



VOCABULARY REVIEW: Can you search for the words below in the maze? Do you know their meanings?

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

ABROGATE
BURGEON
DECIMATE
FORESTALL
INTERDICT

BEGUILE
BURNISH
DEPRECATE
FULMINATE
INVEIGLE

BOLSTER
CAREEN
FETTER
IMMOLATE
PETRIFY

COMPREHENSION: Putting it All Together

Like architects designing a building, writers need a plan for how they will organize their ideas. In the previous lessons, you learned to recognize the parts of a fictional plot. You learned some organizational strategies that writers use: arranging ideas according to time, order of importance, similarities and differences, and cause and effect. You also learned how to take effective notes about fiction and nonfiction readings. Now it's time to review these strategies and combine them with the basics you learned.

What You've Learned

Here's a quick review of each lesson about structure.

The Parts of a Plot. You examined the four stages of plot development in fiction stories: exposition, rising action, climax, and resolution. Each stage reveals important details about the characters and the meaning behind their actions.

Organizing Principles. You learned that ideas are often presented in chronological order—the order in which they occurred or should occur. Writers often provide sequence clues through transitions. Ideas can also be organized by rank. They can begin with the most important idea and work to the least important idea, or vice versa, from the least important to the most important.

Similarities and Differences: Comparison and Contrast. You saw how ideas are arranged by similarities and differences. Writers match corresponding features of A and B and show how they are alike or different. Ideas can be presented either point by point or in blocks.

Cause and Effect. Here, ideas are organized so that readers can see what caused an event to take place or what effect(s) an event had. Sometimes writers describe a chain of cause and effect as well as multiple causes and multiple effects.

Summaries and Outlines. You learned how to build your own notes in summary form, as complete sentences, or in outline form, as an organized list of ideas. By identifying the structure of the piece of writing, you can decide which type of notes will be most helpful.

Practice

Although writers often have one overall organizing principle, they often combine two or more organizational strategies as they write. Keep this in mind as you read through the practice passages below. As you read, look for clues to determine the overall structure and watch for smaller sections that organize ideas in a different way *within* the main structure. Read each passage actively and carefully. Then answer the questions that follow.

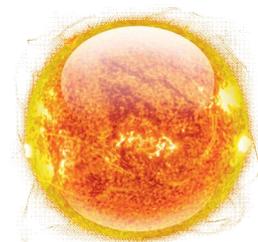
Exercise 1

(1) Too much sun can be deadly. (2) First of all, too much sun can dry your skin, which in turn reduces its elasticity and speeds up the aging process. (3) Second, too much sun can burn unprotected skin and cause permanent discoloration and damage to the dermis (the second layer of skin). (4) Most important, long term exposure of unprotected skin can result in skin cancer.

Questions

Read the following questions. Circle the letter of the answer you think is correct.

1. Which two organizational patterns does this paragraph use?
 - a. chronology; cause and effect
 - b. order of importance; cause and effect
 - c. order of importance; comparison and contrast
 - d. cause and effect; comparison and contrast



2. Which sentence expresses the main idea of this passage?
 - a. Sentence 1
 - b. Sentence 2
 - c. Sentence 3
 - d. Sentence 4
3. According to the passage, what is the most important reason to avoid too much sun?
 - a. It can dry skin.
 - b. It can speed up the aging process.
 - c. It can burn skin.
 - d. It can cause skin cancer.
4. Which of the following can result from dry skin?
 - a. burns
 - b. a rash
 - c. reduced elasticity
 - d. permanent discoloration

Exercise 2

Note: Exercise 2 is considerably longer than any other passage you've seen so far—but it's about the length you'll expect to see on standardized tests. If the length seems a bit scary, don't worry. Just read the story carefully and actively as you would any other passage.

The Tryout

A lark—that's what Alexander's family called him because he sang all the time. Personally, Alexander believed he sounded more like a crow, but it didn't concern him. He simply liked singing. He sang in the shower, he sang while he did his homework, and he sang while he walked to school. He couldn't have cared less what he sounded like, until Kevin started talking about the tryouts for the City Boys' Choir.

