Gunaratnam Academy's

English

GRAMMAR

written by

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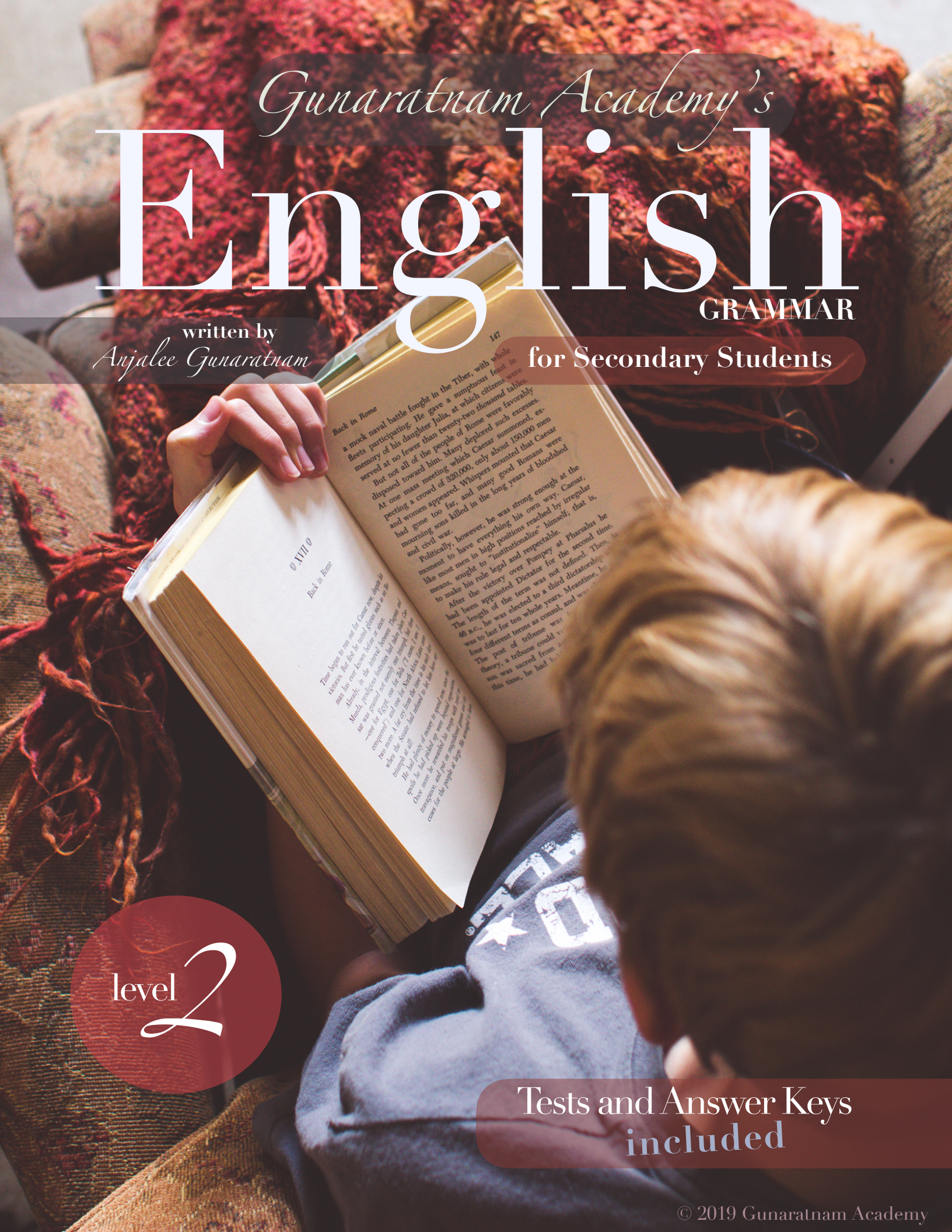
for Secondary Students



level 2

Tests and Answer Keys included

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LESSON 1

Introduction | Pronouns

Making Friends

Activity 1 DIRECTIONS Look at the picture below. Who is speaking? Read and listen to the conversation labeled "1" out loud in class.

Activity 2 DIRECTIONS Practice this conversation with the friend next to you. Use your name!

EX:

Hello, I'm Ashwin. What's your name?

Hello, my name's Nandini.

1

LISA Hello, I'm Lisa. What's your name?

TOM Hello, my name's Tom.

LISA Nice to meet you!

TOM You too.

LISA How are you?

TOM I'm fine, thanks.

Activity 3 DIRECTIONS | Grammar
Fill in the blanks with "I" or "My"

1. _____'m Lisa.
2. Hi, _____ name is Tom.
3. _____'m fine, thanks.

Activity 4 DIRECTIONS | Grammar
Fill in the blanks with "you" or "your"

1. Nice to meet _____!
2. How are _____?
3. What's _____ name?

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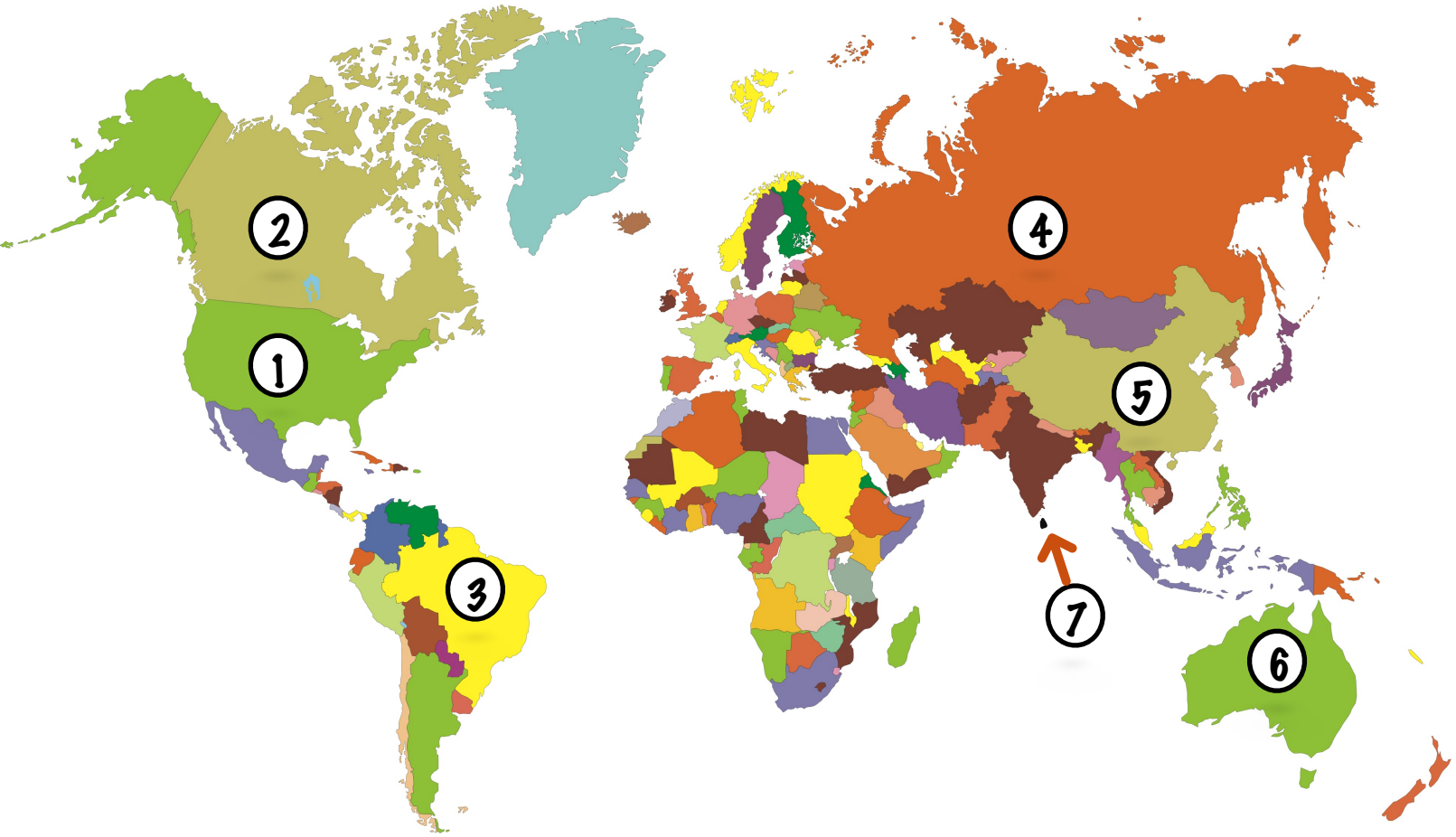

Activity 5

DIRECTIONS Match these countries with their number.

Russia	_____
Australia	_____
Brazil	_____
China	_____
United States	_____
Canada	_____
Sri Lanka	_____

Activity 6

DIRECTIONS Where are you from? Tell the class. Then write it down.

Where are you from?

I'm from _____.

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Practicing Pronouns

VOCABULARY TO KNOW

- conversation
- country
- friend
- globe
- map
- name
- world

Activity 7

DIRECTIONS Look at the picture above. Who is speaking? Where are they from? Read and listen to the conversation labeled "2" out loud in class.

Activity 8

DIRECTIONS Look at the conversation. Then match questions 1-4 with answers a-d.

1. What's her name?	a. She's from the United States.
2. Where is she from?	b. His name is Joe.
3. What's his name?	c. Her name is Emma.
4. Where is he from?	d. He's from Canada.

Activity 9

DIRECTIONS | Grammar
Fill in the blanks with "he" or "his"

1. Where is _____ from?
2. What's _____ name?
3. _____ name's Joe.
4. _____'s from Canada.

DIRECTIONS | Grammar
Fill in the blanks with "she" or "her"

1. Where is _____ from?
2. What's _____ name?
3. _____ name's Emma.
4. _____'s from the United States.

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LESSON 2

Subject vs. Object Pronouns

What's your Job?

Subject Pronouns

A subject pronoun is simply a pronoun that takes place of a noun as the subject of the sentence.

EX:
He is a police officer.
She is a teacher.
They like to play soccer outside.

Activity 1

DIRECTIONS Read the passage. Circle all of the subject pronouns.

Rama is a teacher. Her job requires her to wake up every morning at 6 am. She likes to make some tea before going to work. It is her favorite drink. Rama teaches at St. Mary's College in Trincomalee with many other teachers. They all have students of different ages. Rama also has a brother. His name is Ramesh. He is a lawyer and has an office close by. Ramesh takes a motorcycle to work. He has been working as a lawyer for 10 years.

Examples of Subject Pronouns

I you he she it they

VOCABULARY TO KNOW

doctor musician engineer cleaner
police officer waiter/waitress
actor/actress builder teacher
lawyer unemployed pilot

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Object Pronouns

An object pronoun is not the subject of the sentence. It is the object that is affected in some way by the subject of the sentence.

EX:

Arnav wants to meet her.
She ate the ice cream.
The waiter laughed at him.

How to make Object Pronouns

Activity 2

DIRECTIONS Fill in the rest of the table. Look at the subject pronoun and fill in the appropriate object pronoun.

Subject Pronouns	Object Pronouns
I	me
You	
He	
She	
It	
They	

Vocabulary Checkpoint

Activity 3

DIRECTIONS Fill in the blanks with the correct pronoun and job. Look at the vocabulary list on Page 1 if you need some help.

EX:

He is a doctor.

_____ is a _____.

_____ is a _____

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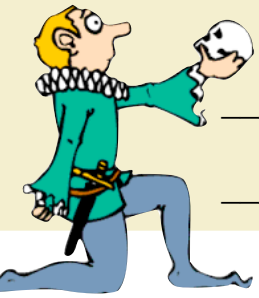
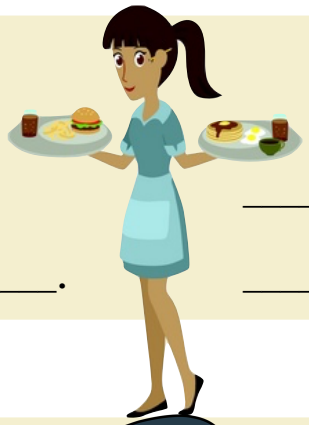
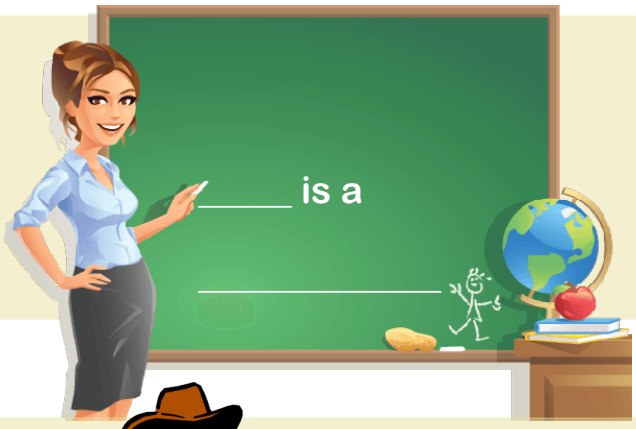


_____ is an _____.



_____ is a _____.



_____ is a _____.

_____ is _____.

_____ is a _____.

_____ is a _____.

Subject vs. Object Pronouns

Activity 4

DIRECTIONS Choose the correct pronoun to complete each sentence. Then, circle whether it is a subject pronoun or object pronoun.

1. _____ (He / him) is a musician and has played the piano for many years.
   (Subject pronoun Object pronoun)
2. Her family had a nickname for _____ (She / her).
   (Subject pronoun Object pronoun)
3. _____ (They / them) like to play basketball together.
   (Subject pronoun Object pronoun)
4. _____ (She / her) enjoys cooking food.
   (Subject pronoun Object pronoun)
5. My mom wants to buy a present for _____ (I / me).
   (Subject pronoun Object pronoun)
6. _____ (It / They) is her favorite color.
   (Subject pronoun Object pronoun)

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Activity 5

DIRECTIONS **WRITING PROMPT 1**
Write about your family. How many members are there? Do you have a brother or sister? What are your parents' jobs? What do they do at their job? Use subject and object pronouns and the vocabulary from above.

DIRECTIONS **WRITING PROMPT 2**
Write about your dream job. What would you like to do in the future? Why?

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LESSON 3

Possessive and Reflexive Pronouns

That's mine!

Possessive Pronouns

A possessive pronoun is a pronoun that shows ownership.

EX:
The car is hers.
The house is theirs.
The dog is yours.

Activity 1 DIRECTIONS Read the story. Circle all of the possessive pronouns.

Angela and her sister, Rita, have been invited to a birthday party. They are fighting over what to wear and bring.
Angela: "That purse is mine!"
Rita: "No it isn't. That backpack is yours. You should bring that instead!"
Angela: Fine. Don't wear my shoes, though. They aren't yours!
Rita: So what? Also, that camera is ours to share, you don't get to keep it!
Angela: Let's go, we'll be late!

Examples of Possessive Pronouns

yours mine theirs ours his hers

VOCABULARY TO KNOW

journal suitcase umbrella shoes
car house camera bicycle
dresses credit cards wallet
keys phone earphones
pencil case backpack purse

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Reflexive Pronouns

Examples of Reflexive Pronouns

yourself myself himself herself
itself themselves

A reflexive pronoun are pronouns ending in -self or -selves that are used when the subject and the object are the same.

EX: Jack likes to reward himself with dessert.
She made that drawing herself.

How to make reflexive pronouns

Activity 2

DIRECTIONS Fill in the rest of the table. Look at the subject pronoun and fill in the appropriate reflexive pronoun.

Subject Pronouns	Reflexive Pronouns
I	myself
You	
He	
She	
It	
They	themselves

How to make possessive pronouns

Activity 3

DIRECTIONS Fill in the rest of the table. Look at the subject pronoun and fill in the appropriate possessive pronoun.

