning '*able to be heard*'

aud + the suffix **ology** = the '*study of hearing*'

Here is a list of root words that do not stand alone as full words.

Root Word	Meaning	Example	Meaning of Word
agri–	field	agriculture	science of growing crops in a field
ann–	year	annual	once a year
antrop–	man/human	philanthropy	being generous to people
arch–	government, first	monarch	king
aqua–	water	aquatic	having to do with water
aud–	hear	auditorium	a place for people to come and hear a speech or performance
auto–	self	autobiography	the story of your life, written by you
cent–	one hundred	centipede	an insect with 100 legs
chrono–	time	chronology	a list of events in time
civi–	citizen	civilian	a person who is not in the military
cord–	heart	accord	agree (from the heart)
demos–	people	epidemic	a disease that affects many people at the same time
fac–, fic–, fect–, fec–	to make or do	fiction	a made-up story
graph–, gram–	writing	graphic	something that is written
labor–	to work	laboratory	a place where scientists work
man–	hand	manual	done by hand
mar–	sea	maritime	having to do with the sea
port–	carry	portable	able to be carried
terr–	land	subterranean	under the ground or land
vita–	life	vital	something important for life

Use what you know about root words to match the word with the correct definition. You may use the chart or a dictionary if needed. The first one is done for you.

- | | | | | |
|----------|-----|--------------------------|---------------|--|
| <u>c</u> | 46. | agrarian
in history | a. | the study of early cultures, or <u>the first things</u> |
| ___ | 47. | anniversary | b. | full of <u>wonder</u> |
| ___ | 48. | employment | c. | having to do with farming in the <u>field</u> |
| ___ | 49. | anthropology | d. | of no <u>use</u> |
| ___ | 50. | archaeology | e. | a group of people who <u>hear</u> something |
| ___ | 51. | aquarium
certain date | f. | something that happens every <u>year</u> , on a |
| ___ | 52. | useless | g. | full of <u>belief</u> |
| ___ | 53. | audience | h. | a record of the history of events in <u>time</u> |
| ___ | 54. | automobile | i. | the study of early <u>humans</u> |
| ___ | 55. | beautiful | j. | full of <u>good looks</u> |
| ___ | 56. | century | k. | a tank of <u>water</u> for fish |
| ___ | 57. | chronicle | l. | the culture of the <u>citizens</u> of a country |
| ___ | 58. | civilization | m. | having to do with <u>work</u> |
| ___ | 59. | faithfully | n. | something you drive by <u>yourself</u> |
| ___ | 60. | wonderful | o. | <u>100</u> years |

Use the word bank and what you know about prefixes, suffixes, and root words to complete each sentence. The first one is done for you.

Word Bank

cardiac	telegram	export
democracy	collaborate	territory
factory	manufacture	vitamins
	submarine	

61. China and Japan export many goods to other countries.
62. They _____ cars, clothes, shoes, and many other things in their factories.
63. My father works in a _____ that makes food for cows.
64. Vegetables have important _____ and minerals that help keep you healthy.
65. The government of the United States is a _____. Political power comes from the people.
66. Many older people have _____ problems. They are at risk for a heart attack.
67. Fifty years ago, before e-mail, a fast way to send a message was by _____.
68. The Klondike Gold Rush occurred in the Yukon _____ of Canada.
69. When you _____ with others on a job, the work gets done faster.
70. A _____ allows explorers to see parts of the ocean never seen by man.

Notes:

∞ End of Lesson 3 ∞

Verb Tense

Verb *tense* expresses when something happened, is happening, or will happen. In this lesson you will learn about three (3) different tenses. These tenses are *past tense*, *present tense*, and *future tense*.



- **Past tense** expresses an action that has already happened. Often times when verbs are in the past tense, they have the suffix –ed.

Example:

The movie ended at 6 o'clock.

My sister cried all night.

- **Present tense** expresses an action that is happening right now.

Example:

I am learning about verbs.

She is being noisy.

Present tense also expresses actions that are unchanging, reoccurring, and known truths.

Example:

These mountains are tall and white. (unchanging)

Every year, the senior class graduates from high school. (reoccurring)

H₂O is the chemical symbol for water. (known truth)

➤ **Future tense** expresses actions that will happen. This is created when the words will and shall are used with a verb.