"Yeah, I'm attending the tryouts this weekend," he heard Kevin bragging one day in class. "With my voice, I'm pretty much guaranteed a spot. I imagine they'll want me to perform lots of solos, too." Everyone around school knew that Kevin had a fantastic singing voice. Normally, Alexander just ignored him, but while he was walking home from school (singing as usual), he kept imagining himself as a member of the boys' choir. Wouldn't it be fun, he thought, to sing competitively with other kids and have someone actually teach him about singing?

Bright and early Saturday morning, Alexander's mom dropped him off at the auditorium where the tryouts were being held.



Alexander took a deep breath, walked into the building, registered at a large table, and then joined the other boys who were all chattering nervously in the hallway. The only one who didn't look nervous was Kevin. And why should he be? Kevin had been taking lessons for years and had won numerous competitions. Alexander, on the other hand, had never taken a music lesson in his life, much less performed for an audience.

Fortunately, before Alexander had a chance to get too nervous, the choir director, Mr. Robeson, walked in and immediately got things started. He had each boy stand up on the auditorium stage, announce himself, and sing a song. When Alexander's turn came, he pretended he was singing in the shower and did his best to ignore the

scribbling of the people sitting in the front row, who were diligently taking notes on his performance. He felt satisfied when he was done, at least until Kevin's turn came. As Kevin's confident voice filled the room, Alexander realized that he would never sound that good.

After the boys had finished their individual performances, Mr. Robeson put them into groups of four or five and asked them to sing again, this time as a group. Alexander thoroughly enjoyed singing with the other boys. He did his best to blend his voice with theirs. Kevin's group sang right after Alexander's, and even with four other boys singing, Kevin's voice was clear, distinct, and completely unmistakable; it seemed to reach the farthest corners of the auditorium.

When the groups finished singing, Mr. Robeson began the interview process. He asked Alexander about his performance experience, any music lessons he'd had, any training he'd received. All Alexander could say was, "I just really enjoy singing. I sing all the time, and I want to learn more." He kept imagining the lengthy and detailed answers Kevin would give to each of Mr. Robeson's questions.

Afterward, Alexander slunk miserably out of the building and climbed into his mother's car. The next afternoon, Alexander anxiously pedalled his bicycle over to the auditorium where a list of new

members was supposed to be posted. He didn't think his name would be on the list, but he was curious to see who'd made it. Quickly, he scanned the list, and then he read it again more carefully. There must have been some mistake. His name was on the list, and Kevin's name was not.

Just then the door opened and Mr. Robeson strolled out. "Um, excuse me, Mr. Robeson," stammered Alexander. "What happened? How did I make the choir?" "You love singing, and what better quality could a choir member have? Your voice isn't the best I've ever heard, but with training I think it will improve quite a bit. That improvement will take a lot of practice, however. You are willing to practice, aren't you?" "Of course I am. But, what about Kevin? Why didn't he make it? He has such a good voice."

"Talent alone is not enough," said Mr. Robeson. "We need boys who are willing to work hard. Even the best singers in the world must continue to practice. Just think about it, Alexander. This is a choir where all the members are equal. We weren't looking for soloists. We were looking for boys who seemed to have the right voice and attitude to be part of a choir. Enough about tryouts, though. Will we see you at choir practice this week?" "Absolutely, Mr. Robeson!" Alexander said. He climbed back onto his bicycle and rode home, singing all the way.

Questions

Read the following questions. Circle the letter of the answer you think is correct.