Subject Pronouns	Possessive Pronouns
I	mine
You	
He	
She	
We	
They	

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Possessive vs. Reflexive Pronouns

Activity 4

DIRECTIONS Choose the correct pronoun to complete each sentence. Then, circle whether it is a possessive pronoun or a reflexive pronoun.

EX: 1. Are you okay? Did you hurt _____yourself_____? (yours / yourself)

Possessive Pronoun Reflexive Pronoun

2. No, that bicycle is _____! (mine / myself)

Possessive Pronoun Reflexive Pronoun

3. That house belongs to my parents, it is _____. (themselves / theirs)

Possessive Pronoun Reflexive Pronoun

4. After three hours, we gave _____ some time to rest. (ours / ourselves)

Possessive Pronoun Reflexive Pronoun

5. I gave some sweets away but I kept some for _____. (mine / myself.)

Possessive Pronoun Reflexive Pronoun

6. Those earphones are broken, so they are probably _____. (yours / yourself)

Possessive Pronoun Reflexive Pronoun

7. We are supposed to share that camera, so it is _____. (ours / ourselves)

Possessive Pronoun Reflexive Pronoun

8. My mother looked at _____ in the mirror and combed her hair. (hers / herself)

Possessive Pronoun Reflexive Pronoun

9. My brother was looking for that wallet - it's _____! (his / himself)

Possessive Pronoun Reflexive Pronoun

10. I don't want those shoes… they can be _____! (yours / yourself)

Possessive Pronoun Reflexive Pronoun

11. Wow, my cousin cooked dinner all by _____! (his / himself)

Possessive Pronoun Reflexive Pronoun

12. That document belongs to the school, it's _____. (themselves / theirs)

Possessive Pronoun Reflexive Pronoun

13. Aarti and Rohan bought some ice cream for _____. (themselves / theirs)

Possessive Pronoun Reflexive Pronoun

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Activity 5

DIRECTIONS **WRITING PROMPT 1**
Write about your favorite things — they can be places, objects, animals, etc. Does it belong to you? Or does it belong to someone else? Describe it.

DIRECTIONS **WRITING PROMPT 2**
Write about something you are proud of accomplishing. It should be something that you managed to do all by yourself, without help from another person.

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LESSON 4

Adjectives

Describe, describe, describe!

Adjectives • Review

An adjective can describe the quality or state of a noun, as well as the quantity. They also work with linking verbs (verbs like "to feel," "to seem," and "to taste") to describe a sensory experience.

EX:
The large, brown dog.
It smells gross in here.
There are fifteen candles on this cake.
The cat feels furry and warm.

Adjectives used with linking verbs are called predicate adjectives

Adjective Order

As we learned in the last book, the general order of adjectives before a noun is this:

Opinion - Size - Shape - Condition - Age - Color - Origin - Material - NOUN

Coordinate Adjectives

When using adjective order, you are normally using more than one adjective to describe a noun.

EX: The hot, dry summer.

Coordinate adjectives are usually modifying the same noun. Put a comma in between them or an "and."

Comparison Adjectives

There are three types of comparison adjectives: Absolute, comparative, and superlative.

EX: hot, hotter, hottest

EX: good, better, best

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Activity 1

DIRECTIONS Read the story. Circle as many adjectives as you can.

Merlin the Monkey

written by Mikey Green

One day, a group of four friends decided to pay a visit to the local carnival, which had stopped in the village for the weekend. It only came once a year, and the group of friends were ever so keen to explore the wonder of the carnival. The sounds and the sights were so exciting, and amongst beautiful fields, it made for a special event. Rose, Samantha, Vanessa and Michael were as happy as anyone that this weekend had finally arrived. They brought their pet monkey along with them to share in the fun. His name was Merlin, and with the sweetest, gentlest smile and dazzling eyes, plenty of the villagers had affection for Merlin. The people who ran the carnival came from different countries, and spoke different languages. Merlin had never attended a carnival before, and his owners were keen to show him a good time.

Upon arrival at the carnival, the group of four friends got in close to talk about where they should head first. They quickly made up their minds to head for the haunted house, and turned around to take Merlin with them. To their surprise, Merlin was not there. He had disappeared amongst the crowds, causing panic and worry amongst the four friends.

“Fear not!” shouted Rose, “We shall use our skills amongst these carnival folk to find our beloved Merlin.” Each of the four friends had a skill that was helpful in finding lost people or animals; they had done it before to find Samantha’s younger sister, Rachel. Rose could do a drawing of who was missing so that she could ask people if they had seen anyone looking like Merlin. Samantha spoke many languages and could ask any people from another country if they had seen Merlin. Vanessa was able to do the sounds and actions of Merlin to see if anyone recognized them, and Michael could beg and plea in song as to whether anyone had seen his beloved Merlin.

They tried to find Merlin at the Haunted House, where a man was looking after the ride. Rose drew a picture of Merlin and asked:

“Have you seen my Merlin?”

The man grunted, and it seemed he did not know English. Samantha quickly asked the man in another language if he knew where Merlin was. The man answered in such a way that all four of the friends knew that Merlin was not at the Haunted House.

Next, they went to the teacups, where Vanessa did the sounds and actions that Merlin normally does. The woman looking after the teacups laughed and turned away. Michael began to sing and used his song to ask a question, and the woman took notice of this, and replied “I’m sorry my dear, I have not seen your monkey.”

Finally, they went to the carousel, hoping that Merlin would be there somewhere. Rose showed her drawing of Merlin to people, but nobody knew where Merlin was. Michael sang, but nobody answered back. Samantha asked questions in many languages, but no good news came. Finally, Vanessa did the sounds that Merlin makes, and similar sounds came from the carousel. Merlin ran towards the four friends, who embraced Merlin for what felt like an eternity. The four friends and Merlin held hands for the rest of the day, so they would not lose each other ever again. They went on all the rides until the sun went down, and left the carnival that night, looking forward to its return next year.

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Activity 2

DIRECTIONS Look at the adjectives you have circled. Organize them by the type of adjective. Is it a comparison adjective? Does it describe how something looks? Are there any coordinate adjectives?

Adjectives that show quantity

_____

_____

_____

_____

Adjectives that describe how something looks/is

_____

_____

_____

_____

Comparison adjectives

_____

_____

_____

_____

Coordinate adjectives

_____

_____

_____

_____

Think of some adjectives to describe this story:

_____ _____

_____ _____

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Activity 3

DIRECTIONS **READING COMPREHENSION**
Read the passage thoroughly. Then answer the questions down below.

1. Who decides to go to the carnival? Why?

2. Who do they bring along? Describe.

3. When the friends lose Merlin, what do they do? What is each friend's special skill?

4. How do they find Merlin?

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LESSON 5

Types of Verbs

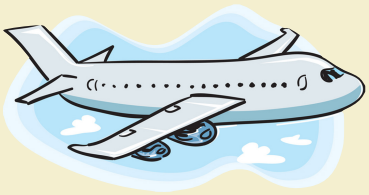
In my free time...

3 Types of Verbs

Review

A verb is a word that describes an action, occurrence, or state of being.

EX:
She goes to school.
He stays inside during the storm.
My family is visiting Sri Lanka.



1 Action Verbs

Activity 1

DIRECTIONS Write down some action verbs.

_____ _____

_____ _____

_____ _____

2 Linking Verbs

Linking verbs are verbs that express a state of being. They link the subject of the sentence to the predicate (what describes the subject).

EX:
It is exciting.
The cookies smell delicious.
The house looks old.

TIP
The main linking verb is "to be." For other verbs, if you can replace a verb with "to be," it's a linking verb!

the verb "to be"
I am
You are
He/She/It is
They are
We are

CAREFUL! Linking verbs look a lot like action verbs.

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3 Helping Verbs

Helping verbs are verbs that come before the main verb in a sentence. Together, the helping and main verb form a verb phrase.

EX:
I can ride my brother's bicycle.
Anya could walk to school.
We should eat more vegetables.

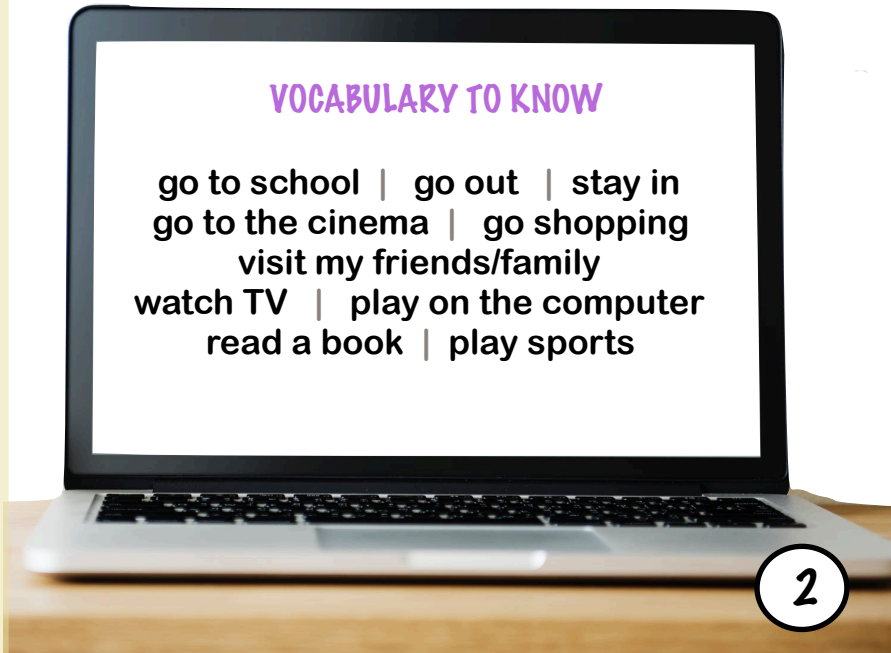
Activity 2

DIRECTIONS Write down your daily routine and the time at which you do them. Use as many action verbs as you can.

EX:
7:00 — Wake up for school
8:00 — Eat breakfast

Activity 3

DIRECTIONS WRITING PROMPT
Write about what you like to do in your free time, when you are not studying (like right now!). Do you like playing outside? Going to watch a movie at the cinema?



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Activity 4

DIRECTIONS **UNSCRAMBLE**

Look at each sentence below. The words are all scrambled. Rewrite the sentence correctly on the line below. Then identify the action verbs, helping verbs, and linking verbs in each sentence by circling the action verbs, underlining the helping verbs, writing "L" above linking verbs.

EX:

1. I / eating / piece / cake / another / am / of

I am eating another piece of cake.

2. play / soccer / I / outside / sometimes.

3. should / do / He / homework / his / today.

4. cleaning / After / the / house, / smells / it / good.

5. can / She / ride / motorcycle / well. / very / her

6. school, / After / I / home. / walk

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Past Tense Verbs

Past tense verbs show what happened in the past.
There are four types of past tense verbs:

(Past) Simple: regular past tense
(Past) Progressive form: indicates ongoing action
(Past) Perfect: indicates completed action
(Past) Perfect progressive: indicates ongoing action that will be completed in some definite time.

Present Tense Verbs

Present tense verbs show what is happening now.
There are four types of present tense verbs:

(Present) Simple: regular present tense
(Present) Progressive form: indicates ongoing action
(Present) Perfect: indicates completed action
(Present) Perfect progressive: indicates ongoing action that will be completed in some definite time.

Future Tense Verbs

Future tense verbs show what will happen in the future.
There are four types of future tense verbs:

(Future) Simple: regular future tense
(Future) Progressive form: indicates ongoing action
(Future) Perfect: indicates completed action
(Future) Perfect progressive: indicates ongoing action that will be completed in some definite time.

	Simple Form	Progressive Form	Perfect	Perfect Progressive Form
Past	played	was playing	had already played	had been playing
Present	play	am playing	have already played	have been playing
Future	will play	will be playing	will have already played	will have been playing

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LESSON 6

Verb tenses

Practice makes perfect!

Verb Tenses

DIRECTIONS Review this chart.

Past Tense Verbs

Past tense verbs show what happened in the past.
There are four types of past tense verbs:

(Past) Simple: regular past tense
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Future tense verbs show what will happen in the future.
There are four types of future tense verbs:

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	Simple Form	Progressive Form	Perfect	Perfect Progressive Form
Past	played	was playing	had already played	had been playing
Present	play	am playing	have already played	have been playing
Future	will play	will be playing	will have already played	will have been playing

Past tense

Activity 1

DIRECTIONS Circle the past tense verbs.

1. Harsha ran to the other side of the field.
2. Sheila swam late into the night.
3. The campers crept towards the open tent.
4. The man walked around the block to exercise.
5. The boy looked outside the window at the passing cars.
6. The girl jumped over the jump rope.
7. The teacher praised his students for their hard work.
8. The man studied before his final exam.
9. The basketball player stretched before the game.
10. The horse galloped around the track.
11. Michael played checkers.

Convert #11 to Past Perfect Progressive form:

Michael _____ _____ checkers.

Convert #10 to Past Perfect Progressive form:

The horse had been galloping around the track.

(This means the horse was galloping around the track but it would stop at some point in time.)

Activity 2

DIRECTIONS Fill in the blanks.

Convert #2 to Past Progressive form:

Sheila was swimming late into the night.

(This means Sheila was swimming in the past, and it is describing an ongoing action.)

Convert #6 to Past Progressive form:

The girl _____ over the jump rope.

Convert #8 to Past Perfect form:

The man had already studied before his final exam.

(This means the man who was studying before his final exam had finished studying.)

Convert #9 to Past Perfect form:

The basketball player _____ _____ before the game.

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Present Tense

Activity 3

DIRECTIONS Circle the present tense verbs.

1. John hits the ball over the fence.
2. Neal runs to first base.
3. I open the lid to the container.
4. We laugh at the baby.
5. They run three laps a day.
6. I shake my father's hand.
7. She sits up in the chair.
8. My mom cooks dinner often.
9. He eats his breakfast in the morning.
10. My dad waters the grass in the afternoon.
11. My brother kicks the soccer ball.

Activity 4

DIRECTIONS Fill in the blanks.

Convert #2 to Present Progressive form:

Neal is running to first base.

Neal didn't do this before - he is running now! It is a present, ongoing action!

Convert #3 to Present Progressive form:

I _____ _____

the lid to the container.

Convert #5 to Present Perfect form:

They have already run three laps a day.

They ran today, and they finished the three laps. It is a present completed action.

Convert #6 to Present Perfect form:

I _____ _____

my father's hand.

Convert #10 to Present Perfect Progressive form:

My dad has been watering the grass in the afternoon.

His dad waters the grass in the afternoon every day. It is ongoing in the present, but it will stop at some definite time.

Convert #11 to Present Perfect Progressive form:

My brother _____ _____

_____ the soccer ball.

Future Tense

Activity 5

DIRECTIONS Fill in the simple future tense verbs.

HINT Remember: to make a future-tense verb, add "will" before the verb

1. The boys will jump on the trampoline at the party (jump)
2. I _____ my test on time. (complete)
3. We _____ in the summer. (swim)
4. The man _____ his lawn in the afternoon. (water)
5. The girls _____ with each other on the weekend. (play)
6. The scientist _____ the outcome of the experiment. (predict)
7. The team _____ to another country to play their game. (travel)
8. I _____ as many books as I can this summer. (read)
9. The students _____ for the final exam. (study)
10. The dog _____ its tail for food. (wag)
11. The players _____ for their teammate. (pray)
12. My mother _____ me up from school. (pick)
13. I _____ from my mentor. (learn)

Activity 6

Convert #2 to Future Progressive form:

_____

_____

Convert #5 to Future Perfect form:

_____

_____

Convert #12 to
Future Perfect Progressive form:

_____

_____

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LESSON 7

Direct/Indirect Objects

My favorite food is...