Example:

I shall return.

We will eat dinner.

Read each of the following sentences and write present, past, or future on the line.

- _____ 1. Nick feeds his puppy.
- _____ 2. Shelly saw a bumble bee.
- _____ 3. Joe will play golf.
- _____ 4. Ashley will go to school.
- _____ 5. Aaron drinks coffee.
- _____ 6. Casey writes letters to his sister.
- _____ 7. Nate sold his motorcycle.
- _____ 8. Troy plays in a band.
- _____ 9. Elizabeth sings in the choir.
- _____ 10. Henry will go to the market with George.

Choose the correct verb to match the tense in () parenthesis.

- _____ 11. Mom _____ the groceries inside. (past tense)
- a. carried
 - b. carries
 - c. will carry
- _____ 12. Charlie _____ in the ocean. (future tense)
- a. surfed
 - b. surfs
 - c. will surf
- _____ 13. My brother _____ at me to stop bugging him. (present tense)
- a. yelled
 - b. yells
 - c. will yell
- _____ 14. Cory _____ the fence. (future tense)
- a. painted
 - b. paints
 - c. will paint
- _____ 15. My grandma _____ cookies for me. (past tense)
- a. baked
 - b. bakes
 - c. will bake
- _____ 16. His little sister _____ shiny pennies. (present tense)
- a. saved
 - b. saves
 - c. will save
- _____ 17. Sheila _____ around the room. (past tense)
- a. danced
 - b. dances
 - c. will dance

Contractions are a quick way to say or write two words. Making two words into a contraction means that you squish together two words, leave out a letter or two, and add an apostrophe ('). The apostrophe (') is put in the word to show where letters have been left out. This table shows many common contractions.

	to be	had	to have	will	would
he	he's <i>he is</i>	he'd <i>he had</i>	he's <i>he has</i>	he'll <i>he will</i>	he'd <i>he would</i>
she	she's <i>she is</i>	she'd <i>she had</i>	she's <i>she has</i>	she'll <i>she will</i>	she'd <i>she would</i>
it	it's <i>it is</i>	it'd <i>it had</i>	it's <i>it has</i>	it'll <i>it will</i>	it'd <i>it would</i>
I	I'm <i>I am</i>	I'd <i>I had</i>	I've <i>I have</i>	I'll <i>I will</i>	I'd <i>I would</i>
you	you're <i>you are</i>	you'd <i>you had</i>	you've <i>you have</i>	you'll <i>you will</i>	you'd <i>you would</i>
they	they're <i>they are</i>	they'd <i>they had</i>	they've <i>they have</i>	they'll <i>they will</i>	they'd <i>they would</i>
that	that's <i>that is</i>	that'd <i>that had</i>	that's <i>that has</i>	that'll <i>that will</i>	that'd <i>that would</i>
who	who's <i>who is</i>	who'd <i>who had</i>	who's <i>who has</i>	who'll <i>who will</i>	who'd <i>who would</i>
what	what's <i>what is</i>	what'd <i>what had</i>	what's <i>what has</i>	what'll <i>what will</i>	what'd <i>what would</i>
when	when's <i>when is</i>	when'd <i>when had</i>	when's <i>when has</i>	when'll <i>when will</i>	when'd <i>when would</i>
where	where's <i>where is</i>	where'd <i>where had</i>	where's <i>where has</i>	where'll <i>where will</i>	where'd <i>where would</i>
why	why's <i>why is</i>	why'd <i>why had</i>	why's <i>why has</i>	why'll <i>why will</i>	why'd <i>why would</i>
how	how's <i>how is</i>	how'd <i>how had</i>	how's <i>how has</i>	how'll <i>how will</i>	how'd <i>how would</i>

Academic & Career Readiness Skills

Match each set of words to the correct contraction. Write the letter of the matching word on the line.

- | | | |
|-----------|------------|------------|
| _____ 18. | he is | a. why's |
| _____ 19. | she had | b. where's |
| _____ 20. | it has | c. how'll |
| _____ 21. | I would | d. he's |
| _____ 22. | you will | e. who's |
| _____ 23. | they had | f. they'd |
| _____ 24. | that has | g. she'd |
| _____ 25. | who is | h. you'll |
| _____ 26. | what will | i. that's |
| _____ 27. | when would | j. it's |
| _____ 28. | where is | k. I'd |
| _____ 29. | why has | l. when'd |
| _____ 30. | how will | m. what'll |

Here are some negative contractions. Negative contractions are words that are put together with the word 'not.'