5. What is the overall organizing principle of this passage?

- a. chronology
- b. order of importance
- c. comparison and contrast
- d. cause and effect

6. Which organizational pattern is used *within* the third paragraph?

- a. chronological
- b. order of importance
- c. comparison and contrast
- d. cause and effect

7. Why did Alexander try out for the choir?

- a. because he has a terrific voice
- b. because he loves to sing
- c. because he practiced hard
- d. because he was good friends with Kevin

8. According to this story, in what way are Kevin and Alexander *alike*?
- They both love to sing.
 - They both have great voices.
 - They both made the choir.
 - They both tried out for the choir.
9. Which is the correct order of events that took place during the tryout?
- singing in a group, singing alone, interviewing with Mr. Robeson
 - singing in a group, interviewing with Mr. Robeson, singing alone
 - singing alone, singing in a group, interviewing with Mr. Robeson
 - interviewing with Mr. Robeson, singing alone, singing in a group
10. Reread the following sentence from the story. *When Alexander's turn came, he pretended he was singing in the shower and did his best to ignore the scribbling of the people sitting in the front row, who were diligently taking notes on his performance.* The word *diligently* in this sentence probably means
- carefully and attentively.
 - slowly.
 - loudly and rudely.
 - sloppily.
11. What type of conflict develops in this story?
- Alexander versus another character
 - Alexander versus himself
 - Alexander versus society
 - Alexander versus nature
12. Which event is the climax of the plot?
- Mr. Robeson interviews Alexander.
 - Mr. Robeson explains why Alexander has been chosen.
 - Alexander sees his name on the list of new members.
 - Alexander decides to try out for the boys' choir.
13. According to Mr. Robeson, what characteristic does Alexander have that Kevin does not?
- Alexander has the right attitude.
 - Alexander has a better schedule for coming to practice.
 - Alexander was brave enough to try out.
 - Alexander didn't want to be a soloist.
14. In which of the following sentences is Mr. Robeson expressing an *opinion*?
- "Will we see you at choir practice next week?"
 - "We weren't looking for soloists."
 - "Your voice isn't the best I've ever heard, but with training I think it will improve quite a bit."
 - "You love singing."
15. Which of the following statements best summarizes the story?
- Alexander loves to sing, so he wants to join a boys' choir. He auditions and is accepted.
 - Alexander wants to join a boys' choir. He is nervous at the auditions because Kevin is a better singer. But Alexander is chosen because he loves to sing and has the right attitude.
 - Alexander and Kevin are rivals. Alexander is shocked when he is chosen for the boys' choir instead of Kevin.

d. Alexander likes to sing in the shower and while he walks to school. When Alexander joins the boys' choir, Mr. Robeson encourages him to keep practicing to improve his singing skill.

Skill Building Until Next Time

1. Look again at the passages you read in previous lessons. What organizational structures do you notice at work in those paragraphs?
2. As you read (and write) in the next few days, be aware of the structure of each paragraph and of passages as a whole. Choose one of the passages you like a lot, and try to identify the author's overall organizational strategy as well as other strategies he or she may use throughout the text.

Lesson adapted from 2009, Learning Express, LLC.
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VOCABULARY: Synonyms and Antonyms

Synonyms are words that mean the same thing, or almost the same, as other words. The word *synonym* comes from the Greek roots *syn-*, meaning "same," and *-nym*, meaning "name." *Hard*, *difficult*, *challenging*, and *arduous* are all synonyms. Antonyms are words that have the opposite, or nearly opposite, meaning of other words. The word *antonym* comes from the Greek roots *ant-*, meaning "opposing," and *-nym*, meaning "name." *Hard* and *easy* are antonyms.

SOME NOUNS DESCRIBE very specific people, places, things, or ideas. These are known as concrete nouns, and they tend to not have synonyms or antonyms. *Psychology*, *computer*, and *Empire State Building* are all concrete nouns. All proper nouns are concrete nouns. Proper nouns never have synonyms or antonyms. Other nouns describe more general people, places, things, or ideas. These nouns are called abstract nouns, and they are more likely to have synonyms and antonyms. For example, *happiness* is an abstract noun that describes a general state of being. *Bliss*, *joy*, and *euphoria* are all synonyms of *happiness*, while *sadness*, *melancholy*, and *unhappiness* are all antonyms.