Direct Objects

A direct object is a noun (or pronoun) that receives the action of the verb. (Subject + verb + direct object)

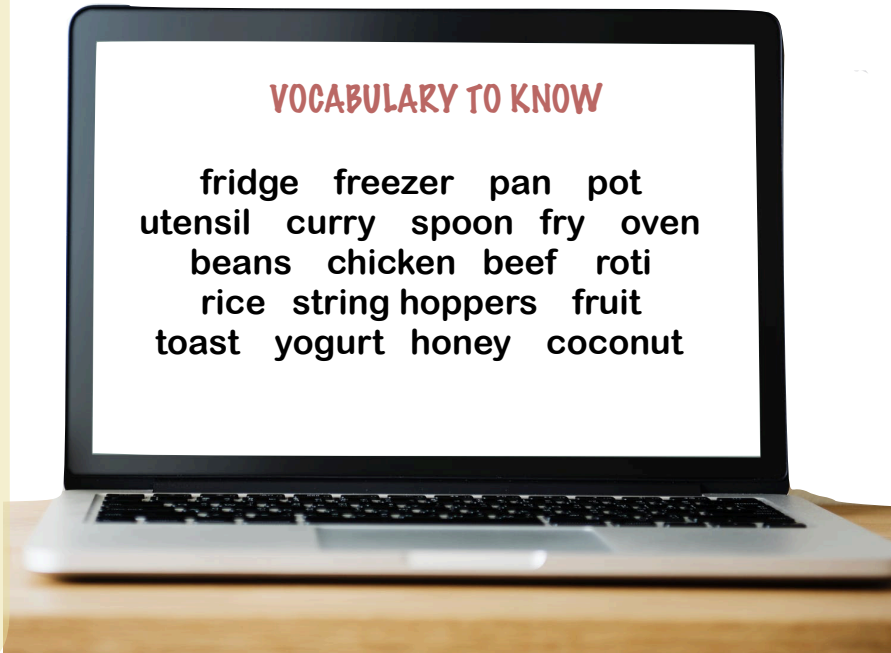
EX:
She cleaned the house.
The horse ate the grass.
The man gave the present to her.

Practice

Activity 1

DIRECTIONS Read each sentence. Circle the direct object.

1. My mom cooks food all the time.
2. She likes to make lunch for me.
3. I use the oven to bake cake.
4. Many people use coconut milk in their curries.
5. Some people buy their meals.
6. Nowadays, a microwave heats food quickly.
7. For breakfast, I eat fruit.
8. You need to cook the rice properly!
9. Don't forget to stir in the beans!



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Multiple Choice

Activity 2

DIRECTIONS Read each sentence. Which word is the direct object? Circle the letter next to the correct answer.

1. Mike rode the bike to school.
   a) rode
   b) bike
   c) school
   d) Mike

2. Amma cooked curry for dinner.
   a) Amma
   b) dinner
   c) curry
   d) cooked

3. Lisa told a lie to Rohan.
   a) Lisa
   b) lie
   c) Rohan
   d) told

4. The policemen chased the thief down the street.
   a) chased
   b) street
   c) thief
   d) policemen

5. In the story, the woman built a house.
   a) story
   b) built
   c) woman
   d) house

6. Joe bought yogurt at the store.
   a) store
   b) Joe
   c) yogurt
   d) bought

7. Amy baked cookies yesterday.
   a) yesterday
   b) Amy
   c) cookies
   d) baked

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Write!

Activity 3

DIRECTIONS Look at "Vocabulary to Know." Using those words, write a sentence of your own and circle the direct object in each one. (Use one vocabulary word for each sentence).

1.

2.

3.

4.

5.

6.

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Indirect Objects

An indirect object is a noun or pronoun that is received by the direct object.

For an indirect object to appear, the sentence must first have a direct object.

EX: **Jim built a sandcastle.**
WHY? **Jim (subject) built (verb) a sandcastle (direct object).**

EX: **Jim built a sandcastle for his daughter (indirect object).**

WHY?
Jim (subject) built (verb).
Jim built what? **A sandcastle! (direct object)**
Who is receiving the sandcastle? **His daughter! (indirect object)**

Practice

Activity 4

DIRECTIONS **Read each sentence. Circle the indirect object.**

1. We told Amma a lie.

2. He built her a house.

3. Tom paid 2000 rupees to the cashier.

4. She baked her dad a cake.

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LESSON 8

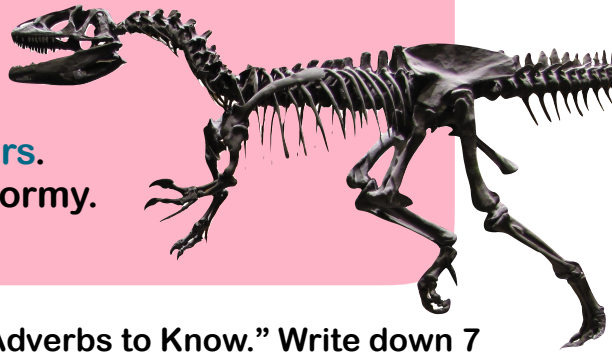
Adverbs

How, When, or Where?

Adverbs

An **adverb** is a word that describes a verb. It may tell **how, when, or where** an action happens.

Many adverbs that tell "how" end in — ly
Use adverbs to make your writing more vivid and descriptive.

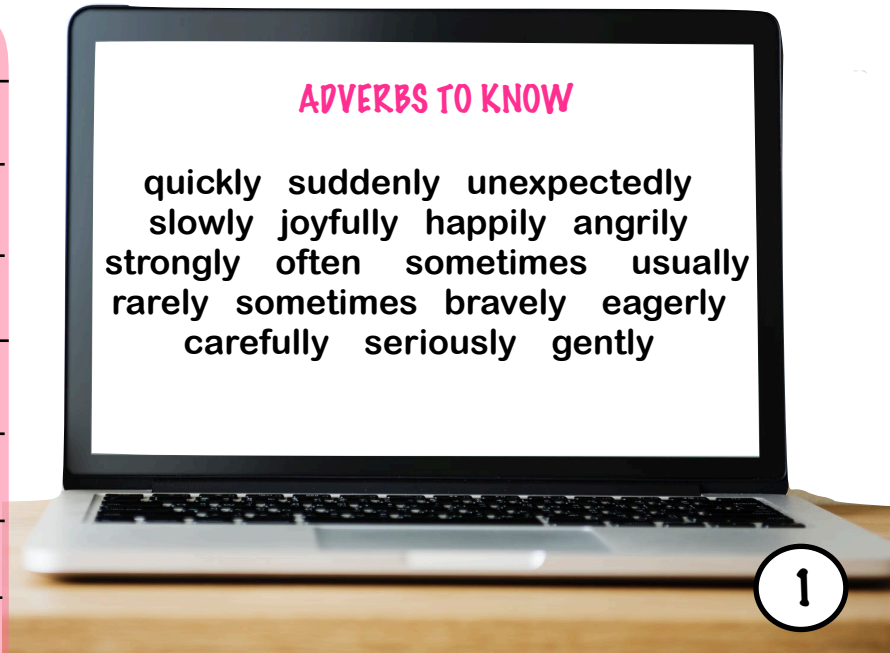


EX:
Kristi visited the museum yesterday.
She saw an exhibit on dinosaurs downstairs.
She drove home quickly because it was stormy.

Write

Activity 1

DIRECTIONS Look at "Adverbs to Know." Write down 7 adverbs that end in "—ly." Do they show "how," "when," or "where" something is happening?



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How, When or Where?

Activity 2

DIRECTIONS Circle the adverb that best describes the underlined verb. Then, circle "where," "when," or "how" to show what the adverb tells.

EX:	1. Bob takes the bus to school often.	where	**when**	how
	2. His dad carefully built the birdhouse.	where	when	how
	3. Lisa told a lie to Rohan today.	where	when	how
	4. The policemen ran quickly.	where	when	how
	5. The birds flew higher.	where	when	how
	6. Joe rarely goes to the grocery store.	where	when	how
	7. Amy baked cookies yesterday.	where	when	how
	8. Soon, school was over.	where	when	how
	9. The turtle walked slowly to the finish line.	where	when	how
	10. Thaya gently stroked the puppy.	where	when	how
	11. The sun will surely melt the wax.	where	when	how
	12. Don't forget to cook the stew tomorrow!	where	when	how
	13. Priya studied seriously for her test.	where	when	how

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Write!

Activity 3

DIRECTIONS Add an adverb to make each sentence sound more vivid. If you need some help, look at the "Adverbs to Know" list.

1. Sarah looked at the field of flowers.

1

2. Tom takes a taxi to Colombo.

2

3. The siblings argued about the topic of academics.

3

4. The sailor arrived at his hometown.

4

5. The dog jumped around before calming down.

5

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Adverbs that Compare

Adverbs can also be used to compare two or more actions.

Like comparison adjectives, if you compare two actions, add "- er" to most short adverbs. When comparing more than two actions, add "-est" to most short adverbs.

Use more and most before adverbs that have two or more syllables.
Use more when comparing two actions.
Use most when comparing more than two actions.

EX:

You must drive more carefully in wet weather than in dry weather.

Out of all of her siblings, she visits her mother most often.

Activity 4

DIRECTIONS WRITING PROMPT
Write about a trip you went on! Use as many adverbs as you can.

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LESSON 9

Prepositions

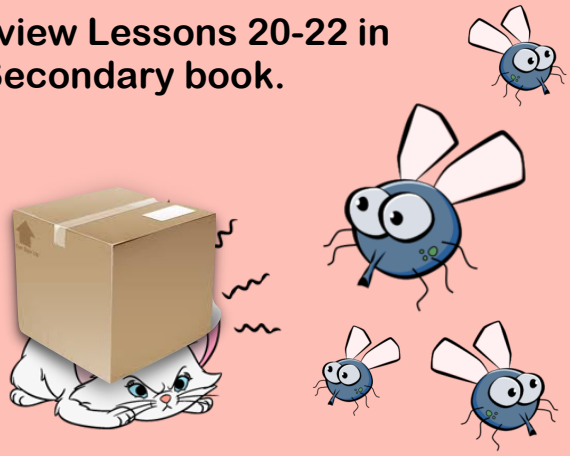
Prepare for Prepositions!

Prepositions (Review)

A preposition is a word that indicates location.

There are three types:
1) place prepositions
2) time prepositions
3) direction prepositions

* Please review Lessons 20-22 in the first Secondary book.



EX:
The cat is under the box.
Meet me in the afternoon.
The fly was coming towards me.

Practice

Activity 1

DIRECTIONS PLACE PREPOSITIONS
Pick 7 words from the list "Vocab to Know." Then, write the correct preposition in front of it. (Ex: on the chair)

on the chair

VOCAB TO KNOW

chair sofa table desk carpet
door window floor
a plant a painting a desk
passport radio suitcase
keys cell phone

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Draw!

Activity 2

DIRECTIONS Look at the instructions below the box. Follow them step by step. Practice your place prepositions this way!

Step 1: Draw a living room with a table, a TV, a chair and a desk, a sofa, and a small coffee table.

Step 2: Draw a plant <u>on</u> the coffee table.

Step 3: Draw a cat sitting <u>under</u> the chair.

Step 4: Draw three small cushions <u>on</u> the sofa.

Step 5: Draw a suitcase <u>between</u> the TV and the chair.

Step 6: <u>In front of</u> the sofa, draw a rug.

Step 7: Draw a passport <u>on</u> the desk.

Step 8: Draw a cell phone <u>beside</u> the coffee table.

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Describe!

Activity 3

DIRECTIONS **PLACE PREPOSITIONS**

Now, add five more items of your own in different places in the living room. Can you describe them using prepositions?

1. _____

2. _____

3. _____

4. _____

5. _____

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Where is the preposition?

Activity 4

DIRECTIONS
Read the sentence carefully. Which word in the sentence is a preposition? (Remember: they can be place, direction, or time prepositions)

1. The pen is sitting on the desk.
   a) pen
   b) desk
   c) sitting
   d) on

2. We have to meet at the schoolyard.
   a) we
   b) schoolyard
   c) meet
   d) at

3. The house is near the school.
   a) school
   b) house
   c) near
   d) is

4. My birthday is on October 4, 1996.
   a) my
   b) on
   c) is
   d) birthday

5. I'm traveling to India in December.
   a) traveling
   b) December
   c) in
   d) to

6. I want to finish my homework at 9:00 pm.
   a) to
   b) finish
   c) my
   d) at

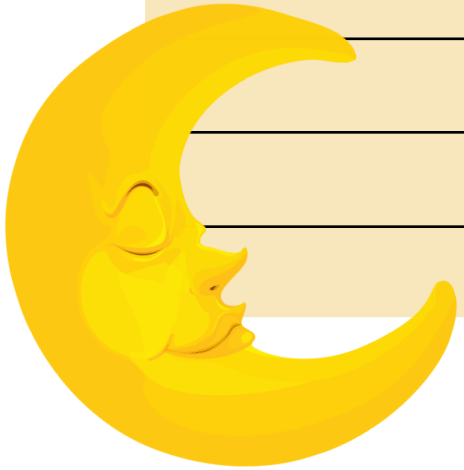
7. The mouse is running away from me!
   a) away
   b) mouse
   c) is
   d) me

8. I like sleeping in on the weekend.
   a) sleeping
   b) in
   c) on
   d) like

Activity 5

DIRETIONS
WRITING PROMPT

Write about a dream you had this week. Who was in it? Describe where it was. Try to use prepositions.



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LESSON 10

Conjunctions and Interjections

Eureka! I've found it!

Conjunctions

A conjunction is a word that connects phrases, words, and clauses.

What's a phrase? A phrase is simply a group of words that stand as a unit.

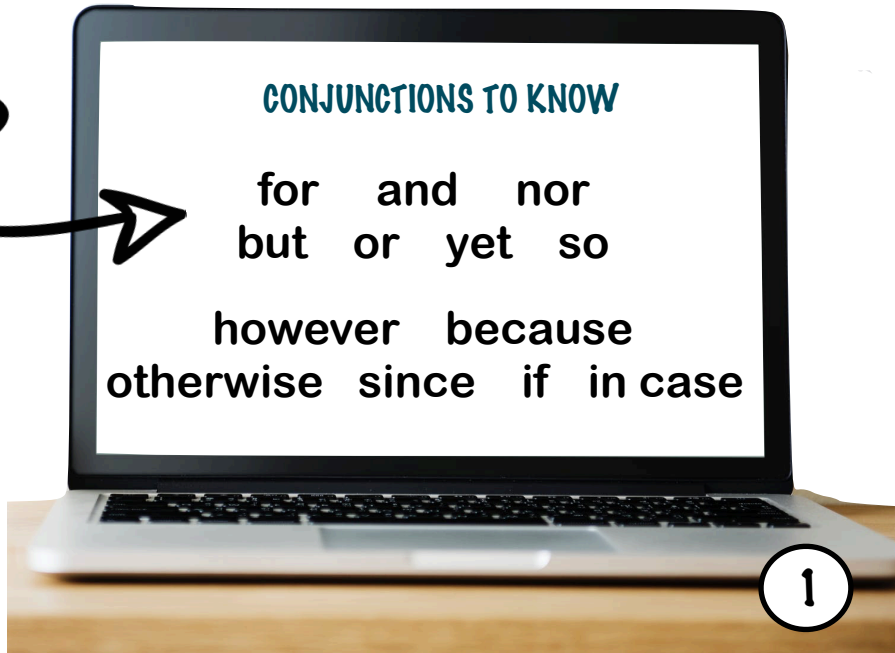
What's a clause? More complex than a phrase but less complex than a sentence. Contains a subject and a verb.

EX:

Leela can speak both Tamil and English.
I like reading, yet I hate writing.
He wanted to make friends, but he was too shy.

Coordinating Conjunctions

a coordinating conjunction connects words or phrases of EQUAL rank



You can remember them as FANBOYS.