	+ not	contraction
are	are not	<i>aren't</i>
can	can not	<i>can't</i>
could	could not	<i>couldn't</i>
did	did not	<i>didn't</i>
does	does not	<i>doesn't</i>
do	do not	<i>don't</i>
had	had not	<i>hadn't</i>
has	has not	<i>hasn't</i>
have	have not	<i>haven't</i>
might	might not	<i>mightn't</i>
must	must not	<i>mustn't</i>
should	should not	<i>shouldn't</i>
was	was not	<i>wasn't</i>
were	were not	<i>weren't</i>
will	will not	<i>won't</i>
would	would not	<i>wouldn't</i>

Use the underlined words to form a contraction. Write the contraction on the line.
The first one is done for you.

31. I am I'm not going to work today.
32. Pedro is not _____ playing soccer tonight.
33. We should have _____ packed a snack.
34. He would not _____ have known the answer.
35. When is _____ your flight?
36. They will _____ serve chicken for dinner.
37. Who would _____ want to drink orange juice at every meal of the day?
38. When did _____ she start working here?
39. Walter does not _____ like you using his tools.
40. Why is _____ that fan on?
41. I have _____ had enough of your attitude.
42. That is _____ my brother!
43. How would she raise enough money for her trip?
44. Who is _____ driving that truck?
45. I will not _____ be able to come to your party.

Notes:

☞ End of Lesson 4 ☞

Synonyms, Antonyms, and Homonyms

A good way to add more words to your reading and writing vocabulary is by working with *synonyms* and *antonyms*.

Synonyms

A ***synonym*** is a word that means the same or almost the same thing as another word.

Example:

The word **hot** is on the labels of some sauces. The word **spicy** is also on the labels of some sauces. The two words have the same meaning. Sometimes when you describe something that is *spicy*, you call it *hot*. Sometimes when you eat something *hot*, you say that it is very *spicy*. **Hot** and **spicy** are *synonyms*.

Often times, words can have more than one meaning. For example, we have just learned that hot can mean spicy, but hot can also refer to temperature. You can describe the temperature outside as **hot** or you can say it is **warm**. **Hot** and **warm** are *synonyms* because they mean nearly the same thing.

Circle the **synonym** for each word. The first one is done for you.

- | | | | |
|-----------|----------|----------------|----------|
| 1. gas | a. water | b. fuel | c. food |
| 2. earth | a. water | b. sky | c. world |
| 3. field | a. land | b. water | c. house |
| 4. across | a. above | b. over | c. under |
| 5. smile | a. frown | b. kiss | c. grin |

Now, write a synonym for each underlined word. The first one is done for you.

6. Miami is a large city in Florida.

Synonym: town

7. My father's house is near the Genesee River.

Synonym: _____

8. Paula has a young puppy to show her brother.

Synonym: _____

9. The small table by the window is for writing letters.

Synonym: _____

10. I slept for an hour.

Synonym: _____

Antonyms

An **antonym** is a word that means the opposite of another word.

Example:

Laugh is the opposite of ***cry***

Below is the opposite of ***above***

Circle the antonym for each word.

- | | | | |
|------------|----------|--------------|----------|
| 11. pretty | a. ugly | b. smart | c. funny |
| 12. dead | a. gone | b. sad | c. alive |
| 13. honest | a. fair | b. dishonest | c. mad |
| 14. less | a. equal | b. smaller | c. more |
| 15. many | a. few | b. a lot | c. more |

Write an **antonym** for the underlined word in each sentence.

16. A weak wind blew the oak tree over last night.

Antonym: _____

17. Small children like to work near the fields when their parents pick crops.

Antonym: _____

18. Roberto looked serious in the photo.

Antonym: _____

19. The steep valleys made the walk very hard to complete.

Antonym: _____

20. My soccer team lost the game yesterday.

Antonym: _____

Homonyms

Homonyms are words that sound the same and are sometimes spelled the same, but have different meanings.