Synonyms do not always have exactly the same meanings, and antonyms are not always exact opposites. You will recall that synonyms can mean either the same thing or *almost* the same thing. *Scalding* is an adjective that means "burning." You could say that boiling water is *scalding*. You could also say that boiling water is *hot*. *Hot* and *scalding* are considered synonyms. The two words do not mean exactly the same thing, however; something that is scalding is not just hot, but *extremely* hot. A sick person's forehead might be hot, but it could not literally be scalding. In the same manner, antonyms are not always exact opposites. *Cold* and *freezing* are both antonyms of *scalding*. Although *freezing* is closer to being an exact opposite of *scalding*, *cold* is still considered an antonym.

Task 1: Choose the best *synonym* from the list of answer choices in each question. Remember to think about prefixes, suffixes, and roots to help uncover meanings.

1. *Transmit* means the same or almost the same as
 - a. find.
 - b. transplant.
 - c. send.
 - d. bother.
2. A word meaning the same or almost the same as *nauseating* is
 - a. hungry.
 - b. exciting.

- c. sickening.
- d. entirely.

3. *Function* is a synonym for

- a. attempt.
- b. time.
- c. formula.
- d. role.

4. A synonym for *devise* is

- a. create.
- b. vase.
- c. divine.
- d. tool.

5. *Monotonous* means the same or almost the same as

- a. tuneful.
- b. boring.
- c. resentful.
- d. single.

RECOGNIZING ANTONYMS

Antonyms can often be recognized by their prefixes and suffixes. *Many antonyms can be created simply by adding prefixes.* As you know by now, certain prefixes, such as *a-*, *de-*, *non-*, and *un-*, can be added to words to turn them into antonyms. *Atypical* is an antonym of *typical*, *deactivate* is an antonym of *activate*, *nonjudgmental* is an antonym of *judgmental*, and *unwise* is an antonym of *wise*. *Some prefixes and suffixes are antonyms of one another.* The prefixes *ex-*, meaning "out of," and *in-/il-/im-/ir-*, meaning "into," are antonyms, as demonstrated by the antonym pairs *exhale/inhale*, and *explode/implode*. Other prefix pairs that indicate antonyms include *pre-/post-*, *sub-/super-*, and *over-/under-*. The suffixes *-less*, meaning "without," and *-ful*, meaning "full of," often indicate that words are antonyms, as well. For example, *meaningless* and *meaningful* are antonyms, as are *mindless* and *mindful*, and *soulless* and *soulful*.

ONE MEANING OF the prefix *in-* is "not." In many cases, you can find an antonym of a word that begins with *in-* by simply removing the prefix. For example, *active* is an antonym of *inactive*, *capable* is an antonym of *incapable*, and *distinct* is an antonym of *indistinct*. Notable exceptions to this rule are the words *flammable*, meaning "able to be set on fire," and *inflammable*. If you've been paying attention so far, you might assume that *inflammable* is an antonym of *flammable*. Not so. *Flammable* and *inflammable* both mean exactly the same thing. So if you see a bottle marked *inflammable* in your chemistry class, whatever you do, keep it away from the Bunsen burner!

Task 2: In the following questions, choose the word that is an *antonym* of the underlined word.

6. The speaker was quite responsive to our questions.

- a. antiresponsive
- b. desponsive
- c. disresponsive
- d. unresponsive

7. My twin cousins are distinguishable from one another.

- a. indistinguishable
- b. destinguishable
- c. distinguishing

d. prostinguishable

8. The children were thankful for the meal.
- disthankful
 - thankless
 - thankable
 - inthankful
9. Jonathan was prepared for his speech.
- postpared
 - unprepared
 - nonprepared
 - prepareless
10. Mr. Konami expressed his pleasure with our work.
- impleasure
 - pleasant
 - unpleasure
 - displeasure



GRAMMAR AND PUNCTUATION (Part III)

Capitalization

Don't Capitalize

- the seasons of the year → *spring, summer, fall, winter*
- written-out references to specific dates of the month → *the tenth day of February*
- geographical directions → *I told him to drive north.*
- the first word in a quotation that is written as a phrase instead of a complete sentence → *He said that he would prefer to "spend some time at the shore" during the summer months.*
- the names of academic subjects, unless they are languages such as English or titles of academic courses → *second-year calculus; Advanced Calculus II*
- the first letter(s) of words of an academic degree → *bachelor of arts*
- prepositions, conjunctions, and articles in a book or article title, unless they appear as the first or last word