F (for) A (and) N (nor)
B (but) O (or) Y (yet) S (s)

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Correlative Conjunctions

correlative conjunctions are always used in pairs.

EX:

1. This cake contains neither chocolate nor nuts.
2. You can either buy the book or the toy.
3. Not only can he write with both hands, but also with his two feet!

MORE CONJUNCTIONS TO KNOW

neither ..... nor
either ..... or
both ..... and
not only ..... but also
whether ..... or

Activity 1

DIRECTIONS Write a sentence using any conjunction you have learned in the box below.

Which is it?

Activity 2

DIRECTIONS Read each sentence. Circle the conjunction(s). Is it a coordinating or correlative conjunction? Circle the correct option.

1. Prasanna likes to go fishing and swimming. — coordinating / correlative
2. Anirudh wants to play baseball, but his arm is broken. — coordinating / correlative
3. That lady is neither tall nor athletic. — coordinating / correlative
4. The twins are both smart and funny. — coordinating / correlative
5. The baby finally fell asleep, so the mom was able to take a nap. — coordinating / correlative
6. They didn't go to the party, and neither did I. — coordinating / correlative
7. Do you prefer tea or coffee? — coordinating / correlative

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Write!

Activity 3 DIRECTIONS **Using the conjunctions you know, write your own sentences.**

1.

2.

3.

4.

5.

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Interjections!

Activity 4 DIRECTIONS Read the passage about Archimedes below.

Eureka!

There once was a man named Archimedes who lived in ancient Greece. He was a well known mathematician and scientist at the time.

One day, the king Hiero asked Archimedes to help him with something. The king had a gold crown that he believed was not entirely made of pure gold. He suspected that the man who made it must have replaced some of the crown with silver and then taken the gold for himself.

Archimedes accepted the challenge. Before doing any work, he decided to make a trip to the public baths in the city. Archimedes then realized that the more he sunk into the water, the more the water rose (or was displaced)! He discovered that this displaced water was equal to the exact measure of his volume!

Archimedes knew that gold weighed more than silver. In order for the crown made of silver to weigh the same as the gold crown, it had to be much bulkier! If the crown was bulkier, it would have more volume, and would then displace more water.

Excited that he had found a solution, Archimedes jumped out of the bath and ran home naked, screaming "Eureka, eureka!" Or translated: "I've found it, I've found it!"

Reading Comprehension

Activity 5 DIRECTIONS Answer the questions.

1. Who is Archimedes?

2. What was his discovery?

3. What do you think an interjection is?

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Interjections!

An **interjection** is an exclamation or abrupt remark. It shows a strong, spontaneous feeling or reaction.

What does **abrupt** mean? Sudden, surprising, etc.

What does **spontaneous** mean? Unplanned, unpredictable, etc.

EX:

Eureka!	Grr!	Hooray!
Oh my gosh!	Good grief!	Oh well…
Surprise!	Ha ha!	Ooh…
Bravo!	Oh darn	Voila!
Achoo	Holy cow!	Ugh!

Write!

Activity 6

DIRECTIONS **WRITING PROMPT**

Imagine it is your best friend's birthday and you are planning a surprise party. All of your friends are hiding behind the couch, ready to surprise your friend! Write the rest of the story.

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LESSON 11

Subject and Predicate

Daily Routines

The two parts of a sentence

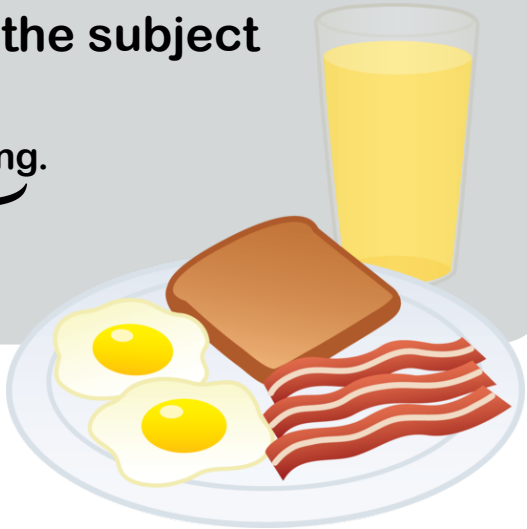
There are two main parts of a sentence:

a subject: tells who or what the sentence is about

a predicate: tells something about the subject

EX: Priyanka eats breakfast every morning.

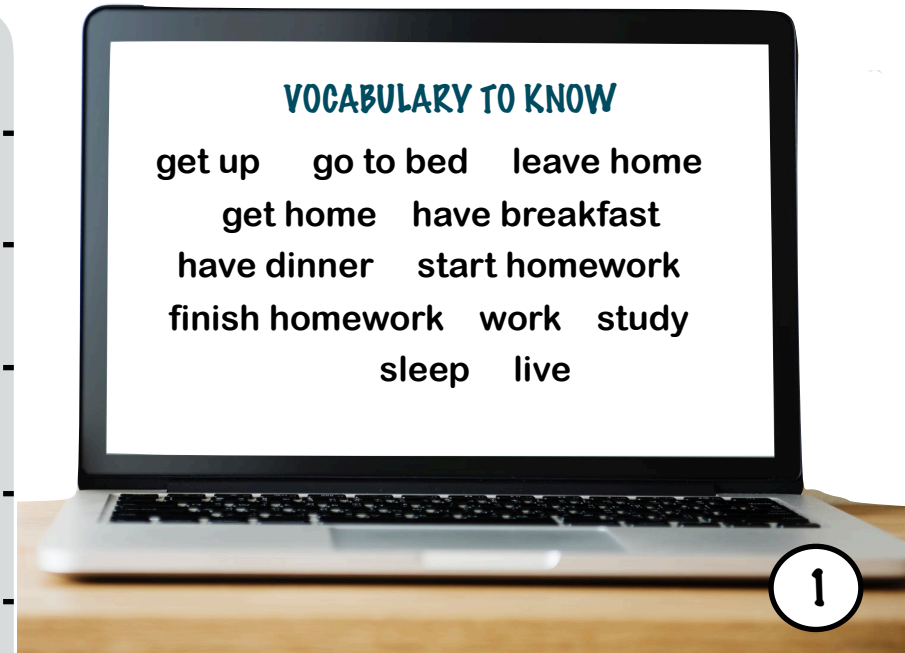
subject — predicate



Write your own!

Activity 1

DIRECTIONS Write a few sentences of your own. Underline the subject. Double underline the predicate.



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Practice!

Activity 2

DIRECTIONS Read each sentence. Underline the subject. Double underline the predicate.

1. Prasanna likes to go fishing and swimming.
2. Anirudh wants to play baseball.
3. That lady is neither tall nor athletic.
4. The twins are both smart and funny.
5. The baby finally fell asleep.
6. They didn't go to the party.
7. I like to wake up in the early morning.
8. I brush my teeth once I wake up.
9. Eggs and toast are part of a normal American breakfast.
10. A shower helps you wake up.
11. We leave home by 7:00 am.
12. My brother and I get home by 3:00 pm.
13. Normally, I start my homework after I have had a snack.
14. My homework takes two hours to complete.
15. My brother likes to read a book before bed.
16. I like to listen to relaxing music that helps me fall asleep.
17. My parents eat dinner very early.
18. It takes me a long time to finish my homework.
19. I never forget to set my alarm clock.

Wake Up

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Write!

Activity 3

DIRECTIONS

Write five sentences about your daily routine, from the time to wake up to the time you go to sleep.
Underline the subject. Double underline the predicate.
Circle the conjunctions.

1

2

3

4

5

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Simple Sentences

Simple sentences **have the basic parts that make it a sentence: a subject and a predicate. They are usually very short.**

They're also known as **independent clauses**. They are called "independent" because they can stand on their own. They are considered a complete sentence.

Compound Sentences

Compound sentences **are made up of two independent clauses that are connected to each other using a coordinating conjunction (FANBOYS).**

EX: Joe waited for the train, but the train was late.

Independent clause 1: Joe waited for the train.
Coordinating conjunction: but
Independent clause 2: The train was late.

Activity 4

DIRECTIONS
Create your own compound sentence.
Remember to use a conjunction!

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LESSON 12

Compound Subjects and Predicates

Sibling Rivalry

Compound Subjects

A subject tells who or what the sentence is about. A compound subject is a subject made up of two or more simple subjects that are usually joined by a conjunction.

EX: Priyanka and Arya get into an argument every morning.

These two subjects are usually joined by a coordinating conjunction (and, or, neither, nor).

— When the subjects are joined by "and," the verb agrees with the pronoun "they." (See example above).

— If the subjects are joined by "or" or "neither/nor," the verb agrees with the subject closest to the verb.

EX: Neither Priyanka nor Arnav wanted breakfast.

Write your own!

Activity 1

DIRECTIONS Try writing two sentences with compound subjects. Remember to use conjunctions.

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Compound Verbs

A compound verb is used when two verbs are needed to completely explain the subject's action.

There are 4 types of compound verbs:

1. Prepositional verb: When a preposition (ex: "in") combines with a verb (ex: "believe") to form a whole new verb ("Believe in.")
2. Phrasal verb: When a verb (ex: "take") combines with another type of verb, like an adverb (ex: away) to form the verb ("Take away")
3. A verb with auxiliaries: When a verb such as "walking" combines with a helping verb (ex: was) to form ("was walking")
4. A compound single-word verb: when a word is a combination of multiple verbs ("stirfry")

Compound verbs just give the reader more information about the action taken more than a

Activity 2

DIRECTIONS TRUE OR FALSE
Read the sentence. Are the underlined parts a compound verb? Circle yes or no.

1. We need someone to babysit the children tonight.	yes	no
2. Ben ate ice cream.	yes	no
3. My mom likes Asian cooking and is going to make a stirfry.	yes	no
4. The two siblings were looking for an apartment.	yes	no
5. My brother shouted at the dog.	yes	no
6. Everything will work out in the end.	yes	no

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Compound Subjects

Activity 3

DIRECTIONS CIRCLE
Circle the word/words that show compound subjects.
Underline the conjunction(s)..

1. Cookies and cakes are bad for you.
2. Neither the running shoes nor the sandals will be here if you don't put them away!
3. The boots and the sandals need to be put away.
4. Aunty and Uncle went to America during their vacation.
5. Either you or your sister is going to be punished if you don't clean your room!

6. Either a rat or mouse keeps chewing up my socks!

7. Nobody in the store and nobody in the bank saw the accident.
8. Neither wind nor snow nor sleet nor hail can stop the US Postal Service from delivering the mail.
9. What do you like better, soda or juice?
10. The twins, Keira and Leela, both read slowly.

11. Neither the carpet nor the rug downstairs has been cleaned.
12. What's your favorite color, blue or green?
13. Everything on the bed and everything in the closet needs to be washed.
14. My mom and dad were married in 1987.
15. My brother and I fought over the teddy bear.

16. Anybody in St. Mary's College and anybody in St. Joseph's college is eligible for a scholarship.

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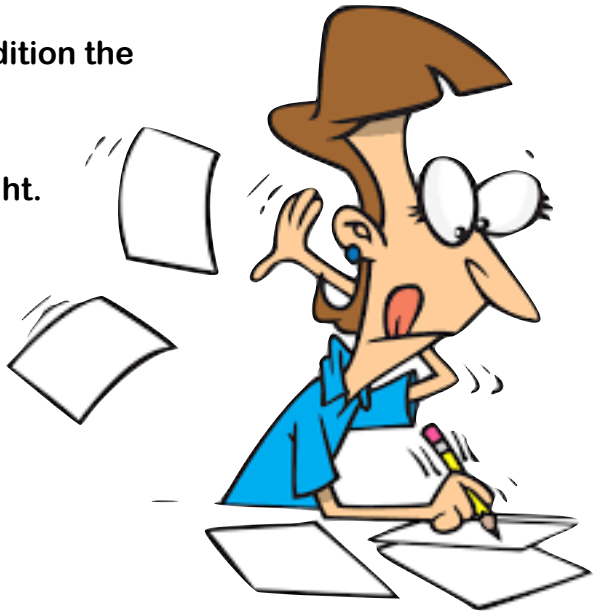
Compound Verbs

Activity 4 **DIRECTIONS** Circle the compound verbs.

1. The town was destroyed by the tsunami.
2. I really want to test-drive that sports car!
3. Deepika will take off her makeup before bed.
4. Appa will be waiting at the train station.
5. Sometimes on a test, I second guess the answer.
6. It's so hot in here! We need to air-condition the house.
7. He was swimming in the ocean last night.
8. When I watch sad movies, I tear up.
9. My mom always believes in me.
10. I will walk to the store tomorrow.
11. I don't want to bother you at work.
12. He didn't know what to work on.
13. Is he someone you can rely on?
14. I will take away the scraps.
15. I tried to water-proof my boat.
16. Is the product something you believe in?
17. The little boy was telling me about school.



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LESSON 13

Types of Sentences

Get ready to write!

Types of Sentences

In the English language, there are 4 main types of sentences:

1. declarative
2. interrogative
3. imperative
4. exclamatory

1. a **declarative sentence** simply makes a statement or expresses an opinion. It usually ends in a period.
(EX: I want to be a good writer / My friend is a good writer.)

2. an **interrogative sentence** asks a question. It often begins with who, when, what, why, how, where, or do and ends in a question mark (?).
(EX: What's your name? / Where are you from?)

3. an **imperative sentence** gives a command or makes a request. It usually ends in a period (.), but sometimes in an exclamation mark (!).
(EX: Please sit down. / I need you to sit down now!)

4. an **exclamatory sentence** expresses great emotion such as excitement, anger, happiness, or surprise. It ends in an exclamation mark (!).
(EX: I got an A+ on my math test! / Oh no, watch out!)

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Declarative

Activity 1

DIRECTIONS WRITING PROMPT

Write about an issue that you are passionate about. What do you believe in? Don't be afraid to share your opinions. Try to write as many declarative sentences as you can.

Activity 2

DIRECTIONS WRITING PROMPT

Write a small autobiography. This means you get to tell the story of your life. Talk about when you were born, what you like to do in your free time, what your favorite subject is, what your parents' names are, etc.

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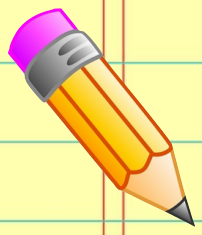
Interrogative

Activity 3

DIRECTIONS **INTERVIEW**
Pair up with a friend close to you. You are about to interview them. Think of a five or six questions you want to ask them. Once you have written them down, ask your friend and record their answers.



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Imperative

Activity 4

DIRECTIONS You are the principal of a school and you have to write down some rules for your misbehaving students. What kind of rules would you write? Remember, these are imperative sentences, so think of them like commands! Be strict!

Exclamatory

Activity 5

DIRECTIONS Think of a time you scared or surprised someone. Write about it! Make sure to use lots of exclamation marks! Maybe even some interjections!

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LESSON 14

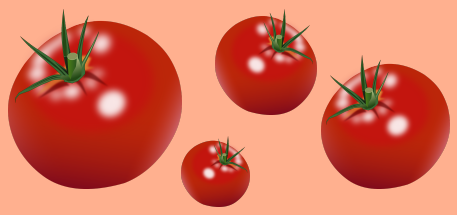
Combining Sentences

Recipe Disasters

Agreement of Subjects and Verbs

Now that we've learned about subjects and verbs, it becomes obvious that a **verb must agree with its subject in number**. Use a plural verb with a plural or compound subject.