Example:

sale: the selling of goods at a reduced price
sail: to move along or travel over water in a boat

These two words sound the same, are spelled differently, and have different meanings.

rose: a type of flower
rose: the past tense of “rise”

These two words sound the same, are spelled the same, and have different meanings.

Some commonly misused homonyms are:

to, too, two:

I went to the store.

I want to go, too.

Two people went to the store.

there, their, they're:

There were many books at the library.

They left their books at home.

They're going to the movies.

weather, whether:

It is nice weather today.

I need to decide whether or not I need a coat.

your, you're:

This is your pencil.

You're very handsome.

It is important to use the correct word in a sentence so that what you are writing makes sense to others. Take a look at the two sentences below:

She took her son to the candy aisle.

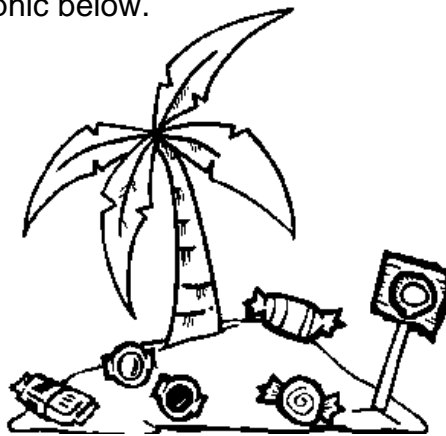
She took her son to the candy isle.

Which underlined word is correct? Isle or aisle? Well, let's explore the meaning of each word.

An aisle is a walkway between seats in a theater, shelves in a store, etc. So, a *candy aisle* is a walkway between shelves of candy at a store. The reader should picture something like the graphic below when reading about a candy aisle.



An isle is another word for a small island. So, a *candy isle* would be a small island filled with candy, which doesn't make much sense. The reader might picture something silly, like the graphic below.



Write a sentence for each homonym. Here is an example:

rains



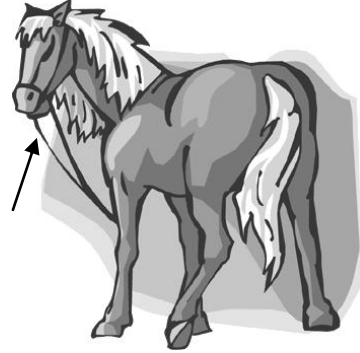
Heavy rains caused flooding.

reigns



The king reigns over the land.

reins



Grab the reins on the horse.

towed



21.

toad



22.

meet



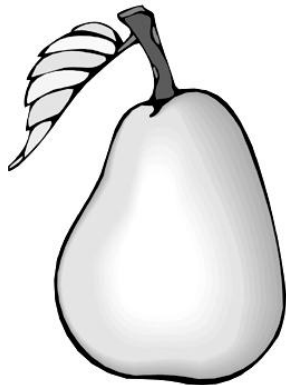
23.

meat



24.

pear



25.

pair



26.

Circle the word that best completes each sentence. The first one is done for you.

27. He (nose / knows) the answer.
28. A penny is worth one (scent / sent / cent).
29. Please (pour / pore / poor) me a glass of milk.
30. Tonight you will (read / reed) chapter three.
31. The (balled / bald / bawled) man always wears a hat.
32. I have a runny (nose / knows) today.
33. I (new / knew) the correct answer.
34. I can feel cold (heir / air) blowing through the window.
35. The rope was in a tight (knot / not).
36. We will (by / bye / buy) you some ice cream.
37. The little boy (balled / bald / bawled) after he fell down.
38. The morning (due / dew / do) sparkled as the sun rose.
39. (There / Their / They're) car is blue.
40. My (eye / I) is feeling better.
41. He is the (air / heir) to the throne.
42. There are (to / too / two) many people here.
43. My rent is (due / dew / do) tomorrow.
44. (Your / You're) sister is tall.

Academic & Career Readiness Skills

Write a sentence using each homonym. You may use a dictionary to check the meaning of each word if needed.

45. flower: _____

flour: _____

46. made: _____

maid: _____

47. threw: _____

through: _____

48. here: _____

hear: _____

49. sale: _____

sail: _____

50. hare: _____

hair: _____

Briefly describe more than one meaning of each word below. The first one is done for you.

