

Bryant Middle School
Mid-winter break skill builder



Please turn completed packet in to the
office on February 25th to be entered in
to a raffle.

MAKING NEW WORDS YOUR OWN

Lesson 1 CONTEXT: Change in Arts and Literature *Aliens from Another Planet*

Millions of people around the world devour science fiction novels and short stories and see as many sci-fi films as they can. Some writers of science fiction, such as Ursula K. LeGuin, Isaac Asimov, and Frank Herbert, are among the most popular authors ever. Sci-fi films like the Star Wars series and *Close Encounters of the Third Kind* are landmarks in film history.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about science fiction. These ten Vocabulary Words will be used.

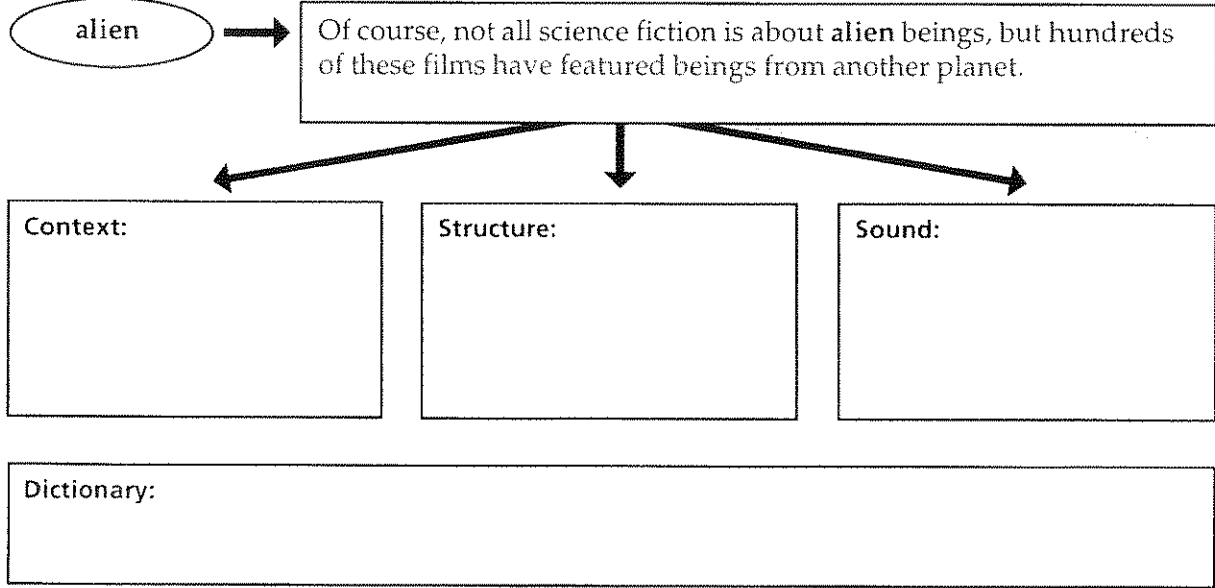
- | | | | | |
|------------|---------|--------|-----------|----------|
| alien | galaxy | humane | planetary | tranquil |
| diplomatic | ghastly | mortal | satellite | velocity |

EXERCISE 1 *Wordbusting*

Directions. Follow these instructions for this word and the nine words on the next page.

- Figure out the word’s meaning by looking at its **context**, its **structure**, and its **sound**. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.


1.



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2. **diplomatic** → Sometimes the visitors from outer space are on a **diplomatic** mission to Earth; they hope to establish friendly relations between their people and Earthlings.
3. **galaxy** → It is not always evident which **galaxy** the beings are from, but they definitely come from some other group of stars in space.
4. **ghastly** → In other films the space creatures are horrible, **ghastly** beings on a mission to destroy Earthlings.
5. **mortal** → In some sci-fi films the visitor from space isn't **mortal**, but some advanced form of technology, often a robot.
6. **satellite** → One sci-fi film features a **satellite** that was launched into Earth's orbit in the early 1960s. It is taken over by creatures from another planet and used as a station from which to observe Earthlings.
7. **tranquil** → Science fiction can be fairly predictable. For example, creatures from outer space are likely to show up in a **tranquil** place, like a peaceful meadow in the country.
8. **humane** → Often, the moral of sci-fi films is that people should learn to be more kind, or **humane**.
9. **velocity** → A familiar theme in science fiction is time travel, but nothing can really move at the **velocity** required to match the speed of light.
10. **planetary** → Jules Verne is considered the originator of modern science fiction. In the 1800s, he correctly predicted the development of airplanes, submarines, and space satellites. The idea of artificial **planetary** objects must have seemed absurd to readers then.

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EXERCISE 2 *Context Clues* 

Directions. Scan the definitions in Column A. Then think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A

COLUMN B

_____ 11. word: _____

adj. possessing the best qualities of human beings; kind, sympathetic

_____ 12. word: _____

adj. certain to die eventually; causing death; to the death; very intense; *n.* a being who will die, especially a human

_____ 13. word: _____

adj. referring to a planet or planets; global; wandering; moving in an orbit

_____ 14. word: _____

n. a planet, moon, or artificial object that orbits a planet; a dependent person, company, or state

_____ 15. word: _____

n. separate system of stars; group of well-known people

_____ 16. word: _____

adj. foreign; strange; *n.* a foreigner; a stranger; a being from outer space

_____ 17. word: _____

adj. having to do with official relationships between countries or governments; tactful

_____ 18. word: _____

adj. undisturbed; calm; serene; quiet

_____ 19. word: _____

adj. horrid; ghostlike; very unpleasant

_____ 20. word: _____

n. rapidity of motion; rate of speed

(A) The idea of a woman playing a key role in a science fiction film or television series was **alien** only a short time ago but quite familiar today.