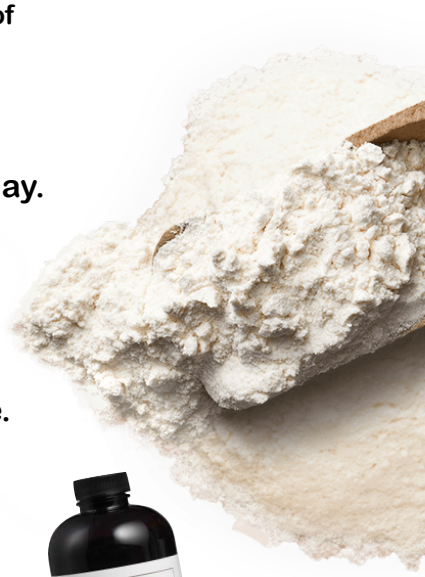
EX:
Rohini puts the tomatoes in the pot.
Harsha mixes the soup.
Rohini and Harsha clean the kitchen.



Activity 1

DIRECTIONS Underline the simple or compound subject in each sentence. Then, complete each sentence by circling the form of each verb that agrees with the subject.

1. Rohini, Nishant, and Harsha (look, looks) around the kitchen.
2. They (want, wants) to (make, makes) a cake for their mom's birthday.
3. Nishant (goes, go) to the grocery store.
4. He (find, finds) a shopping cart and (push, pushes) it around.
5. Meanwhile, Rohini and Harsha (try, tries) to find a few bowls to use.
6. Nishant (pick, picks) up flour, sugar, butter, and eggs.
7. Rohini (call, calls) Nishant at the store.
8. "Don't forget to buy vanilla extract," she (say, says).
9. Nishant quickly (find, finds) the vanilla extract in the baking aisle.



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Combining Sentences with the Same Subject or Predicate

Once you become a better writer, it's important to know how to combine two or more sentences that have the same subject or predicate. Use conjunctions like "and," "but" and "or" to combine sentence parts.

EX:

Prasanna was angry. Priyanka was angry.

Prasanna **and** Priyanka <u>were</u> angry.

Combine the two subjects when they have the same predicate.

EX:

Prasanna went to his room. Prasanna locked the door.

Prasanna went to his room **and** locked the door.

Combine the two predicates when they have the same subject.

How to Combine

STEP 1: Find two or more sentences that have the same subject or predicate.

STEP 2: Combine the subjects or the predicates with the joining word that most clearly expresses your meaning to the audience.

STEP 3: If you combine subjects, you must use the plural form of the verb!

Rewrite

Activity 2

DIRECTIONS Rewrite this paragraph by combining the sentences with the same subjects or predicates. It will make it more interesting to read! (Lines for writing are on the next page!)

Nishant came back from the grocery store. Nishant opened the door to the house. For some reason, he could smell burning! Rohini was in the kitchen. Harsha was in the kitchen. They were both looking worried. They had been trying to make a tomato soup. But they had burnt it on the stove! Nishant helped them clean up the kitchen. All three of them wanted to bake the cake before their mom got home. All three of them assembled the cake.

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Combining Sentences with Adjectives and Adverbs

To avoid short sentences, a writer often combines two or more sentences that describe the same subject.

Sentences that describe the same subject with different adjectives can sometimes be combined. Sentences that describe the same verb with different adverbs can sometimes be combined.

EX:

The cake was **soft**. The cake was **delicious**.

The cake was **soft** <u>and</u> **delicious.**

Combine the two adjectives if the subject is the same.

EX:

Rohini baked **quickly**. Rohini baked **carefully**.

Rohini baked **quickly** <u>and</u> **carefully.**

Combine the two adverbs if the verb is the same.

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Activity 3

DIRECTIONS Now that you know how to combine, write a paragraph about a recipe you'd like to create, who you would cook it with and how successful it would be. Make sure to include combined sentences with adjectives and adverbs!

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LESSON 15

Joining Sentences

Treasure Hunt

Joining Sentences

You can join two short, choppy sentences into one that is more fun to read. It is called a **compound sentence.**

Use the conjunction "and" to join two sentences that show similarity and addition.

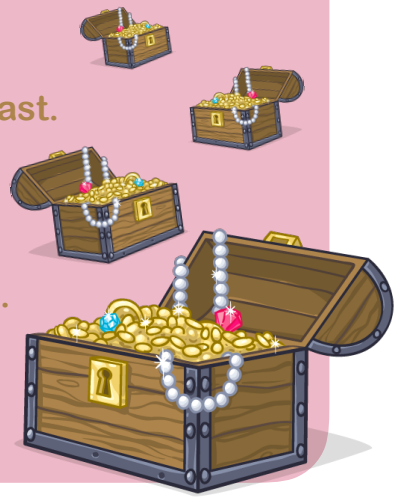
EX: Mohan saw the cave. He thought it looked haunted.
Mohan saw the cave, **and** thought it looked haunted.

Use the conjunction "but" to join two sentences that show contrast.

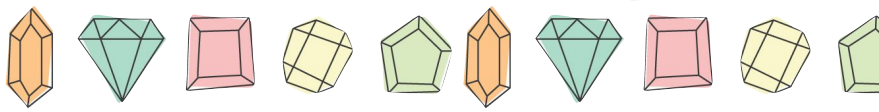
EX: Mohan wanted to go inside. Patrick was scared.
Mohan wanted to go inside, **but** Patrick was scared.

Use the conjunction "or" to join two sentences that show choice.

EX: Should Mohan go inside? Should he stay away?
Should Mohan go inside, **or** should he stay away?



REMEMBER to always put a comma before the conjunction.



Activity 1

DIRECTIONS Join each pair of sentences. Use the conjunctions "and," "but," or "or."

1. Mohan's family was on vacation in Scotland. He wanted to explore.

_____

2. His mother told him to read a book. He wanted to go outside.

_____

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3. One day, he left the hotel. Mohan ran towards a forest he'd seen on a map.

_____

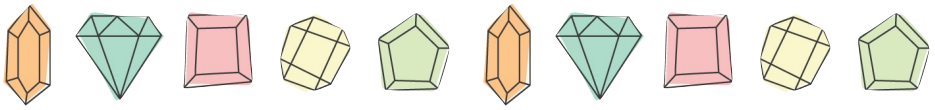
4. He stumbled into some trees. He spotted a cave.

_____

5. Should he keep going? Should he go back home?

_____

Sentence Variety



Writers add variety to their sentences to make it more interesting. Sometimes, they change the order of the words. Normally, the subject comes before the verb. This is called natural order.

When the subject and verb are reversed, it is called inverted order.

EX: At the end of the path was a small treasure chest.

You can do this with most sentences. Just make sure the meaning of the sentence does not change. Simply write the sentence in inverted order and check.

Activity 2

DIRECTIONS Rewrite each sentence that can have an inverted order without changing the meaning. Tell which sentences cannot be changed and why.

1. On the cave shone the sunlight.

_____

2. Mohan walked into the cave.

_____

3. Inside the cave was a large wooden table.

_____

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4. On the table lay a giant black rat.

_____

5. Mohan reached out to grab the rat.

_____

6. At work in the cave was a witch's magic!

_____

7. Mohan decided to leave the cave.

_____

Avoid run-ons

Avoid writing sentence fragments!

Sentence fragments are a group of words that look like a sentence, but aren't. It doesn't express a complete thought. Make sure each sentence you write has a subject and a predicate.

A **run-on sentence** has two parts that haven't been joined properly.

To avoid writing run-on sentences, join two complete sentences with a comma and conjunction. You can also write them as two separate sentences if you wish.

Activity 3

DIRECTIONS Read each group of words. Identify whether it is a simple sentence, run-on sentence, or a fragment.

1. Mohan changed his mind he went back inside.

_____

2. Knocked over the table.

_____

3. He discovered a treasure chest under the floor.

_____

4. Mohan saw a key around the rat's neck he tried to grab it.

_____

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LESSON 16

Capitalization, Initials, Abbreviations

What's in a Name?

Capitalization of Names and Titles of People

Capitalize the name of a person.

Also capitalize an initial used in a name.

Always capitalize the first word in a sentence.

Start the title of a person, such as Mr., Mrs., Ms., or Dr., with a capital letter. Always capitalize the word I.

EX: Esther P. Pettigrew
Mr. Arulampalam
Rohan and I went camping.

Activity 1 DIRECTIONS Circle the letters that need to be capitalized.

1. i was going to school with my friend rosie.
2. We were going to do homework after school with my cousin nina.
3. nina and i are very close.
4. mr. brown is our teacher at school.
5. when we get hurt, we visit dr. balasingham.
6. My middle name starts with a P, so my whole name is pam p. poppins.
7. rosie's mother, mrs. gunaratnam, gave us a ride to school.
8. After we finished school, we met up with cousin nina.
9. my mother's name is lisa.
10. my father is also a doctor — his patients call him dr. poppins.

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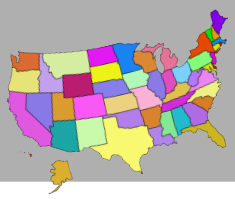
Capitalization of Proper Nouns and Proper Adjectives

A **proper noun** names a specific place, holiday, day of the week, or month. A **proper adjective** is formed from a proper noun.

Capitalize the **first letter** of each important word in a proper noun or proper adjective.

EX:

Sri Lanka
The United States
Christmas



Monday
June
German shepherd

Activity 2

DIRECTIONS Rewrite each sentence and then use capital letters when they are needed.

1. my best friends and I plan on touring all of sri lanka.

_____

2. she has never tasted any american food!

_____

3. my friend patty is very excited because she has never been to colombo before.

_____

4. when they come to my house, they'll meet my german shepherd, fred.

_____

5. if we go to mcdonald's for lunch, she will be so excited.

_____

6. sometimes i think that july will never get here.

_____

7. rahini has only been to canada once in her life.

_____

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More Capitalization

Remember to begin the name of a town, city, state, province and country with a capital letter.
Begin an important word in street names and their abbreviations with capital letters.

Periods

Use a period (.) at the end of declarative and imperative sentences.
Use it after an initial.
Use it after an abbreviation.
Use it after the numeral in a main topic and after the capital letter in a subtopic of an outline.

EX: U.S. Mon. Feb. Dr. Blvd.
Capt. Bob A. Smith

EX:
1. Types of dogs
   A. Large dogs
   B. Small dogs

Activity 3 DIRECTIONS Add periods where needed. Then rewrite the sentence.

1. Last week, my class visited the science museum

_____

2. Our teacher, Ms Maple, showed us her favorite exhibit: dinosaurs

_____

3. Dr Fong explained to us the importance of science in today's world

_____

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Abbreviations and Initials

What's an abbreviation? It's a short way of writing a word or words. Begin an abbreviation with a capital letter. End most abbreviations with a period.

An **initial** is simply the abbreviation of a name. It is the first letter of a name. Use capital letters and a period to write it.

EX:

Doctor — Dr.	July — Jul.	Boulevard — Blvd
Road — Rd.	Wednesday — Wed.	Avenue — Ave.
Street — St.	Tom Smith — T. Smith	Drive — Dr.

Activity 4

DIRECTIONS Using the correct abbreviations and initials for the underlined words, rewrite each item.

1. My name is Chad Michael Dudley. I live on 534 Carter Road in Auburn, Maine. My birthday is March 24.

_____

2. Susan Rachel Taylor requests the pleasure of your company at an event in honor of her father, James Michael Taylor. Please come to the Taylor estate at 3 Schuster Boulevard at 5:00 on Friday, September 16.

_____

3. Mary Jane Jones has been appointed assistant to the president of Super Glue for You, Incorporated. This store is located at 79 Brooklyn Avenue.

_____

4. The Henry Calet Franks take great pride in announcing the birth of their triplets, Holly, Heather, and Hank Frank, Junior.

_____

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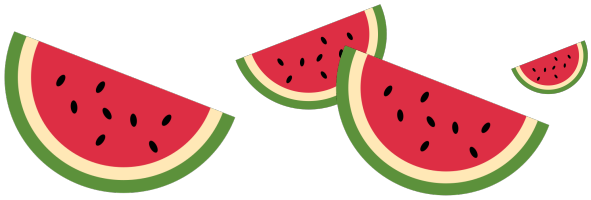
LESSON 17

Commas

Life is a series of commas, not periods

Using Commas in Sentences



1. Use a comma (,) after words yes or no when they begin a statement.
2. Use them to separate three or more words in a series.
3. Use a comma to separate a word used in direct address from a sentence.
4. Use a comma before the word "and," "but," or "or" when two sentences are combined.
5. Use a comma between a quotation and the rest of the sentence.

EX:

1. Yes, the girls should join their mother.
2. The boys ran quickly, silently, and calmly.
3. "Prasanna, I need to sleep for an hour."
4. Emma felt tired, but she continued to work.
5. "Hello," said Cindy.

Activity 1 DIRECTIONS Rewrite each sentence and add commas where they are needed.

1. My bedroom wall colors are green white and purple.

_____

2. "No that's not what I wanted " the little girl said.

_____

3. Cindy Lou felt exhausted but she knew she had to keep running.

_____

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4. “Goodbye see you again ” said the mayor.

_____

5. The twins rode their bikes swiftly calmly and quietly.

_____

6. Yes that’s the right answer!

_____

Activity 2

DIRECTIONS WRITING PROMPT
Write a story about your most embarrassing moment. Use quotation marks to signify people talking and use proper commas to separate your words in the right places. Write at least 5-6 sentences.

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Using Commas in Sentences

6. Use a comma after time-order words, such as first, next, then, last, etc.
7. Use a comma before the words and, but, and or in a compound sentence.
8. Use a comma after introductory words and phrases.
9. Use a comma to separate three or more words in a series.

EX:

6. First, I mixed the batter.
7. The old house looked haunted, and it also smelled strange.
8. Before I had met him, I was clueless.
9. The forest was lovely, dark, and deep.

1. Next I added two eggs to the bowl.

_____.

2. After a while I decided it would be better to go outside.

_____.

3. The party was long loud and boring.

_____.

4. The office looked large but it also seemed welcoming.

_____.

Activity 3

DIRECTIONS WRITING PROMPT
Write a recipe for your favorite dish. List the ingredients, talk about the different steps in order, and talk about your experience making it (or watching your mom make it!)

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Using Commas in Sentences

10. Use a comma in an address to separate the city and the state or the city and the country.
11. Use a comma after the greeting of a friendly letter and after the closing of any letter.
12. Use a comma between the day and the year.

EX:

Trincomalee, Sri Lanka
February 20, 2018
Dear Aunty Lee,
Sincerely,
Yours truly,

Colombo, Sri Lanka
Monday, January 27, 2018

Activity 4

DIRECTIONS Correct the letter. Add commas where needed.

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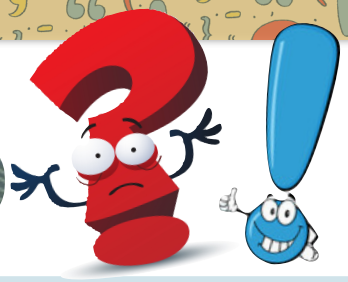
LESSON 18

?!:

Proper Punctuation



Question Marks and Exclamation Marks

Use a question mark (?) at the end of interrogative sentences (questions).
Use an exclamation mark (!) at the end of exclamatory sentences.

EX:

1. What's your name?
2. Where is your house?
3. Oh my god, look at that!
4. What a surprise!

Activity 1 DIRECTIONS Finish each sentence with a question mark or exclamation mark.

1. Did you know that Anjalee visited Vietnam last week
2. You should see the beautiful photos she took
3. What kind of camera did she use
4. A really good one
5. What a great adventure she had
6. Look at the wonderful postcard she sent me
7. Do you know where she stayed
8. Could you tell us about her trip
9. What did she bring back
10. What a beautiful scarf that is
11. Do you know how much that scarf cost
12. What an awesome trip it must have been

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Activity 2

DIRECTIONS Complete each sentence in the conversation with a question mark, period, or exclamation mark. Then, read the conversation out loud in class.

NOTE: For some sentences, using either a period (.) or exclamation mark (!) is fine.