51. bank: The piece of land by the edge of a river or other body of water.
A place where money is held.

52. bark: _____

53. bat: _____

54. fan: _____

55. fine: _____

Write a sentence using each homonym below.

56. pupil: _____

57. row: _____

58. seal: _____

59. well: _____

∞ End of Lesson 5 ∞

Sentences

Words to know:

- ✓ subject
- ✓ predicate
- ✓ fragment
- ✓ run-on
- ✓ declarative
- ✓ interrogative
- ✓ imperative
- ✓ exclamatory

Subjects and Predicates

A **sentence** is a group of words that form a complete thought. All sentences have *subjects* and *predicates*.

All complete sentences have at least two parts, a **subject** and a **predicate**. The *subject* tells who or what the sentence is about. The *predicate* tells what the subject does, did, or is doing. A **complete sentence** has a *subject* and a *predicate*, is *punctuated correctly*, and expresses a *complete thought*.

Example:

People talk.

People tells who or what the sentence is about. This is the subject of the sentence. What do people do? **Talk** is the part of the sentence that tells what the subject does. This is called the predicate.

Here is another example:

Dynamite explodes.

Dynamite tells who or what the sentence is about. This is the subject of the sentence. What does dynamite do? **Explodes** is the part of the sentence that tells what the subject does. This is called the predicate.

Create sentences by adding a *subject* (from the word bank below) to the predicate. Use subjects that make sense and use each one only once.

Word Bank			
lions	students	water	dogs
volcanoes	trash	farmers	plants
	rain	teachers	

1. _____ grow.
2. _____ bark.
3. _____ erupt.
4. _____ evaporates.
5. _____ study.
6. _____ roar.
7. _____ teach.
8. _____ plant.
9. _____ stinks.
10. _____ falls.

Academic & Career Readiness Skills

Draw a line from each *subject* to an appropriate *predicate* to create a sentence. Write each sentence on the lines provided. The first one is done for you.

Owls	bloom
Roses	bite
Mosquitoes	hoot
Children	tick
Birds	swim
Fish	play
Clocks	meow
Trains	oink
Cats	whistle
Pigs	fly

- 11. _____ Owls hoot. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Separate the subject and predicate with a slash (/). Then draw one line under the subject of each sentence and two lines under the predicate. The subject and predicate can be, and usually are, more than one word.

Example:

Joanne and Linda went shopping at the mall.

Joanne and Linda / *went shopping at the mall.*

21. The bus is waiting for us at the corner bus stop.
22. The band is playing one of my favorite songs.
23. His mother made pies from the strawberries she picked.
24. A small, rippling brook runs past the apple orchard.
25. The berries from the bucket spilled out on Eduardo's feet.
26. My brother is wearing his new blue shirt.
27. My family went to Disney World last summer.
28. I like my new job.
29. My neighbors came over for dinner.
30. The leaves on the maple trees are starting to turn brown.

Fragmented Sentences

A **complete sentence** always has a *subject* and a *predicate* (part of a sentence that says something about the subject), is *punctuated correctly*, and expresses a *complete thought*.

A very common sentence error is a **fragment**. A sentence fragment does not express a complete thought. It is a group of words that begins with a capital letter, ends with the correct punctuation, but *lacks* either *a subject* or *a predicate*.

Sentence fragments do not make sense. They express only part of an idea; the thought is not completed. To correct a sentence fragment, either supply the words that would complete the thought, or join the partially completed thought to the sentence from which it has been separated.

A fragment may only tell who.

Example:

Sentence fragment: *The lady in the red dress.* (what is she doing?)

Corrected fragment: *The lady in the red dress is collecting money for the tickets.*

A fragment may only tell what happened.

Example:

Sentence fragment: *Is collecting money for the tickets.* (who is collecting money?)

Corrected fragment: *The lady in the red dress is collecting money for the tickets.*

A fragment may not contain a subject.

Example:

Sentence fragment: *Put money in the meter.* (who put money in the meter?)

Corrected fragment: *My sister, Beth, put money in the meter.*

Add to the fragmented sentences to make them express a complete thought.