(B) In early sci-fi films and TV series women were **satellites** of men, that is, dependent on them.

(C) Even though a **galaxy** of female stars was available, they were rarely used as authority figures.

(D) However, women did take part in **planetary** adventures, visiting various parts of the solar system as assistants to the male crew or as visitors.

(E) The pilot episode of *Star Trek* cast actor Majel Barrett as Number One, but test audiences did not respond well to her in this key role. Barrett later appeared occasionally as the sympathetic, or **humane**, Nurse Chapel.

(F) In early *Star Trek* films, women remain in the **tranquil** areas of the ship, far from the action. Only Uhura, the communications officer, has a visible position on the bridge.

(G) In *Star Trek: The Next Generation*, however, the **diplomatic** Deanna Troi uses her tactful manner to deal with conflicts on and off the ship.

(H) Guinan, the wise manager of the ship's lounge, is a mysterious being; she seems to be ageless, so many people believe she is not **mortal**.

(I) *Star Trek: The Next Generation* also gave key roles to aliens and androids. At first sight, Worf is a **ghastly** being. But fans love his frightful appearance.

(J) The U.S.S. *Enterprise* can travel at warp speed—faster than the **velocity** of light.

EXERCISE 3*Like Meanings and Opposite Meanings* 

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. a **ghastly** mistake

- (A) surprising
- (B) horrible
- (C) pale
- (D) original

24. a **satellite** state

- (A) poor
- (B) flying
- (C) dependent
- (D) organized

22. a **planetary** problem

- (A) technical
- (B) unsolvable
- (C) world-wide
- (D) social

25. the **velocity** of the rocket

- (A) path
- (B) size
- (C) strength
- (D) speed

23. a **galaxy** of movie stars

- (A) constellation
- (B) studio
- (C) group
- (D) photographer

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. an **alien** idea

- (A) strange
- (B) familiar
- (C) distant
- (D) near

29. a **mortal** blow

- (A) fatal
- (B) serious
- (C) minor
- (D) illegal

27. a **diplomatic** approach

- (A) ordinary
- (B) unusual
- (C) friendly
- (D) rude

30. a **tranquil** moment

- (A) anchored
- (B) disturbed
- (C) lost
- (D) peaceful

28. a **humane** person

- (A) jailed
- (B) free
- (C) bad
- (D) unkind

MAKING NEW WORDS YOUR OWN

Lesson 2 **CONTEXT:** Change in Arts and Literature *A Science Fiction Story*

Many people who read science fiction have good ideas for science fiction stories of their own. Malcolm, a seventh-grade student at Dunbar Middle School, has written a sci-fi short story on one of the most common themes in science fiction—fear of change.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about Malcolm’s science fiction story. Below are ten Vocabulary Words that will be used in these exercises.

- | | | | | |
|-------|-----------|----------|----------|----------|
| ally | destiny | fugitive | invade | overture |
| avert | fascinate | gesture | luminous | stellar |

EXERCISE 1 *Wordbusting*

- Directions.** Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its **context**, its **structure**, and its **sound**. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
 - Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
 - Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

ally

→

Malcolm’s science fiction story is about teenagers from the warring planets of Argon and Grimnan. These teenagers **ally**, or unite, themselves in an effort to find peace.

Context:

Structure:

Sound:

Dictionary:

2. **avert** → The teenagers hope to **avert** further destruction on both their planets by ending the war.

3. **destiny** → However, the adults on the planets think it is their **destiny** to fight. They believe fate has decided that the two planets should be enemies.

4. **fascinate** → The idea of peace continues to **fascinate** the teenagers, but the adults are not interested. They are determined not to accept a cease-fire, and they will not consider peace talks.

5. **fugitive** → Eventually, Phoebe, one of the teenagers, becomes a **fugitive**. She runs from her own people, the Argonians, who consider her a traitor.

6. **gesture** → She flees to the enemy planet, Grimnan, where she has a friend, and tries to disguise herself as one of its citizens. However, her costume, her accent, even her **gestures**—especially the motions she makes with her hands while talking—reveal that she is an Argonian.

7. **luminous** → Another problem is that her eyes are **luminous**; they glow in the dark, so she stays hidden after twilight.

8. **invade** → People from the planet Argon decide to **invade** the planet Grimnan. The young woman will be in grave danger during the Argonian attack.

9. **overture** → The teenagers decide it is best to warn the people of Grimnan that their enemies on planet Argon are planning an attack. However, their **overture** of friendship is rejected; their offer is turned down.

10. **stellar** → The teenagers led a **stellar** campaign for peace. It was frustrating for them to have their outstanding efforts rejected.