Anya: Wow, Rohan, that was a difficult exam. And I really looked over my answers this time ___ Do you think you passed___

Rohan: I don't know___ The first section was okay, but the last question was very tough___

Anya: Yes, for me too___ We should all do something to relax ____ How are you going to celebrate tonight____

Rohan: I'm not sure ____ I might go to Jane's party or have dinner with Peter____ What about you _____

Anya: I think I'll go home and sleep_____

Rohan: Nice, good idea_____

Anya: Then I'm going to meet Claudia for ice cream in town____ After that, I don't know. We might go to her house and watch a movie____

Rohan: That sounds relaxing_____ I'm sure of one thing, though _____

Anya: What's that_____

Rohan: That's the last exam I'm going to take for a while_____

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Apostrophes and Colons

Use an apostrophe (') to show that one (or more) letters have been left out in a contraction.
To make a singular possessive noun, add an apostrophe and s to singular nouns.
To form a plural possessive noun, JUST add an apostrophe to a plural noun that ends in s. Add an apostrophe and an s to plural nouns that do not end in s to show possession.

Use a colon (:) between the hour and the minute in the time of day.
Use a colon after the greeting in a business letter.

EX:

was not = wasn't
Tom's father
guests' laughter
children's laughter
dog's tail

2:30 pm
Dear Mrs. Bala:
Dear Sir or Madam:
Dear Laura:

Activity 3

DIRECTIONS Add apostrophes to the following sentences as needed.

1. Aunt Helens problem was difficult to explain.
2. The childrens faces lit up when they saw their aunt.
3. The girls smiles made aunt Helen laugh.
4. "I cant stop laughing," aunt Helen said.
5. "Wont you join us, Tom?" aunt Helen asked.
6. The boys shirt was covered in mud.
7. The maids voices were very loud.
8. "Shouldnt you be inside?" she asked.

Activity 4

DIRECTIONS Add colons to the following sentences as needed.

1. "It's only 4 30 in the afternoon, " he said.
2. "We can stay until 7 00," his mom answered.
3. The movie starts at 7 30.
4. Dear Mr Brown

   Your application for employment has been received. Please come in for an interview tomorrow at 11 00 am.

5. Dear Sir or Madam
6. I wake up for school at 6 15 am.

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LESSON 19

Contractions, Direct Quotations and Titles

What's a story without dialogue?

Contractions

"I think I can, I think I can, I think I can..."

What's a contraction? A contraction is a short way of writing two words together. Some of the letters are left out. An apostrophe (') takes the place of the missing letters.

EX:

will not = won't	she is = she's	had not = hadn't
can not = can't	he is = he's	I would = I'd
did not = didn't	it is = it's	she will = she'll
should not = shouldn't	there is = there's	he will = he'll

Activity 1

DIRECTIONS Rewrite each sentence by replacing the underlined words with a contraction.

1. She <u>is not</u> going to school.

_____.

2. He <u>would not</u> come outside to play.

_____.

3. That way, <u>it will</u> not break so easily.

_____.

4. If you <u>do not</u> have money, go to work.

_____.

5. You <u>should not</u> put the hair dryer in the sink.

_____.

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Activity 2

DIRECTIONS Do the same in activity 2. Add the proper punctuation as well.

1. No! You must not let the dog outside today

_____.

2. Why is it not raining like the weather forecast predicted

_____.

3. You will need a large pot of soil

_____.

4. You are getting too comfortable in here

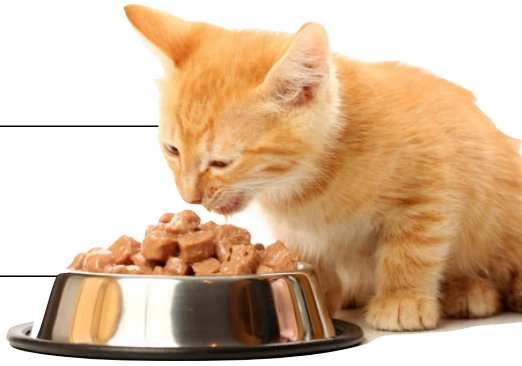
_____.

5. She is always late — where is she now

_____.

6. I did not feed the cat today

_____



7. Wow it is really cold outside today

_____

8. I can not seem to get the problem right

_____.

9. Who was that person who had not worn shoes to work

_____.

10. Please, I should not take any more cookies

_____.

11. There is a playground over there

_____.

12. Oh no! I forgot that it is not taking place by the library

_____.

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Direct Quotations

Direct quotations are used to tell a speaker's exact words.
Use **quotation marks** (“ ”) before and after the words a speaker says.

You must begin the first word a speaker says with a capital letter, then put end punctuation (like a period or question mark) before the ending quotation marks. Begin a new paragraph each time the speaker changes.

If the quotation is interrupted by other words, place quotation marks around the exact spoken words only.

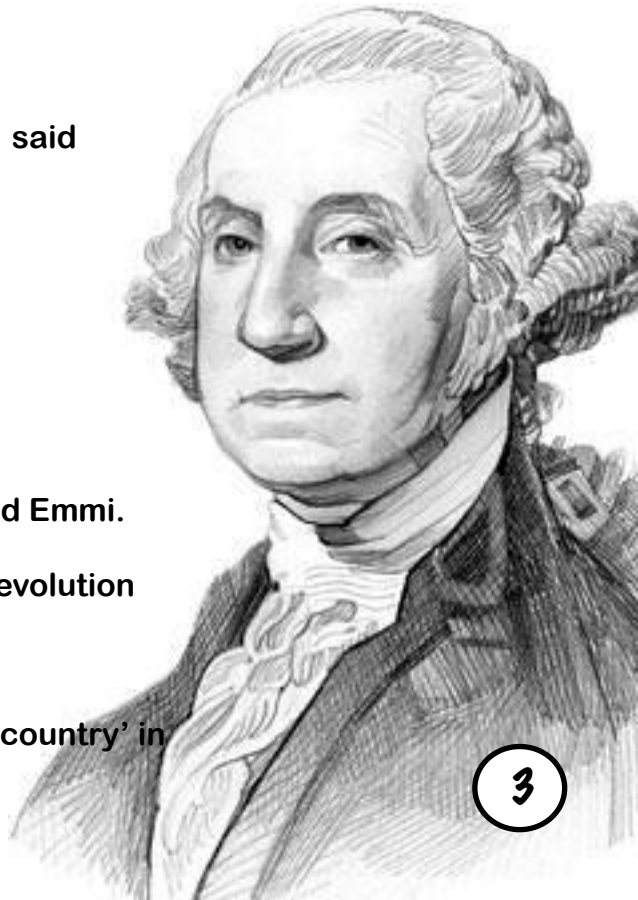
EX: Mom asked, “Where were you?”

“I went to the grocery store,” Laura said. “Then, I went to the library.”

Activity 3

DIRECTIONS Add quotation marks where they are needed to the sentences below.

1. Have you heard of George Washington? asked Emmi.
2. No, I haven't answered Laura.
3. Well, he was the first president of the United States, said Emmi.
4. Isn't he also on the one dollar bill? asked Laura.
5. Yes, of course he is! exclaimed Emmi.
6. What else did he do? Laura asked.
7. Well, he is known as one of the Founding Fathers said Emmi.
8. He was in charge of the army during the American Revolution too, right? asked Laura.
9. Yes, and that is why he is known as the 'father of the country' in the United States! Emmi said excitedly.



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Titles

When you are writing an essay by hand, underline the titles of books, newspapers, magazines, television shows, and movies.

If you are typing on a a computer, replace the underline with *italics*.

Use quotation marks around the titles of stories, songs, poems, magazine articles, and essays.

Begin the first word, last word, and all other important words in a title with capital letters.

EX:

I Like Dogs (book)
Guardians of the Galaxy (movie)
Friends (TV show)
"The Three Little pigs" (story)
"The Road not Taken" (poem)
"See You Again" (song)

Activity 4

DIRECTIONS Rewrite each title. Use quotation marks, underlines, and capital letters correctly.

1. a wrinkle in time (book) _____.
2. the lion king (movie)_____.
3. the big bang theory (TV show)_____.
4. the new york times (newspaper)_____.
5. indiana jones and the temple of doom (movie)_____.
6. rolling stone (magazine)_____.
7. the little prince (book) _____.
8. the owl and the pussycat (story)_____.
9. my favorite song is let it be by the beatles. _____.
10. The fifth chapter in the book is called Mankind

_____

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LESSON 20

Compound Words | Synonyms | Antonyms

Ladybugs, rainbows, and punching bags

Compound Words

A compound word contains two or more words used as a single word.

A closed compound word is a compound made of two words written together as one.

EX: ladybug rainbow bookmark runway basketball

An open compound word is a compound where the words are written separately.

EX: punching bag bean sprout dead end

A hyphenated compound word is a compound connected by hyphens.

EX: father-in-law half-truth

Activity 1 DIRECTIONS Do you know any compound words?

_____

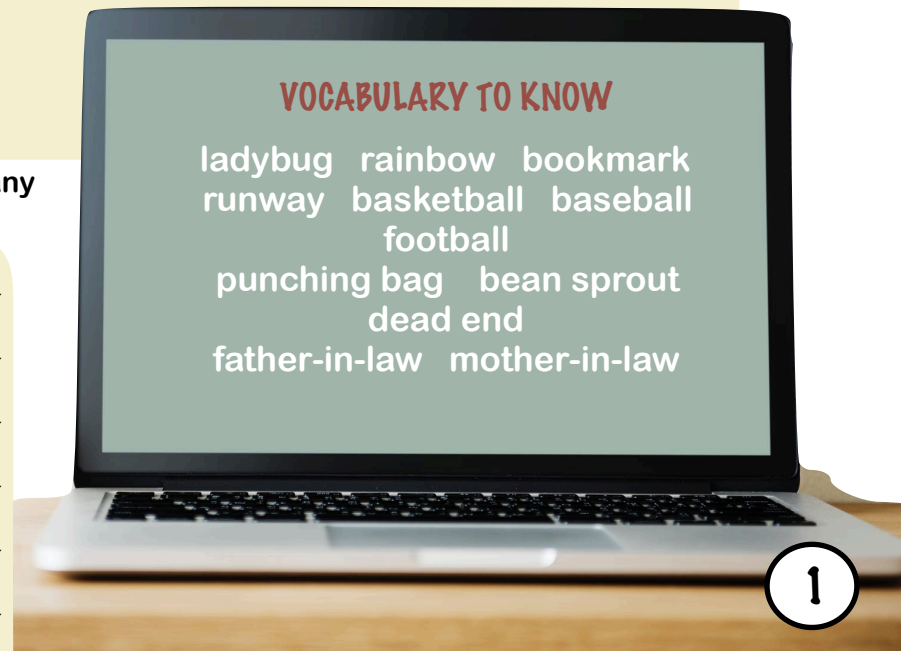
_____

_____

_____

_____

_____



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Compound Words

Activity 2

DIRECTIONS There are eleven compound words in the following sentences, but they are all spelled incorrectly. Identify each compound and spell it correctly.

1. Louisa got some make-up for Christmas!

   _____

2. Her grandfather sat in the arm chair in the sun-shine.

   _____

3. Danielle, a country-singer, reached for her note-book.

   _____

4. “This is no run of the mill story,” she thought as she looked at the wall-paper.

   _____

5. Mary has brown hair, while her sister is a red-head.

   _____

6. “I’ve got mail today!” Bram cried as he opened the mail box.

   _____

7. This old story from our familytree will make a great best selling novel!

   _____

Activity 3

DIRECTIONS Write a story using as many compound words as you can from the Vocabulary List above. Use the dictionary if you want!

_____

_____

_____

_____

_____

_____

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Synonyms and Antonyms

IMPORTANT Make sure you use a dictionary and thesaurus for this section. It will be a big help!

A synonym is a word that has almost the same meaning as another word. When a word has many synonyms, use the one that best works in the sentence. An antonym is a word that has the opposite meaning of a word.

EX:

Tasks is a synonym of jobs.
Laugh is a synonym of chuckle.
Short is an antonym of tall.
Happy is an antonym of sad.

Activity 4

DIRECTIONS Read each sentence. Look at the underlined words. Then, write "synonyms" or "antonyms" to describe the word pair.

1. Tony and Nicole walked towards the woods, hoping to see a bird in the forest.

   _____

2. As they tiptoed quietly into the forest, they were startled by a monkey calling loudly to his friends.

   _____

3. Tony and Nicole bent down low to avoid the branches and noticed that the sun was very high in the sky.

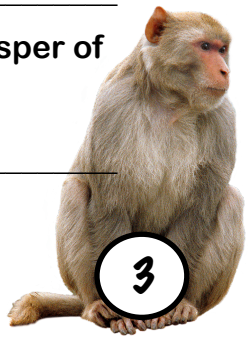
   _____

4. They continued along the rocky trail until they halted suddenly in their tracks.

   _____

5. The gentle sound of chirping had caused them to pause, followed by the soft whisper of the wind.

   _____



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LESSON 21

Prefixes and Suffixes

The Root of the Problem

Prefixes, Suffixes and Root Words

A prefix is a group of letters placed before the root of the word. It has its own meaning. When placed with a root word, it can alter the meaning of the word.

A suffix is a group of letters placed after the root of the word. It can also alter the meaning of the word.

A root word has no prefix or suffix — it's the most basic part of a word.

EX:

The prefix (un) + root (happy) = unhappy
'un' means 'not,' therefore unhappy = 'not happy'

The suffix (ful) + root (beautiful) = beautiful
'ful' means 'full of,' therefore beautiful = 'full of beauty'

List of Prefixes

Prefix	Meaning	Examples
de—	from, down, away, opposite	decode, decrease
dis—	not, opposite, reverse	disagree, disappear
ex—	out of, away from, lacking	exhale, explosion
il—	not	illegal, illogical
mis—	bad, wrong	mistake, misplace
pre—	before	prefix, prehistory
pro—	for, forward, before	program, proactive
re—	again, back	reread, react
un—	against, not, opposite	unhappy, unequal
im—	not, opposite of	important

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Practice!

Activity 1

DIRECTIONS Write the meaning of each word below.

1. preschool _____
2. underage _____
3. dishonest _____
4. unable _____
5. illegal _____
6. reread _____
7. mistreat _____
8. semicircle _____
9. exceed _____
10. disrespect _____

Practice!

Activity 2

DIRECTIONS Use the table of prefixes above to help you complete each word.

1. _____fair
2. _____take
3. _____lead
4. _____pare
5. _____stress
6. _____portant
7. _____respectful
8. _____cellent
9. _____pert
10. _____ flex
11. _____play
12. _____logical
13. _____use
14. _____trieve
15. _____usual
16. _____appear

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List of Suffixes

Suffix	Meaning	Examples
—able	able to, having the quality of	comfortable, portable
—al	relating to	comical, annual
—er	comparitive	bigger, taller
—est	superlative	biggest, tallest
—ful	full of	beautiful, grateful
—ible	forming an adjective	sensible, terrible
—ily	forming an adverb	happily, lazily
—ing	denoting an action, material	acting, showing
—less	without, not affected by	friendless, childless

Practice!

Activity 3 DIRECTIONS Write the meaning of each word below.

1. thankful _____
2. colorless _____
3. lazily _____
4. flexible _____
5. thinner _____
6. annual _____
7. usable _____
8. reusable _____
9. meaningless _____
10. oldest _____

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Activity 4

DIRECTIONS Study each prefix or suffix in the first column. Then, find a partner or make a group and write as many words as you know that contain these prefixes or suffixes. Use a dictionary to help you!

Prefix/Suffix	WORDS		
auto—			
bio—			
bi—			
counter—			
dis—			
milli—			
—ness			
para—			
semi—			
—less			
—er			
—est			
—ing			

Activity 5

DIRECTIONS Use the prefix and suffix banks to complete each word. There may be more than one answer for some words! Use the dictionary for words/prefixes/suffixes you don't know.