31. The huge dog next door _____.
32. _____ will look nice on you.
33. Alexis and Caleb _____.
34. The new shopping center _____.
35. The last vacation you took _____.
36. _____ came yesterday.

Run-On Sentences

Another common error, besides sentence fragments, is running sentences together without punctuation. When this is done, the sentence rambles. Nothing is clearly expressed. You must be able to recognize when one sentence ends and the next one begins.

A **run-on sentence** strings together two or more sentences without using a linking word or punctuation to connect them.

In some sentences, one thought “runs on” into another thought. These are called run-on sentences. A comma is sometimes placed where a period should be. A run-on sentence can be fixed in one of three ways. You can separate them into two or more sentences, you can add punctuation, or you can use a linking word such as *and*, *but*, or *or* (conjunction).

Example:

Run-on: *Javier raises baby hamsters he keeps them in the basement.*

Corrected run-on by making it into two simple sentences:

Javier raises baby hamsters. He keeps them in the basement.

Corrected run-on sentence by adding punctuation:

Javier raises baby hamsters; he keeps them in the basement.

Corrected run-on sentence by using a linking word:

Javier raises baby hamsters, and he keeps them in the basement.

Correct the following run-on sentences by first making them two simple sentences and then forming a compound sentence, either by adding punctuation or by adding a conjunction.

37. *The shiny, red motorcycle darted into the alley, it skidded on the loose gravel by the entrance.*

Sentence1: _____

Sentence 2: _____

Compound sentence: _____

38. *I bought a new DVD player at the store today, it was on sale for half price.*

Sentence1: _____

Sentence 2: _____

Compound sentence: _____

Declarative, Interrogative, Imperative, and Exclamatory Sentences

Sentences have different purposes. We need the different kinds of sentences to be able to say what we want to say—from asking questions to making demands. We need to identify the purpose of those sentences to know what kind of sentence it is.

You will now learn how to identify sentences by their purpose. There are four kinds of sentences. Each kind of sentence has a different purpose. One kind of sentence tells someone something. One kind asks a question. One kind commands someone to do something. And one kind shows a strong feeling.

The four kinds of sentences are called **declarative**, **interrogative**, **imperative**, and **exclamatory**.

A **declarative sentence** states a *fact* and ends with a *period* (.).

Example: *Our business is doing well.*



No direct question was asked, no command or request was given, and there were no strong feelings shown. *The sentence simply states a fact*, therefore, the sentence is a declarative sentence.


An **interrogative sentence** asks a direct *question*, and is followed by a *question mark* (?). To interrogate means “to question.” Asking a question is the second purpose of sentences. An interrogative sentence asks a question.

Example: *Why doesn't Jose ride the bus to school?*



There is no command or request given, no strong feelings are expressed, and no real facts are stated. *The sentence asked a direct question*, therefore, it is an interrogative sentence.

An **imperative sentence** gives a command or request. It usually ends with a *period* (.). The subject is understood, and the subject is you. *Understood means you are to do the action.* Making a request is the third purpose of sentences. Imperative sentences demand action.

Example: *Take this flower.* 

The sentence does not state a fact and it does not ask a direct question. Therefore, the sentence is an imperative sentence.


Strong commands end with an exclamation point:

Example: *Stop that!*

Mild commands end with a period:

Example: *Please stop that.*

An **exclamatory sentence** shows strong feelings, and ends with an *exclamation point* (!). You know exclamatory sentences when you hear them. Exclamatory sentences show urgency. Expressing strong feelings is the fourth purpose of sentences.

Example: *I am so happy that I won first place!* 

The sentence does not just state a fact, it does not ask a direct question, and there are no commands given or requests asked. *The sentence shows strong feelings*, therefore, it is an exclamatory sentence.

Read the sentences below and circle the correct end punctuation for each of them. On the line, write which kind (declarative, interrogative, imperative, or exclamatory) of sentence it is. There are two of each.

- _____ 39. Where are my new blue jeans?
- _____ 40. My sister and I are going shopping tomorrow.
- _____ 41. Watch out, the ladder is slipping!
- _____ 42. Give me the paper when you are finished.
- _____ 43. Is that my movie in your DVD player?
- _____ 44. My favorite color is fire-engine red.
- _____ 45. Please buy a gallon of milk at the store.
- _____ 46. I just won two hundred fifty dollars!