EXERCISE 2 *Context Clues* 

Directions. Scan the definitions in Column A. Then think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A

_____ 11. word: _____

adj. giving light; glowing in the dark; easily understood

_____ 12. word: _____

v. to put under a spell; to bewitch; to hold motionless; to charm or captivate

_____ 13. word: _____

v. to unite persons or groups; *n.* a country, person, or group joined for a common purpose; a plant, animal, or thing related to another; a helper

_____ 14. word: _____

adj. fleeing from danger, justice, and so on; fleeting; *n.* a person who flees or has fled; a fleeting thing

_____ 15. word: _____

n. the inevitable order of events; fate

_____ 16. word: _____

v. to enter as an enemy; to intrude in

_____ 17. word: _____

n. an offer; a show of willingness to deal; an introduction to an opera or other long musical work; any introductory section

_____ 18. word: _____

v. to turn away; to keep from happening

_____ 19. word: _____

n. movement of part of the body to express something; something said or done as a formality only; *v.* to express an idea or emotion with movement

_____ 20. word: _____

adj. of stars; superior; leading

COLUMN B

- (A) The two main characters, Phoebe and Cale, meet when they play in an intergalactic orchestra, rehearsing the **overture** that opens a symphony.
- (B) It takes each of them a while to consider the other a friend, or **ally**.
- (C) Phoebe makes the first **gesture** of friendship when she congratulates him on his solo.
- (D) Cale has a **stellar** role in the symphony program; the solo was outstanding.
- (E) Cale's musical ability—and his personality—**fascinate** Phoebe from the start. She becomes interested enough in Cale to break from her own culture.
- (F) Of course, they are afraid that it is their **destiny** to be enemies. Their elders have taught them that this is meant to be.
- (G) One night, when the stars seem especially **luminous**, or bright, they meet and plan how they can work together to save their planets.
- (H) When Phoebe is forced to become a **fugitive**, Cale helps her escape from danger.
- (I) They try very hard to **avert** disaster and save their planets.
- (J) In the end, despite all of their attempts to prevent the attack, Argon **invades** Grimnan.

EXERCISE 3*Like Meanings and Opposite Meanings* 

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to recognize her **destiny**
(A) fate
(B) desire
(C) mistake
(D) hope
22. a **luminous** picture
(A) confusing
(B) darkly colored
(C) beautiful
(D) filled with light
23. a **gesture** of contempt
(A) motion
(B) knowledge
(C) variety
(D) concern
24. the **overture** to the opera
(A) boss
(B) singer
(C) introduction
(D) instruments
25. a lonely **fugitive**
(A) runaway
(B) prisoner
(C) animal
(D) child

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. to find an **ally**
(A) friend
(B) enemy
(C) pathway
(D) place
27. to **avert** the danger
(A) avoid
(B) cause
(C) prevent
(D) describe
28. to **invade** the house
(A) retreat from
(B) build
(C) burn down
(D) enter
29. a **stellar** performance
(A) demanding
(B) weak
(C) excellent
(D) opening
30. to **fascinate** the crowd
(A) bore
(B) tease
(C) interest
(D) amuse

MAKING NEW WORDS YOUR OWN

Lesson 3

CONTEXT: Change in Arts and Literature
But Is It Dancing?

Every generation seems to enjoy criticizing the dances of other generations. Comments such as “Do you really call that ‘dancing’?” have been heard in households throughout the country for generations.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about dance and some of the changes that have occurred in dance styles. Below are ten Vocabulary Words that will be used in these exercises.

- | | | | | |
|----------|---------------|-----------|----------|-----------|
| abstract | controversial | eventual | inferior | obsolete |
| absurd | defiant | grotesque | mere | technique |

EXERCISE 1

Wordbusting

- Directions.** Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its **context**, its **structure**, and its **sound**. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
 - Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
 - Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

abstract → We could talk about dance in **abstract** or general terms, but it’s more interesting to talk about specific dances and dancers.

Context:	Structure:	Sound:
----------	------------	--------

Dictionary:

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2. **absurd** → An older generation often thinks that a younger generation's dances are **absurd**. But, just as often, the younger generation thinks that their elders' dances are ridiculous.

3. **controversial** → Dance styles change, but the arguments they cause stay around. The Charleston was just as **controversial** in the 1920s as break dancing was in the 1980s.

4. **grotesque** → Today, few people would say that the Charleston, the Jitterbug, or the Twist are **grotesque**, but when these dances were popular with the young, many parents thought them bizarre.

5. **mere** → To some people the difference in dance styles doesn't seem to be a **mere** question of taste. The issue isn't that simple to them.

6. **obsolete** → No one likes to feel that his or her way of doing things has become old-fashioned, or **obsolete**, like a horse-drawn carriage.

7. **defiant** → Each generation feels a little **defiant** when it hears its styles of dance criticized. Every generation resists the views of the previous generation.

8. **technique** → One good **technique** for avoiding conflict is to ask parents whether they ever had this discussion with *their* parents.

9. **inferior** → Actually, one generation's dances probably are neither **inferior** to nor better than another's. They're just different.

10. **eventual** → The **eventual** result of time passing is that whatever dance style is "in" will soon become dated.

EXERCISE 2 *Context Clues* 

Directions. Scan the definitions in Column A. Then think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A

_____ 11. word: _____

adj. happening at the end of, or as a result of, a series of events; ultimate, final

_____ 12. word: _____

adj. distorted; bizarre; absurd; *n.* a hideous or fantastic thing or quality

_____ 13. word: _____

adj. lower in importance, rank, order, or status

_____ 14. word: _____

adj. causing argument; debatable

_____ 15. word: _____

adj. nothing more or other than; only

_____ 16. word: _____

adj. openly and boldly resisting

_____ 17. word: _____

n. a way of using skills to achieve a task; a technical skill; a way of doing something

_____ 18. word: _____

adj. so untrue or unreasonable as to be ridiculous

_____ 19. word: _____

adj. out-of-date; no longer used

_____ 20. word: _____

adj. not concrete; theoretical; *n.* a summary; nonrepresentational schools of contemporary art; *v.* to summarize; to write an abstract

COLUMN B

(A) Classical ballet has not become **obsolete**; however, it has faced many competing styles in the world of serious dance.