PREFIX BANK

dis— im— in— mis—
il— re— un—

SUFFIX BANK

—able —ance —ion
—ment —al —ful
—ly —y —ily

1. ____mature____
2. ____appear____
3. ____taste____
4. ____arrange____
5. ____health____
6. ____act____
7. ____help____
8. ____taken____
9. ____develop____
10. ____live____

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LESSON 22

Homophones, Homographs, Homonyms

Words with Multiple Meanings

Words with Multiple Meanings

Technically, most words in the English language have multiple meanings. There are **three** main categories of words with multiple meanings:

homophones are words which have the same pronunciation, but have different spellings and meanings.

EX: pail — pale
buy — bye — by
red — read

homographs are words that are spelt the same, but have different pronunciations and meanings.

EX: She is going to read the book later.
He read the book last night.

homonyms are words which have the same spelling and pronunciation, but have different meanings.

EX: The pencil has a sharp point.
It is not polite to point at people.

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Homophones

Activity 1

DIRECTIONS HOMOPHONES
Fill in the blank with the correct word. Make sure to read the rest of the sentence to see if it makes sense!

1. I like to _____ in my journal every day.

right write

2. She made a wish and _____ hard!

blew blue

3. My soccer team _____ the game yesterday!

one won

4. There is only one more _____ left.

weak week

5. I had a large _____ of apple pie.

piece peace

6. Let's _____ the marble using this scale.

way weigh

7. Close one _____ and read the chart.

I eye

8. I will be _____ years old in two days.

eight ate

9. Do you _____ if they are here yet?

no know

10. The black _____ grabbed a fish.

bear bare

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Homographs

Activity 2

DIRECTIONS **HOMOGRAPHS**
Each of these words has two different meanings. Write a sentence for each meaning.

1.

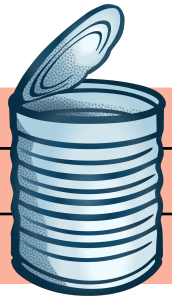
duck

2.

pitcher

3.

ring

4. 

can

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Homonyms

Activity 3

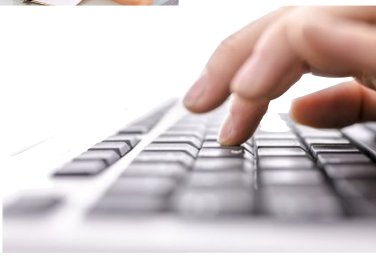
DIRECTIONS **HOMONYMS**
Study each sentence and look at the underlined word. Match the words to the correct pictures by drawing a line from the sentence to the picture.

1. My favorite flower is a <u>rose</u>.
2. The child <u>rose</u> from his seat.

3. The children like to play in the <u>leaves</u>.
4. The children don't like it when their father <u>leaves</u> for work.

5. The students were very <u>engaged</u> in their homework.
6. The couple is <u>engaged</u> to be married.

7. You can <u>type</u> almost 100 words per minute.
8. That dress is not really her <u>type</u>.



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LESSON 23

Negatives, Denotations, Connotations

Don't be a Negative Nellie

Negatives

A positive sentence simply has no negative words.

A negative sentence contains a negative word or phrase.

Here are some examples of negative words:

EX:

no	nothing	none	won't
not	no one	cannot	wasn't
nobody	nor	isn't	doesn't
never	nowhere	didn't	shouldn't

* Any other contraction with n't

Make a positive sentence negative by adding one of these negative words.

EX:

POSITIVE: The teacher likes to dance.
NEGATIVE: The teacher doesn't like to dance.

Activity 1 DIRECTIONS Change each positive sentence to a negative one.

1. The cat is in the house. _____.
2. He was at school on Friday. _____.
3. The children were ready to go home. _____.
4. She will sing in the play. _____.
5. I can read anything. _____.
6. The trees will fall over in the storm. _____.
7. Tina walked to the corner. _____.
8. They always want to play! _____.

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Denotation and Connotation

The denotation of a word is the literal, or exact, meaning as stated in the dictionary. It uses literal language.
The connotation of a word is a second, suggested meaning. This meaning usually suggests something negative or positive. They use figurative language.

EX: Skinny suggests "too thin." Skinny has a negative connotation.

Slender suggests "attractively thin." Slender has a positive connotation.

REMEMBER Some words are neutral. They don't have good or bad meanings. Some examples of this are: cap, fifteen, annually, etc.

Activity 2

DIRECTIONS
Grab a dictionary with a friend. Look up the word. Write down its definition. Then guess whether it is positive, negative, or neutral. Circle P (positive), N (neutral), or (NEG) Negative.

1. different_____. P N NEG
2. clique_____. P N NEG
3. courageous_____. P N NEG
4. unique _____. P N NEG
5. stubborn_____. P N NEG
6. old_____. P N NEG
7. nosy _____. P N NEG

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Activity 3

DIRECTIONS Circle the word in the parentheses ( ) that has the more positive connotation.

1. The trip to water park was (okay / amazing).
2. The (courageous / foolhardy) boy jumped off the cliff.
3. We saw (strange / fascinating) animals at the zoo.
4. Some of the monkeys made (weird / hilarious) faces.
5. Everyone was (smiling / smirking) all the way home.

Activity 4

DIRECTIONS Circle the word in the parentheses ( ) that has the more negative connotation.

1. We bought (inexpensive / cheap) clothes at the store.
2. Michael (nagged / reminded) me to get groceries.
3. The event was (hilarious / silly).
4. I ate a (moist / soggy) hamburger.
5. She was very (determined / stubborn) about studying for her test.

Activity 5

DIRECTIONS Answer these questions.

1. What is worse, a problem or a disaster?

_____.

2. Which is worth more, something old or something antique?

_____

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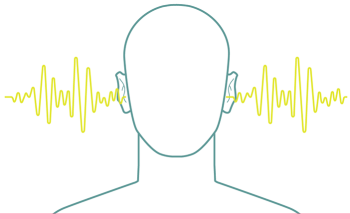
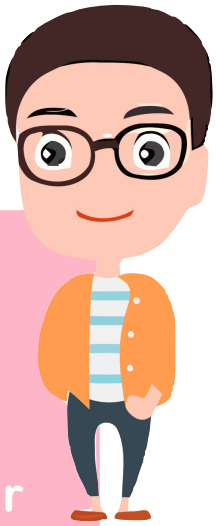
LESSON 24

Sensory Language

That makes sense!

Sensory Language





Now that we've learned the basics of writing and grammar, we can move onto sensory language. **Sensory language** (or sensory imagery) is what takes your sentences from boring to interesting. It helps your reader or listener connect with an image, action, description, or scene. It makes it more realistic! Sensory language connects to the five senses: **sight, smell, taste, touch, and sound**.

EX:

I couldn't wait to eat the pizza.

VS.

The pizza was warm and doughy, and I couldn't wait to bite into the hot cheese and sizzling pepperoni.

No ma... 2018 Gunaratnam... without written p...

More examples

EX:

Instead of saying “The coat was soft,” you could say:

The coat enveloped me like a fluffy cloud.

Instead of saying “The line at the store was long,” you could say:

The line seemed to stretch for miles, crawling around the edges of the aisles.

Instead of saying “The days went by quickly,” you could say:

The days melted into weeks, and the weeks quickly dissolved into months.

Activity 1

DIRECTIONS Read each sentence. What type of sense does it show? Circle the letter next to the correct answer.

1. After our big dinner, we had a mountain of dirty dishes, plates, and cutlery piled on top of the stove.

   A. sight
   B. sound
   C. taste

2. Mia pulled fresh, warm chocolatey cookies out of the oven and tossed them onto a plate.

   A. touch
   B. smell
   C. sight

3. The birds outside chirped a cheerful melody as I stepped out of the school bus.

   A. sight
   B. touch
   C. sound

4. Rohan made a disgusted face as he swallowed back the tart, bitter cough medicine.

   A. sight
   B. smell
   C. taste

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Write!

Activity 3

DIRECTIONS Read each simple sentence. Then, think about how you could make it more interesting with sensory language. Write it down!

1. Sarah ate some vanilla ice cream after a hot day.

1

2. Mohan smelled the curry his mom was making.

2

3. Rita tripped on the playground and fell in the mud.

3

4.Her dress was long and blue.

4

5. He can sing very well.

5

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Writing Prompts

Activity 3

DIRECTIONS Study the descriptive words. Then, write a story about going to the zoo. What animals did you see? What color were they? What did they feel / smell / look like? Describe with sensory language.

Activity 4

DIRECTIONS ADVENTURE TIME

Write about going on an adventure. Maybe you are in the jungle, or the desert, or a brand new city on the other side of the world. Talk about how you feel, what you've touched, the smells, and the sights.

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LESSON 25

Figurative Language (Part 1)

It's as Easy as Pie

Figurative Language

Figurative Language is language that uses words or expressions that are different from the literal meaning. When a writer uses literal language, they are stating facts. Figurative language adds an artistic flair to writing, whether it's poetry or an essay. There are many types of figurative language:

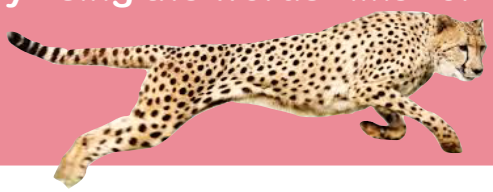
(1) Simile (3) Personification (5) Symbolism
(2) Metaphor (4) Hyperbole

We will learn more types in the next lesson. Let's focus on these 5 first.

Simile

a simile compares two unlike things by using the words "like" or "as"

EX: Her hair is as black as coal.
He runs like a cheetah.



Activity 1

DIRECTIONS Look at each simile. Underline the two things they are comparing. Then circle the "like" or "as."

1. The water was as clear as crystal.
2. She is like a rose.
3. That girl is as gentle as a lamb.
4. Ben's so strong, like an ox!
5. Why does Tina hop around like a frog?
6. Amy's as tall as a giraffe.
7. My mom sings like an angel.
8. I'm going to sleep like a log tonight.
9. My dad was always as busy as a bee.
10. Those twins are like two peas in a pod.

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Metaphor

a metaphor compares two unlike things, but does NOT use “like” or “as.” A metaphor’s comparison is more indirect by stating that something IS something else.

EX:

He drowned in an ocean of grief.

I feel blue. = Meaning “I feel sad.”

The classroom was a zoo.

Her voice was music to his ears.

Her hair was a flowing, golden river.

DIRECTIONS Write a few metaphors of your own.

Activity 2

Personification

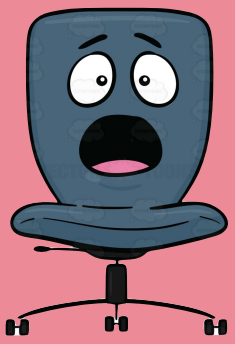
personification is when you attribute human characteristics to an inanimate object, like a chair or a lamp. It is a type of metaphor.

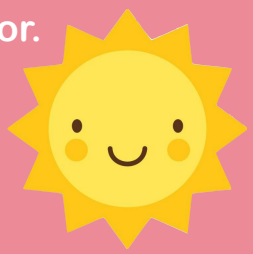
EX:

The chair groaned as he sat down.

The sun smiled down at him.

My alarm clock yells at me every morning.





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Activity 3

DIRECTIONS Look at the word given to you. Then write a sentence with personification using that word. Be creative!

1. lightning

_____.

2. house

_____.

3. car

_____.

4. moon

_____.

Hyperbole

a hyperbole is an obvious exaggeration that is not meant to be taken literally. It is used to make a point.

EX:

I was chilled to the bone.

"I've told you a million times!"

I'm so hungry I could eat a horse.

Activity 4

DIRECTIONS Is it a hyperbole or personification? Read each sentence and write "hyperbole" or "personification" on the line.

1. The motorcycle whined when she started it.

_____.

2. I had a ton of homework.

_____.

3. This car goes faster than the speed of light.

_____.

4. My room thanked me for cleaning it.

_____.

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Symbolism

Symbolism is the use of symbols to represent ideas and qualities.
Symbolic meanings are different from their literal sense.

EX:

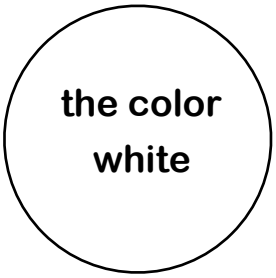
The dove is a symbol of peace.

The color red, or a red rose, symbolizes love.

Black is a symbol of evil or death.

Activity 5

DIRECTIONS Look at the picture. What does this symbol mean? Answer on the line below with a one or a few words.



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LESSON 26

Figurative Language (Part 2)

It's Raining Cats and Dogs!

Figurative Language

Figurative Language is language that uses words or expressions that are different from the literal meaning. When a writer uses literal language, they are stating facts. Figurative language adds an artistic flair to writing, whether it's poetry or an essay. Here are more types of figurative language:

(1) Alliteration
(2) Onomatopoeia
(3) Oxymoron
(4) Idiom

Alliteration

Alliteration is a term that describes a stylistic device in writing. **Alliteration** occurs when a series of words in a row (or close together) have the same first consonant sound.

EX:

She sells seashells by the seashore.

Peter Piper Picked a Peck of Pickled Peppers.

The blushing blue bird…

Carrie's chaotic cat clawed her couch.

Say these ten times fast!

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Activity 1

DIRECTIONS Write a 4 sentences with alliteration on your own.

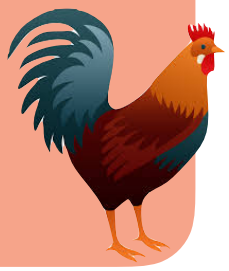
Onomatopoeia

Onomatopoeia looks like it's hard to say, but its easy once you practice!
Pronunciation: (Ah-na mah-ta pee-ah)

An onomatopoeia is a word that phonetically imitates the sound that it describes. If you say the word out loud, it sounds exactly like the sound you hear in real life!

EX:

- cuckoo (sound a cuckoo clock makes)
- cock-a-doodle-doo (sound a rooster makes in the morning)
- boing (the sound something that bounces makes)
- splash (the sound water makes when you jump in it)
- drip (the sound when water drips from a faucet)



Activity 2

DIRECTIONS Look at each object or animal. What sound do they make? The word you think of is onomatopoeia. Practice!

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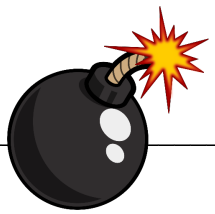

Oxymoron

an oxymoron is a word or phrase that contradicts itself, usually to create some special effect or to make the reader stop and think. The two objects in an oxymoron are opposites.

EX:

jumbo shrimp
an open secret
a big baby
deafening silence
living dead

Activity 3

DIRECTIONS Read each sentence. Underline the oxymoron example in each sentence.

1. That movie was seriously funny.

2. I could see that she was clearly confused.

3. Don't be a big baby, grow up!

4. Let's watch the movie "Night of the Living Dead!"

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5. The open secret kept me waiting in suspense.

6. Let's get the jumbo shrimp for dinner tonight!

7. The classroom was filled with a deafening silence.

8. That's an awfully pretty sunset!

9. Let's put the letters in random order.

Idioms

an idiom is a word or phrase that is not taken literally. Usually, although the phrase says one thing, it means something else. You must learn by example.

EX:

It's raining cats and dogs!	(It's raining really hard.)
That's a piece of cake!	(That's easy!)
It cost an arm and a leg.	(It was expensive.)
Read between the lines	(Find the hidden meaning.)
I'm in the same boat	(I'm in the same situation as you.)
Let's pig out!	(Let's eat a lot!)

Activity 4

DIRECTIONS Match the idiom to its meaning by drawing a line from the idiom to the definition.

a picture is worth a thousand words

around the clock

a penny saved is a penny earned

don't add fuel to the fire

Don't make a bad situation even worse!