☞ End of Unit 1 ☞

Name _____
Date _____

Unit 1 Test: Read, Write, Now

Multiple Choice. Circle answer that best answers each question.

[4points each; 60 points total]

1. Circle the word in the list below that would come after the word *morning* in the dictionary.
 - a. art
 - b. never
 - c. manage
 - d. balloon
2. Which set of guide words would the word *pie* fall between in a cookbook?
 - a. casserole – cookies
 - b. peanut butter – sugar snaps
 - c. meatloaf - oatmeal
3. A noun is _____.
 - a. a person place or thing
 - b. a word that tells you more about a verb
 - c. an action word
 - d. a word that describes a noun

4. An adjective is _____.
- a word that tells you more about a verb
 - a person place or thing
 - an action word
 - a word that describes a noun
5. A verb is _____.
- a word that tells you more about a verb
 - a person place or thing
 - an action word
 - a word that describes a noun
6. An adverb is _____.
- a word that tells you more about a verb
 - a person place or thing
 - an action word
 - a word that describes a noun
7. An interrogative sentence ends with a –
- period (.)
 - exclamation point (!)
 - question mark (?)
8. *Take me home.* is what type of sentence?
- declarative
 - interrogative
 - imperative
 - exclamatory

9. *I won first prize!* Is what type of sentence?
- declarative
 - interrogative
 - imperative
 - exclamatory
10. A declarative sentence ends with a –
- period (.)
 - exclamation point (!)
 - question mark (?)
11. Circle the synonym of the word *number*.
- letter
 - digit
 - fruit
12. Circle the antonym for the word *rough*.
- smooth
 - sandy
 - wet
13. The underlined words in the following sentence are examples of:
- The two of them went to the store.*
- synonym
 - antonym
 - homonym
14. The prefix of the word *geographic* means –
- earth
 - land
 - small

15. The suffix of the word *simplify* means –
- a. the action of
 - b. to make
 - c. full of

Show what you know. Complete each task below.

[3 points each; 12 points total]

16. Underline the correct homonym in the sentence below.
(There / Their / They're) are six people in the room.

17. Underline the possessive pronoun and circle the adjective in the sentence below.
I think your yellow car is ugly.

18. Underline the subject sentence below.
Karina went for a jog.

19. Underline the predicate sentence below.
Martin sang in the choir.

Fill-in-the-blank. Write the correct answer in the blank space provided.

[2 points each; 8 points total]

20. Write a pronoun that correctly fills in the blank.
_____ *walked to the store.*

21. Write a linking verb in the sentence below.
Maria _____ feeling sick.

22. Write an adverb in the sentence below.

He sang _____.

23. Rewrite the sentence below with correct capitalization.

cindy used to live in kentucky, but she now lives in michigan.

Short answer. Answer the questions below.

[5 points each; 20 points total]

24. Write a sentence using the word *sell* in past tense.

25. Write a sentence using the word *attack* in future tense.

26. Write a sentence using the word *play* in present tense.

27. Write a contraction for the words *where will*: _____

28. Write a negative contraction for the word *are*: _____

☞ End of ACRES Unit 1 Read, Write, Now Test ☞

ACRES Read, Write, Now

Unit 1 Test Answer Key

Total = 100 pts.

Multiple choice

4 pts. each; total = 60 pts.

- | | | |
|------|-------|-------|
| 1. b | 6. a | 11. b |
| 2. b | 7. c | 12. a |
| 3. a | 8. c | 13. c |
| 4. d | 9. d | 14. a |
| 5. c | 10. a | 15. b |

Show what you know

3 pts. each; total = 12 pts.

16. There are six people in the room.
17. I think your yellow car is ugly.
18. Karina went for a jog.
19. Martin sang in the choir.

Fill-in-the-blank

2 pts. each; total = 8 pts.

Sample answers:

20. He, She, We, They, I
21. is, was, has been
22. beautifully, loudly, quietly
23. Cindy used to live in Kentucky, but she now lives in Michigan.

Short answer

5 pts. each; total = 20 pts.

Sample answers:

24. I sold my car.
25. There will be an attack.
26. She is playing the piano.
27. where'll
28. aren't (are not)