(B) Some of the new forms of dance were as strange to lovers of classical dance as **abstract** art is to people who prefer representational art.

(C) These critics called the new dance forms ugly, even **grotesque**.

(D) They believed that modern dance could not begin to equal classical dance—that it was clearly **inferior**.

(E) When Isadora Duncan (1878–1927) was developing her free and expressive style in the 1920s, she was very **controversial**. Not everyone approved.

(F) Duncan's approach was unlike anything people had come to know as dance; they laughed at her style and called it **absurd**.

(G) Some critics thought Duncan was a **mere** upstart, that her dance style was nothing more than a passing fad. In reality, she made major contributions to the field of dance.

(H) While she used some of the **techniques** of classical ballet, she introduced new forms of movement.

(I) Duncan was **defiant**. She challenged her critics and won.

(J) The **eventual** popularity of today's modern-dance troupes is one of the results of her work.

EXERCISE 3*Like Meanings and Opposite Meanings* 

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. **mere** excuses
(A) only
(B) similar
(C) silly
(D) unusual
22. an interesting **technique**
(A) color
(B) step
(C) part
(D) method
23. the **eventual** result
(A) final
(B) understandable
(C) present
(D) first
24. the **defiant** dance student
(A) resisting
(B) adopted
(C) intelligent
(D) talented
25. an **obsolete** dance
(A) stupid
(B) out-of-date
(C) short-lived
(D) fashionable

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. an **abstract** painting
(A) representational
(B) strange
(C) interesting
(D) boring
27. an **absurd** approach
(A) ridiculous
(B) sensible
(C) old-fashioned
(D) modern
28. a **controversial** dance instructor
(A) well-trained
(B) good-natured
(C) extremely talented
(D) widely accepted
29. a **grotesque** costume
(A) beautiful
(B) clever
(C) ugly
(D) earthy
30. an **inferior** style
(A) unfortunate
(B) lucky
(C) superior
(D) interior

MAKING NEW WORDS YOUR OWN

Lesson 4

CONTEXT: Change in Arts and Literature

Television: An Instrument of Change

Television. Sometimes we love it; sometimes we hate it. Sometimes we don't even notice it. Many people argue that we have a dangerous addiction to TV that interferes with our real lives. Others say that television is an amazing medium that brings the world into our living rooms. They claim that we don't watch too much TV—we just don't watch the right things.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about television. Below are ten Vocabulary Words that will be used.

- | | | | | |
|-------------|------------|--------|-------------|---------|
| conform | deliberate | excess | offend | reality |
| consequence | distort | impact | originality | recoil |

EXERCISE 1

Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.

- Figure out the word's meaning by looking at its **context**, its **structure**, and its **sound**. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
- Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
- Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

conform

→

Television must conform to the changing times. Reruns, such as *I Love Lucy*, are fun to watch occasionally, but customs change, and people today want a different format in TV sitcoms.

Context:

Structure:

Sound:

Dictionary:

2.

consequence



As a **consequence**, or result, sitcoms generally mirror what is happening in our everyday lives.

3.

deliberate



Writers for TV must **deliberate** about what to include. Different age groups and time slots are among the considerations that must be carefully thought out.

4.

distort



Some TV shows actually **distort** the truth. This can be fun and entertaining, as in science fiction programs, but at other times it gives wrong ideas about groups of people or events.

5.

reality



Some critics claim that television is dangerous because it gives us a false view of **reality**. However, many educational programs not only reflect real life but also teach us many things that we might not learn otherwise.

6.

offend



Television networks prefer not to **offend** the majority of their viewers. They try not to air programs that cause viewers to call the stations with complaints.

7.

originality



TV programs are frequently dull and predictable, but some writers and directors are capable of great creativity and **originality**.

8.

impact



Television has had a major **impact** on our lives. For example, large numbers of Americans now depend on television for news.

9.

excess



Many parents and teachers are concerned about children watching TV to **excess**. They fear that too much time in front of the TV means not enough time reading.

10.

recoil



Most of us **recoil** when we hear that American children spend more time watching TV than they spend in school. It's a rather scary thought.

EXERCISE 2 *Context Clues* 

Directions. Scan the definitions in Column A. Then think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A

_____ 11. word: _____

adj. carefully thought out and formed; done on purpose or intentionally; *v.* to think or consider carefully

_____ 12. word: _____

n. the quality of being new, unique, or earliest; the ability to be creative

_____ 13. word: _____

v. to make similar; to bring into harmony; to become similar; to act in a conventional way

_____ 14. word: _____

v. to hit with force; to produce change in; *n.* a collision; the power of an event to produce changes

_____ 15. word: _____

v. to retreat; to shrink away out of fear, anger, surprise, or disgust

_____ 16. word: _____

n. the result of an act or a decision; importance as a cause or influence

_____ 17. word: _____

v. to twist out of shape; to misrepresent

_____ 18. word: _____

n. the quality or fact of being real; the quality of being true to life

_____ 19. word: _____

n. extra; an amount by which one thing is greater than another; *adj.* extra

_____ 20. word: _____

v. to violate a law, custom, or religious commandment; to create anger

COLUMN B

- (A) The **impact** of television is far reaching; billions of viewers around the world are influenced by TV every day.
- (B) Some people make careful and **deliberate** choices about what they watch, while others watch anything that's on TV.
- (C) Many people watch eight hours of television a day. Experts say that this amount is far in **excess** of what is healthy. In fact, they say that more than three hours is probably too much.
- (D) One **consequence** of watching too much television may be eye strain.
- (E) People may be disappointed when their lives do not **conform** to, or agree with, the happy standards of the world as it is shown on TV.
- (F) Some television programs **offend** the values of viewers. Programs can also insult viewers by being dull or unrealistic.
- (G) The violence on TV may cause some viewers to **recoil**. A dangerous result of watching too much violence is that eventually viewers no longer shrink from it. They just accept it.
- (H) Many sitcoms use the same old plots and character types again and again. A few, however, show great **originality** and present us with new ideas.
- (I) Television news sometimes **distorts**, or misrepresents, complicated stories because reports can only be a few minutes in length.
- (J) It is possible for television to be a positive influence, but in **reality**, TV doesn't always live up to that possibility.