Do Capitalize

- the first letter(s) of proper nouns referring to specific beings, places, and things such as the names of continents, countries, states, cities, races, nationalities, religions, and languages
- the first letter(s) of the names of months, weekdays, and holidays → *New Year's Day*
- the first word of a sentence → *School is in session today.*
- the first letter(s) of the name of a geographical location → *She left for a business trip out West.*
- the first letter of an individual's first, middle, and last names → *Prime Minister Julia Eileen Gillard*
- the first letter(s) in the name of an animal → *My cat is named Miss Kitty.*
- the first letter of the first word of a direct quotation that is written as a complete sentence → *Principal Roberts said, "Research indicates that an extended school day increases academic achievement."*
- all of the letters in an acronym → *RSPCA*
- the first letter in each word of an organization's name → *Australian Red Cross*
- the pronoun *I* → *I am going to school early today.*

- the first letter in the first, last, and major words in the title of a book, magazine, computer software program, poem, story, play, song title, film, or work of art (However, the titles of certain poems, magazines, and such are sometimes typed completely in lowercase letters for artistic effect.)
- the first letter(s) of a brand name → *Crest toothpaste*
- the first letter(s) of the name of a river, ocean, or other large body of water → *Blue Nile*
- the first letter in Mother, Father, Dad, Mom, Grandfather, Grandma, and so on if they are not preceded by a possessive noun or pronoun → *I met Dad in front of the diner.*
- the first letter(s) in a company name → *General Electric*
- the first letter(s) in the name of a school, college, or university → *La Trobe University*
- the first letter(s) of the names of streets, buildings, and institutions when they are part of a proper noun → *Wall Street; White House*
- the first word of each item in an outline
→ *Introduction*
1. *Chapter 1*
2. *Chapter 2*

Task 1: For each question, find the sentence that has a mistake in capitalization or punctuation. If you find no mistakes, mark choice d.

1.
 - a. My least favourite season is Winter.
 - b. Next Friday, Uncle Jake is coming to visit.
 - c. Maureen served as treasurer for the women's organization.
 - d. no mistakes
2.
 - a. "Can you attend next week's meeting?" she asked.
 - b. His new car was damaged in the accident.
 - c. The girls' giggled through the whole movie.
 - d. no mistakes
3.
 - a. Leo told her, to call the customer service department in the morning.
 - b. She put up signs all over town, but she didn't get any response.
 - c. Occasionally, her neighbors ask her to feed their cat.
 - d. no mistakes
4.
 - a. Did you see all three movies about Shrek?
 - b. She was given an award by mayor Chambers.
 - c. Math and science are my two best subjects.
 - d. no mistakes
5.
 - a. A major highway is being built on the outskirts of town.
 - b. When you reach the traffic light on Berkshire Road, turn right onto Springfield Boulevard.
 - c. We were staying at my sister's cape Cod vacation home.
 - d. no mistakes
6.
 - a. The instructor asked us if we needed more time?
 - b. Carla's mother is a pediatric dentist.

- c. Every item in the store costs less than a dollar.
- d. no mistakes

7.

- a. Jane's family owned three Persian cats.
- b. My Uncle always takes the subway to Yankee Stadium.
- c. Everyone knows that Marisa's favorite book is *Pride and Prejudice*.
- d. no mistakes

8.

- a. "I'll do the grocery shopping for you, grandma," Lucy said.
- b. "Where can I find the best pizza in town?" he asked.
- c. "Be sure to arrive two hours early," she warned.
- d. no mistakes

9.

- a. I always have a hard time getting up in the morning.
- b. We took: a tent, a cooler, and a sleeping bag.
- c. The fog was as thick as potato soup.
- d. no mistakes

10.

- a. This is someone else's coat.
- b. Which of these songs was recorded by Bruce Springsteen?
- c. That book must be yours.
- d. no mistakes

11.