EXERCISE 3*Like Meanings and Opposite Meanings* 

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. the consequences of an action

- (A) complaint
- (B) illness
- (C) result
- (D) thought

24. a moment of originality

- (A) creativity
- (B) loss
- (C) joy
- (D) hunger

22. to conform to standards

- (A) adapt
- (B) ignore
- (C) avoid
- (D) disagree with

25. events that impact daily life

- (A) change
- (B) delight
- (C) confuse
- (D) dignify

23. to distort her words

- (A) listen to
- (B) record
- (C) laugh at
- (D) twist

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. a deliberate choice

- (A) accidental
- (B) well thought out
- (C) important
- (D) unlucky

29. an interest in reality

- (A) life
- (B) fantasy
- (C) death
- (D) property

27. excess TV watching

- (A) extra
- (B) entertaining
- (C) not enough
- (D) supervised

30. to recoil suddenly

- (A) advise
- (B) run away from
- (C) avoid
- (D) come forward

28. to offend the audience

- (A) upset
- (B) worry
- (C) please
- (D) interest

MAKING NEW WORDS YOUR OWN

Lesson 5

CONTEXT: Change in Arts and Literature

Television: The Early Days

Some of the first television shows were performed live. Since many were not recorded, we will never be able to view them. However, many of the shows from the early days of television do survive, and it is fun to watch them and think about how television has changed over the decades.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about some of the major changes in television in the last half of the twentieth century. Below are ten Vocabulary Words that will be used in these exercises.

- | | | | | |
|------------|-----------|--------|----------|-----------|
| congregate | hover | leash | maturity | signify |
| haunt | ignorance | loiter | motive | supervise |

EXERCISE 1

Wordbusting

- Directions.** Follow these instructions for this word and the nine words on the next page.
- Figure out the word’s meaning by looking at its **context**, its **structure**, and its **sound**. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
 - Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
 - Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1.

congregate

→

In the early days of television, neighbors would sometimes **congregate** in the home of the first family on the block to own a TV set, and they would watch the shows together.

Context:

Structure:

Sound:

Dictionary:

2.

haunt

People would also **haunt** furniture and hardware stores—if the managers didn't mind their hanging around—trying to get a glimpse of the new invention.

3.

hover

Salespeople would **hover** in the background—like hawks waiting in midair to swoop down on their prey—if they thought there was any hope of interesting the viewers in buying a TV.

4.

ignorance

Ignorance about how television worked was fairly common. Most people did not understand how pictures were broadcast.

5.

leash

Few people could **leash** their enthusiasm for television. In fact, most didn't even try to hold back their excitement.

6.

loiter

Before television, people tended to **loiter**, stopping to chat with neighbors on their way home from work. After television, however, many raced straight home to catch a favorite program.

7.

maturity

Television was in its childhood in the late 1940s and early 1950s, and perhaps it has yet to reach its full **maturity**.

8.

motive

Its future development may depend on our **motive** for watching: Do we watch to avoid thinking or to be challenged by new ideas?

9.

signify

What does it **signify** that young people spend more time in front of the TV than they do in school? Can that possibly mean anything positive?

10.

supervise

Supporters of television believe that the real problem is not TV; it's that children need someone to **supervise**, or direct, what they watch and for how long.

EXERCISE 2 *Context Clues* 

Directions. Scan the definitions in Column A. Then think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A

_____ 11. word: _____

v. to visit often or continually; to appear or recur repeatedly; to fill the atmosphere of; *n.* a place often visited

_____ 12. word: _____

n. a cord or strap used to hold a dog or some other animal in check; *v.* to control or check; to tie up

_____ 13. word: _____

v. to oversee, direct, or manage

_____ 14. word: _____

v. to gather in a mass or crowd; to assemble

_____ 15. word: _____

v. to stay suspended or to flutter in the air near one place; to linger or wait close by, especially in an anxious way

_____ 16. word: _____

v. to be a sign or indication of; to show or make known

_____ 17. word: _____

n. an inner drive or impulse that causes a person to act in a certain way

_____ 18. word: _____

n. the state of being fully grown or developed

_____ 19. word: _____

v. to linger in an aimless way; to move slowly, stopping frequently

_____ 20. word: _____

n. lacking knowledge; unawareness

COLUMN B

- (A) When my mother was a child, all the kids in the neighborhood **congregated** at her house to watch television.
- (B) My grandfather often **hovered** in the background. He pretended to be busy making breakfast, but he always seemed to be looking over the kids' shoulders.
- (C) Grandfather said he was there to **supervise**, or oversee, what the kids watched.
- (D) Mom says he had another **motive**: He enjoyed watching the shows.
- (E) I don't know what this might **signify**, but it must mean something; my mom and grandfather still love to watch old reruns together.
- (F) They are amazed at my **ignorance** of the early days of television. "How could you not know that?" they ask.
- (G) They love to watch **Dobie Gillis** and **Maynard G. Krebs** **loiter** on their way home from school. These characters' frequent stops always led to one adventure or another.
- (H) When they watch old programs, they also start to remember other things about the good old days. My mother always talks about her favorite **haunt**, the pizza place where she and all her friends used to get together.
- (I) They say that when I reach **maturity**, I'll do the same thing.
- (J) Not everyone in our family enjoys watching the old television shows. Actually, some of us would rather clean our rooms or walk the dog on his leash.

EXERCISE 3*Like Meanings and Opposite Meanings* 

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. to **haunt** the mall

- (A) frighten
- (B) visit often
- (C) stay away from
- (D) look for

24. to **signify** his satisfaction

- (A) believe
- (B) understand
- (C) hide
- (D) make known

22. to **hover** above the trees

- (A) flutter
- (B) jump
- (C) sing
- (D) chop

25. to **congregate** in front of the TV

- (A) play
- (B) gather
- (C) race around
- (D) ask questions

23. a strange **motive**

- (A) memory
- (B) program
- (C) reason
- (D) idea

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. **ignorance** of the new program

- (A) knowledge
- (B) stupidity
- (C) disgust
- (D) innocence

29. to **supervise** the work

- (A) oversee
- (B) ignore
- (C) put pressure on
- (D) eliminate

27. having reached **maturity**

- (A) adulthood
- (B) childhood
- (C) old age
- (D) overly ripe

30. to **leash** her anger

- (A) release
- (B) control
- (C) recognize
- (D) forget

28. to **loiter** along the way

- (A) stop often
- (B) race
- (C) gamble
- (D) shout

Name: _____

Date: _____

Simplify each expression using the Order of Operations.

1) $(26 + 24) - 21$

2) $(14 \times 6 \div 4) + 12 + 18$

3) $(3 \times 6 - 5 \times 4)$

4) $(2 + 2) \times 2$

5) $9 - 13 + (4 \times 5) + 5$

6) $(12 + 21 \div 7) \div 3$

7) $(21 + 23 - 32)$

8) $(27 \div 3 \div 3) \div 3 \times 15$

9) $6 - (9 - 3) + 4 \times 7$

10) $(31 + 18 \div 2) \div 5$

11) $(6 + 7 \times 3 \times 4)$

12) $(7 \times 8 \div 4) + 11 + 5$

13) $(5 \times 5 - 3 \times 7)$

14) $10 - (15 - 17) + 4 \times 7$

15) $4 - (7 - 3) + 6 \times 4$

16) $(23 - 25 + 21)$

17) $(21 - 18) - 16$

18) $(32 \times 2 \div 8)$

19) $(15 + 13 - 19) + 12$

20) $(16 \div 4 \div 3) \div 4 \times 12$

Name: _____

Date: _____

Date: _____

Finding average worksheets

4	4	7	5	2
3	5	2	9	2
8	3	3	7	2
_____	_____	_____	_____	_____

5	4	3	3	2
9	5	9	3	9
7	9	6	9	1
_____	_____	_____	_____	_____

3	10	3	9	6
8	10	2	9	10
7	10	10	9	8
_____	_____	_____	_____	_____

2	5	9	3	3
2	9	8	3	2
5	4	4	3	7
_____	_____	_____	_____	_____

8	7	2	0	5
2	6	4	5	8
2	8	6	7	2
_____	_____	_____	_____	_____

Name: _____

Date: _____

To add mixed numerals, find the lowest common denominator. Then, add the whole number and the numerators.

$$5\frac{4}{7} + 3\frac{1}{3} = 5\frac{12}{21} + 3\frac{7}{21} = 8\frac{19}{21}$$

To subtract mixed numerals, find the lowest common denominator, too. Sometimes, you will need to regroup.

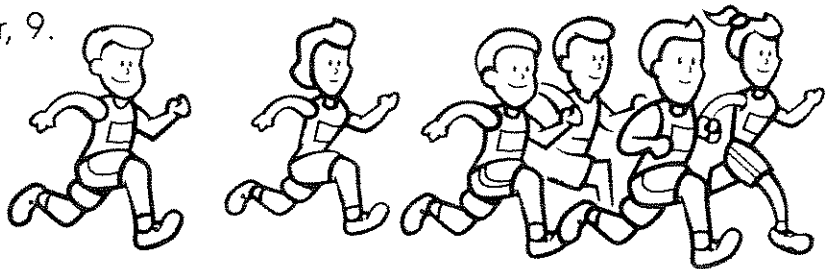
$$5\frac{3}{4} - 2\frac{5}{6} = 5\frac{9}{12} - 2\frac{10}{12}$$

Regroup 1 whole, or 12 parts, from the whole number 5.

Add the 12 parts to your numerator, 9.

$$5\frac{9}{12} = 4\frac{21}{12}$$

$$4\frac{21}{12} - 2\frac{10}{12} = 2\frac{11}{12}$$



Solve the problems.

A. $4\frac{2}{3} + 3\frac{1}{4} =$

$6\frac{4}{7} + 8\frac{1}{3} =$

$7\frac{3}{8} + 2\frac{8}{12} =$

B. $6\frac{2}{3} + 3\frac{3}{4} =$

$9\frac{4}{5} - 7\frac{2}{3} =$

$12\frac{4}{9} - 4\frac{5}{6} =$

C. $14\frac{4}{6} + 3\frac{5}{8} =$

$7\frac{4}{12} + 4\frac{3}{6} =$

$5\frac{4}{5} + 2\frac{1}{3} =$

D. $7\frac{4}{5} - 4\frac{1}{4} =$

$10\frac{4}{8} - 4\frac{5}{6} =$

$12\frac{4}{8} - 3\frac{4}{5} =$

E. $10\frac{1}{2} + 5\frac{2}{8} =$

$9\frac{4}{16} + 3\frac{5}{8} =$

$2\frac{7}{9} + 4\frac{1}{2} =$

Comparing Decimals

Compare decimals. Write a $<$, $>$ or $=$.