- a. Don't stand in my way.
- b. Cecilia and I fought our way through the crowd.
- c. The vegetables were old rubbery and tasteless.
- d. no mistakes

12.

- a. Remember to walk the dog.
- b. "Don't run"! Mr. Ellington shouted.
- c. It's supposed to snow today and tomorrow.
- d. no mistakes

13.

- a. Charleen's parents worried whenever she drove the car.
- b. Who designed the Brooklyn Bridge?
- c. Diseases like Smallpox and Polio have been virtually eradicated.
- d. no mistakes

For Teacher:

Comprehension:

1. Which two organizational patterns does this paragraph use?
 - b. order of importance; cause and effect
2. Which sentence expresses the main idea of this passage?
 - a. Sentence 1
3. According to the passage, what is the most important reason to avoid too much sun?
 - d. It can cause skin cancer.
4. Which of the following can result from dry skin?
 - c. reduced elasticity
5. What is the overall organizing principle of this passage?
 - a. chronology
6. Which organizational pattern is used *within* the third paragraph?
 - c. comparison and contrast
7. Why did Alexander try out for the choir?
 - b. because he loves to sing
8. According to this story, in what way are Kevin and Alexander *alike*?
 - d. They both tried out for the choir.
9. Which is the correct order of events that took place during the tryout?
 - c. singing alone, singing in a group, interviewing with Mr. Robeson
10. The word *diligently* in this sentence probably means
 - a. carefully and attentively.
11. What type of conflict develops in this story?
 - a. Alexander versus another character
12. Which event is the climax of the plot?
 - c. Alexander sees his name on the list of new members.
13. According to Mr. Robeson, what characteristic does Alexander have that Kevin does not?
 - a. Alexander has the right attitude.
14. In which of the following sentences is Mr. Robeson expressing an *opinion*?
 - c. "Your voice isn't the best I've ever heard, but with training I think it will improve quite a bit."
15. Which of the following statements best summarizes the story?
 - b. Alexander wants to join a boys' choir. He is nervous at the auditions because Kevin is a better singer. But Alexander is chosen because he loves to sing and has the right attitude.

*This summary introduces the main characters and explains the story's conflict and its resolution. By contrast, choice a ignores the story's conflict, while choice c focuses only on the conflict without explaining the characters or the resolution. Choice d includes irrelevant details and leaves out the main ideas.

Vocabulary

1. *Transmit* means the same or almost the same as
 - c. send.
2. A word meaning the same or almost the same as *nauseating* is
 - c. sickening.
3. *Function* is a synonym for
 - d. role.
4. A synonym for *devise* is
 - a. create.
5. *Monotonous* means the same or almost the same as
 - b. boring.
6. The speaker was quite responsive to our questions.
 - d. unresponsive

7. My twin cousins are distinguishable from one another.
 - a. indistinguishable
8. The children were thankful for the meal.
 - b. thankless
9. Jonathan was prepared for his speech.
 - b. unprepared
10. Mr. Konami expressed his pleasure with our work.
 - d. displeasure

Grammar

1. a. *Winter* should not be capitalized.
2. c. There should not be an apostrophe after the word *girls*.
3. a. The comma is incorrect and should be deleted.
4. b. *Mayor* should be capitalized because it refers to a particular mayor.
5. c. *Cape Cod* is a proper noun, and both words should be capitalized.
6. a. This is a declarative sentence that asks an indirect question, so the question mark should be replaced with a period.
7. b. *Uncle* is not used as a proper noun and should not be capitalized.
8. a. *Grandma* is used as a proper name and should be capitalized.
9. b. A colon should not be used between a verb and its objects.
10. a. There should be an apostrophe in the word *else's*, which is possessive.
11. c. The commas are missing from this series of adjectives.
12. b. The quotation mark should appear on the outside of the exclamation point: "*Don't run!*"
13. c. The word *polio* and *smallpox* should not be capitalized. Diseases are not capitalized unless a proper noun is part of the name.