1. 5.25 _____ 5.43

2. 7.467 _____ 7.674

3. 0.14 _____ 0.15

4. 1.555876 _____ 1.555876

5. 71.05 _____ 72.00

6. 6.1 _____ 6.13

7. 9.120 _____ 9.12

8. 4.311 _____ 4.311

9. 5.8000001 _____ 5.8000002

10. 3 _____ .03

11. 9.3540 _____ 9.5430

Multiplying Decimals

Solve each multiplication below.

1. $9.1 \times 7.4 =$ _____

10. $8.501 \times 5.736 =$ _____

2. $2.54 \times 3.82 =$ _____

11. $3.4 \times 4.003 =$ _____

3. $3.93 \times 5.1 =$ _____

12. $00.71 \times 5.5 =$ _____

4. $1.80 \times 6.2 =$ _____

13. $65.091 \times 1.629 =$ _____

5. $6.78 \times 4.3 =$ _____

14. $3.8291 \times 8.3167 =$ _____

6. $10.6 \times 9.0 =$ _____

15. $0.2451 \times 4.004 =$ _____

7. $44.1 \times 89.2 =$ _____

16. $.1299 \times 339.0 =$ _____

8. $0.736 \times 2.71 =$ _____

17. $00.007 \times 0.8100 =$ _____

9. $9.77 \times 66 =$ _____

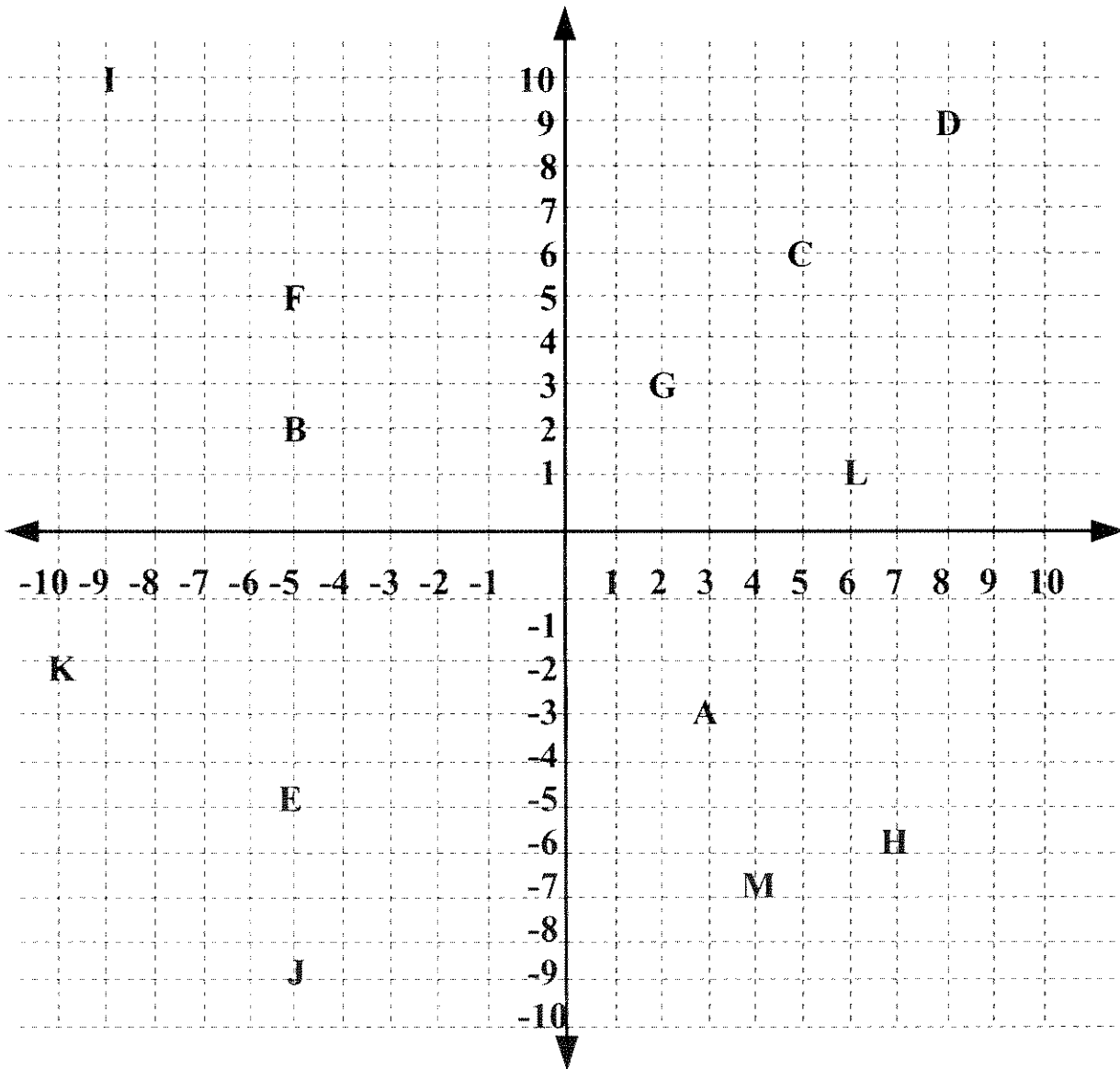
18. $08.13 \times 2.2007 =$ _____

Remember!

Line up your decimals!

$$\begin{array}{r} 16.27 \\ \times 0.5138 \\ \hline \end{array}$$

Ordered Pairs II



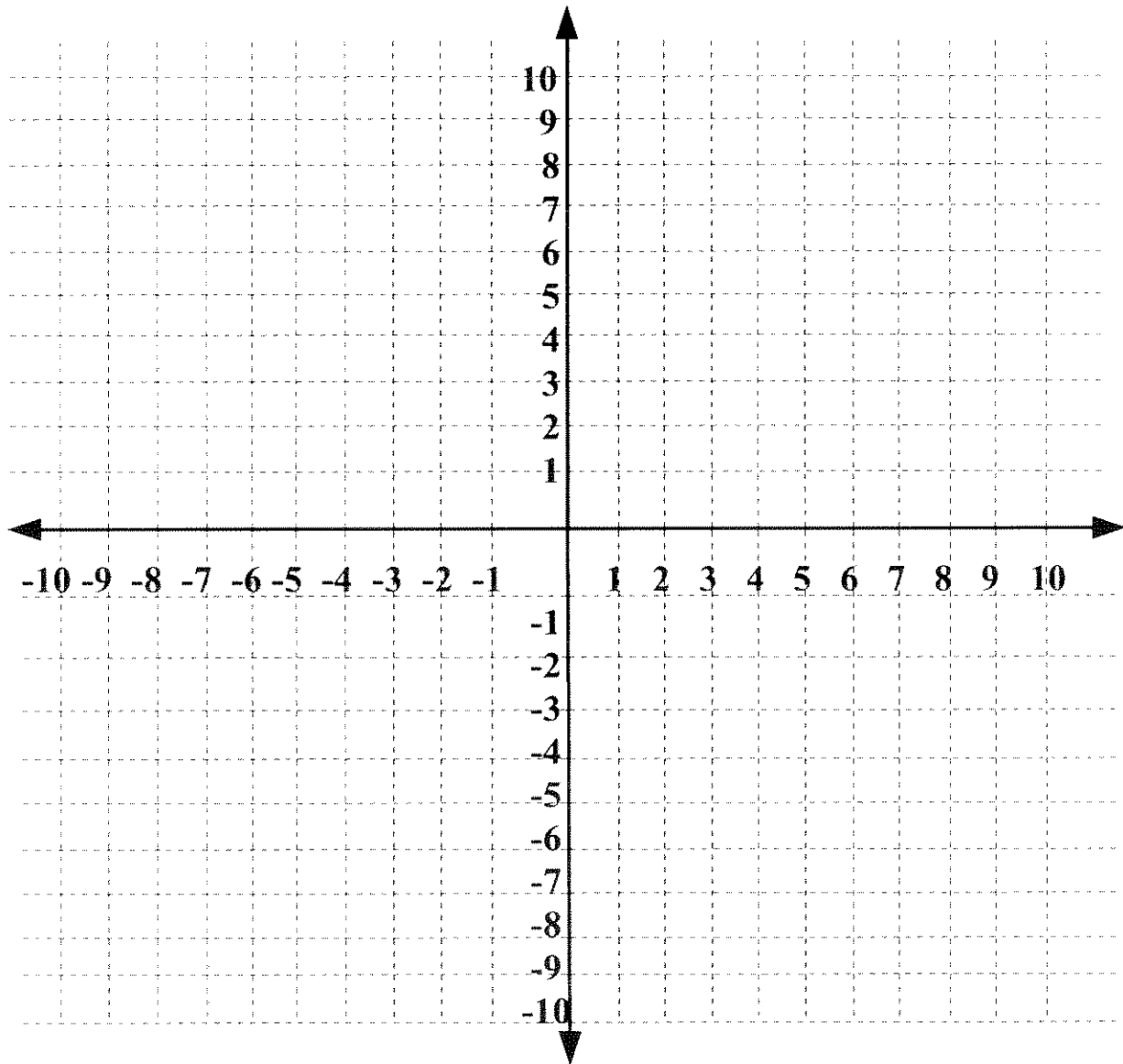
For each letter, write the corresponding ordered pair.

- A. B. C. D. E.

For each ordered pair, write the corresponding letter.

- 1.) $(7, -6) =$ 2.) $(4, -7) =$ 3.) $(2, 3) =$ 4.) $(-9, 10) =$
5.) $(-5, 5) =$ 6.) $(-5, -9) =$ 7.) $(-10, -2) =$ 8.) $(6, 1) =$

Plotting Ordered Pairs



Plot the ordered pairs below in the graph above to reveal a letter.

- | | | | | |
|---------------|---------------|----------------|---------------|----------------|
| 1.) (3 , -6) | 2.) (-7 , 0) | 3.) (-4 , 8) | 4.) (9 , 0) | 5.) (4 , 9) |
| 6.) (-7 , 3) | 7.) (0 , 9) | 8.) (7 , 7) | 9.) (-6 , -2) | 10.) (0 , -6) |
| 11.) (6 , -5) | 12.) (-5 , 7) | 13.) (-4 , -5) | 14.) (9 , -1) | 15.) (3 , 1) |
| 16.) (8 , -3) | 17.) (9 , 1) | 18.) (8 , 5) | 19.) (7 , 1) | 20.) (-2 , -6) |