All of the time, 24 hours

Pictures can give more information than just words

It's better to save money than to spend it and waste it all

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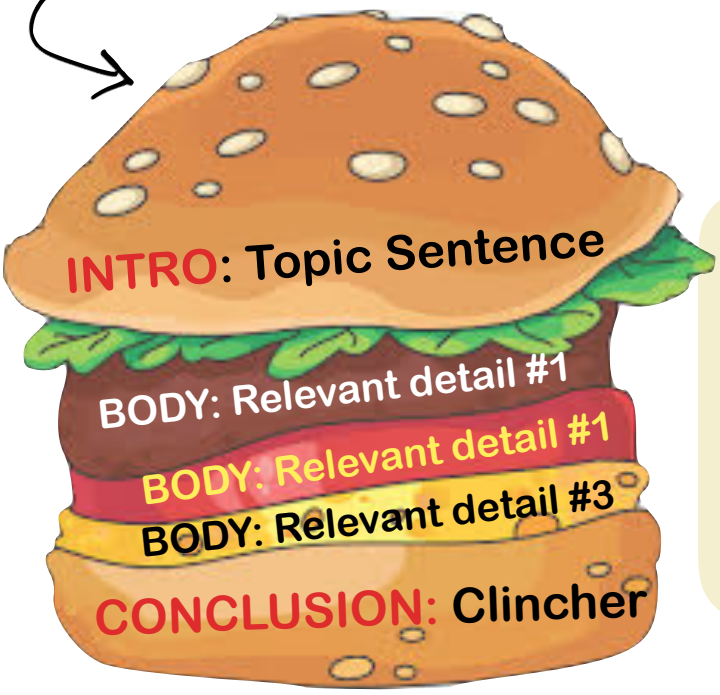
LESSON 27

Paragraph Writing

How to Write a Paragraph

How to Organize your Paragraphs

The last thing you're going to learn is how to do paragraph writing. This will help you whether you're writing a book, an essay, a story, a speech, etc.! Paragraph writing is easy once you get the hang of it! Think of its organization like a hamburger:



Topic Sentences

A topic sentence is a complete sentence that expresses the main idea of a paragraph. It is usually the first sentence in your paragraph (although sometimes, it can be in the middle or end) and answers questions like why, how, and where. It is supported by details and can explain, describe or prove something. The topic sentence contains the main idea.

EX: Summer weather is perfect for playing outside. I enjoy going to water parks, playing by the sprinklers, and swimming in the pool. Sometimes my friends and I go to the lake and jump in! It's so refreshing and cool. I love it when the weather is warm because it's not only exciting, but it brings people together.

NOTE Remember to indent your paragraphs. Indents are moving the first line of a paragraph to the right and creating a space. An indent = 5 spaces. Look at the example above if you are confused. Every time you make a new paragraph, indent the first line!

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INDENTS ★

Summer weather is perfect for playing outside. I enjoy going to water parks, playing by the sprinklers, and swimming in the pool. Sometimes my friends and I go to the lake and jump in! It's so refreshing and cool. I love it when the weather is warm because it's not only exciting, but it brings people together.

Make a hook!

Topic sentences shouldn't only explain what will happen in your paragraph, but it should HOOK readers in and grab their attention. Use:

1. Onomatopoeia (Stomp. Beep! Grumble.)
2. Question (What would you do if a dinosaur came up to you?)
3. Fun fact (Did you know…?)
4. Quote by a famous person/book
5. Opinion (I think the dinosaurs died because…)
6. Humor (Simile or Hyperbole)
7. Repetition (Help! Help! Help!)
8. Shocker (It all started when…!)

Activity 1

DIRECTIONS Read each paragraph. Identify the topic sentence by underlining it.

1. No one likes to eat with a dirty knife, fork, or spoon! It is important to completely wash all utensils before using them. Clean utensils won't transmit germs and bacteria. They also are more pleasant to eat with.

2. Many people think poetry is old-fashioned and uninteresting. They don't realize that every time they hear a song sung, they are hearing poetry in the form of song lyrics. Just like many written poems, many song lyrics use rhythm, rhyme, and literary imagery. It turns out that poetry isn't old-fashioned; it's as modern as the latest hit song!

3. Zzzzz…sometimes it is hard to fall asleep. Maybe you are not sleepy, or maybe you are thinking about what happened during the day. You can also lie awake if a big event, like a test or a party, is happening the next day. There are several things you can do to try and fall asleep. You can try counting sheep, or just counting, which will keep your mind busy with a repetitious activity. Sometimes listening to soft music or gentle sounds, like rain, helps. You can even try telling yourself a story, which may distract your mind enough that you will be asleep in no time.

4. I think growing a garden can be fun, good exercise, and will provide fresh fruits and vegetables for the gardener. It is interesting to watch the seeds pop their heads above the soil for the first time. It is sometimes hard to believe that a little seed can become a large vine or plant in just a few weeks. Planting the seeds and pulling weeds are good exercise for anyone. Then, after watching the plant grow and produce, the gardener ends up with delicious tomatoes, beans, or other yummy produce from the garden.

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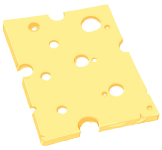
Relevant Details

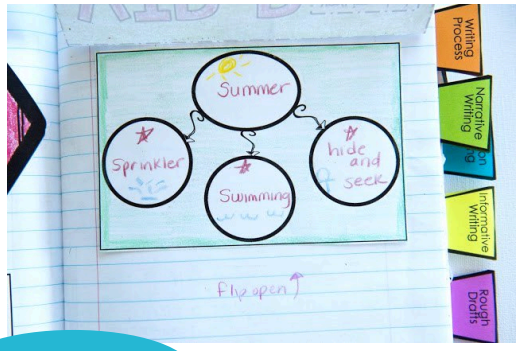


In writing, it is VERY important to stick to the topic! Everything in the paragraph must be related to the topic sentence. Usually, there are three main relevant details in your paragraph. They all must:

1. support the topic and give it meaning
2. create a picture in the readers' mind
3. can include personal experiences and examples

These three details are known as the BODY of your paragraph. They are the meat, tomato, and cheese of your paragraph burger.

NOTE It helps to make a diagram and brainstorming all the details you want to write for your paragraph under the topic. Here is an example.



Transition Words

Transition words help sequence and organize details. They create a smooth and logical flow in your writing.

EX:

START — in the beginning, first of all, to begin with, to start, at first, to get started
ALIKE — at the same time, similarly, in the same way, like, also, again, likewise
DIFFERENT — although, on the other hand, besides, regardless, however, nevertheless
CONTINUE — next, later on, soon, in addition
TIME — all of a sudden, in the present time
EFFECT — as a result, in that case, for that reason, consequently, therefore
PLACE — in front of, behind, near, around, beneath, among, down, between, up, over
END — in conclusion, lastly, finally, as you can see, in short, in the end, to summarize

Activity 2

DIRECTIONS
Underline the relevant details (body).

Summer weather is perfect for playing outside. I enjoy going to water parks, playing by the sprinklers, and swimming in the pool. Sometimes my friends and I go to the lake and jump in! It's so refreshing and cool. I love it when the weather is warm because it's not only exciting, but it brings people together.

Activity 3

DIRECTIONS
Write an 'X' next to each sentence that supports the main idea.

Main idea: Chickens are popular pets for many reasons.

1. _____ Chickens are small and don't take up a lot of space.
2. _____ Chickens are easy to take care of.
3. _____ Dogs are a lot more work than chickens.
4. _____ Chickens can get scaly mites on their legs.
5. _____ Chickens lay eggs for their owners.
6. _____ There are many heritage breeds of chickens for sale.

Activity 4

DIRECTIONS
Use the word bank of transition words and fill in the correct ones in the paragraph to the left.

1. Dogs truly are a man's best friend. _____, they never leave your side. _____, they are always happy to see you, even if you're not in the best of moods. _____, dogs always want to do what you want to do; they just like the company. _____, dog's are one of the best friends you can have in life.

Firstly	Also
In addition	Finally

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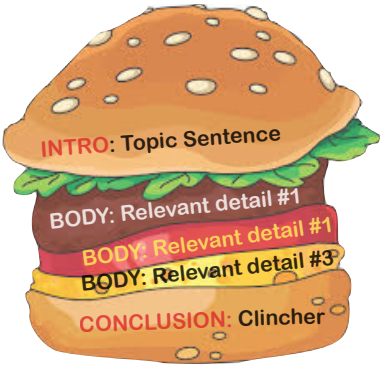
Conclusion



The conclusion is the last sentence of your paragraph. It is the "clincher," or the thing that ties your whole paragraph together. It's the "bottom bun" of your paragraph hamburger.

One way to write a conclusion is to re-word your topic sentence. They both should state the main idea of the paragraph, but in different ways. Remember to:

1. Wrap it all up
2. Re-word topic sentence
3. Remind reader of the topic

Conclusions start with words/phrases like:

1. All in all
2. As you can see…
3. In conclusion,
4. Clearly,
5. To sum it up,

Activity 5

DIRECTIONS
Underline the conclusion.

Summer weather is perfect for playing outside. I enjoy going to water parks, playing by the sprinklers, and swimming in the pool. Sometimes my friends and I go to the lake and jump in! It's so refreshing and cool. I love it when the weather is warm because it's not only exciting, but it brings people together.

Activity 6

DIRECTIONS
Brainstorm a topic you want to write about. Think about a topic sentence and three supporting details. Then, start to write your paragraph. Remember to indent and write a conclusion at the end!

TOPIC SENTENCE:

RELEVANT DETAIL #1:

RELEVANT DETAIL #2:

RELEVANT DETAIL #3:

CONCLUSION:

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Name: _____ Date: _____

Review: Part 1

REVIEW: Part 1

Parts of Speech

Activity 1

DIRECTIONS Look at each sentence. Then, identify every underlined word. Is it a pronoun? Noun? Adjective? Adverb? Verb? Direct object or indirect object? Preposition? Conjunction? Write it on the line. There may be more than one answer for each word. Don't forget punctuation!

1. The chair my grandfather carved was a beautiful oak masterpiece.

chair: _____

my: _____

carved: _____

was: _____

beautiful: _____

masterpiece: _____

2. Grasshoppers have strong muscles in their legs.

grasshoppers: _____

have: _____

strong: _____

muscles: _____

in: _____

their: _____

3. Suddenly an owl screeched in the darkness, flapping wildly!

suddenly: _____

screeched: _____

in: _____

darkness: _____

wildly: _____

! : _____

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4. Wallace Stevens wrote "The Man with the Blue Guitar."

Wallace Stevens: _____

wrote: _____

with: _____

Blue: _____

Guitar: _____

" : _____

5. Termites, or white ants, can do great damage to a wooden building.

termites: _____

or: _____

white: _____

can: _____

damage: _____

to: _____

6. The story would make headlines if it ever became public.

story: _____

would make: _____

if: _____

it: _____

became: _____

public: _____

7. Joe became bored with teaching and he looked for a new career.

Joe: _____

became: _____

with: _____

and: _____

he: _____

looked: _____

for: _____

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Activity 2

DIRECTIONS Answer each multiple choice question below by circling the letter next to the answer you think is correct.

1. Choose the correct answer to the following question: Which of the following words is an example of a preposition?
   A. into
   B. if
   C. many
   D. you

2. Choose the correct answer to the following question: Which of the following words is an example of an interjection?
   A. soon
   B. when
   C. ouch
   D. begin

3. Choose the correct answer to the following question: Which of the following words is an example of a conjunction?
   A. and
   B. run
   C. below
   D. her

4. Choose the correct answer to the following question: Which of the following words is an example of a past progressive verb?
   A. taste
   B. slowly
   C. was playing
   D. will have been playing

5. Choose the correct answer to the following question: Which of the following words is an example of an adjective?
   A. Ralph
   B. below
   C. curly
   D. wait

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6. Choose the answer that names the part of speech of the capitalized word in the following sentence: The usher CLOSED the door.

A. noun
B. pronoun
C. verb
D. adverb

7. Choose the answer that names the part of speech of the capitalized word in the following sentence: Farmers had VERY poor crops this year.

A. adjective
B. pronoun
C. verb
D. adverb

8. Choose the answer that names the part of speech of the capitalized word in the following sentence: EVERYONE met at the gymnasium.

A. noun
B. pronoun
C. adjective
D. adverb

9. Choose the answer that names the part of speech of the capitalized word in the following sentence: Have you heard the GOOD news?

A. noun
B. pronoun
C. adjective
D. adverb

10. Choose the answer that names the part of speech of the capitalized word in the following sentence: The cat knocked a vase OFF the shelf.

A. pronoun
B. verb
C. preposition
D. adjective

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Name: _____ Date: _____

LESSON 29

Review: Part 2

REVIEW: Part 2

Sentences

Activity 1

DIRECTIONS Define some of these words. Then write down five examples of your own. Choose three examples and use them in three sentences. Try to implement what you learned about sentence structure, sentence combination, and types of sentences.

1. Define: conjunction

_____

Examples of conjunctions: _____

_____

_____

_____

_____

Three sentences with these examples:

A. _____

_____

B. _____

_____

C. _____

_____

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2. Define: interjection

_____

Examples of interjections: _____

_____

_____

_____

_____

Three sentences with these examples:

A. _____

_____

B. _____

_____

C. _____

_____

Activity 2

DIRECTIONS Define these words.

3. Define: subject

_____

4. Define: predicate

_____

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Activity 3

DIRECTIONS List.

4 types of sentences: _____

_____

_____

_____

Activity 4

DIRECTIONS:

A. Write a simple sentence with a subject and a predicate. Underline the subject and circle the predicate.

B. Write a different sentence with a compound subject and a predicate. Underline the subjects and circle the predicate.

C. Write two sentences and join them. Make sure to avoid run-ons!

A _____

_____

B _____

_____

C _____

_____

_____

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Name: _____ Date: _____

LESSON 30

Review: Part 3

REVIEW: Part 3

Mechanics

Activity 1

DIRECTIONS Read this paragraph. It needs some help! Edit it by rewriting the paragraph with the proper capitalization, punctuation, commas, abbreviations and spelling.

a healthy snack

everyone loves a snac once in a while here is a recipe for making you're own healthy snack first cut an appel in half and cleen out the core next place some raisins in each half of the appel then sprinkle some cinnamon over the raisins place the apple halves on a cooky sheet and bake them in an oven for 20 minutes at 300 degrees finally remove the appel halves from the oven and let them cool a little then dig in. thank you to mr brown for showing me this recipe

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Vocabulary and Usage

Activity 2

DIRECTIONS Read the passage. Circle the compound words. Write 3 synonyms for words that are underlined with a thin line. Write 1 antonym for words that are underlined with a thick line. Then rewrite the paragraph with the correct capitalization, punctuation, etc.

PASSAGE A

someday, when i grow up, i will travel to australia so that i can feel the sunshine and see kangaroos in their natural habitat i really want to see the pouch that they carry their babies in james cook was the first explorer to record the name of the species after asking the Guugu Yimithirr people what the animals were called female kangaroos are called does and the baby kangaroos are called joeys

SYNONYMS:

grow: _____ _____ _____

see: _____ _____ _____

carry: _____ _____ _____

ANTONYMS:

first: _____

baby: _____

REWRITE

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Figurative Language

Activity 3

DIRECTIONS **IT'S A ZANY ZOO!**
Write an adjective and verb for each animal below that makes an alliteration.

elephant: _____

buffalo: _____

monkey: _____

tiger: _____

Activity 4

DIRECTIONS **SENSORY LANGUAGE**
Take these two sentences and use sensory language to make them more interesting.

I walked into the restaurant and it was cold.

_____

The ice cream tasted good.

_____

Activity 5

DIRECTIONS Write a simile and metaphor describing the way a person looks or seems.

Simile:

_____

Metaphor:

_____

Activity 6

DIRECTIONS Write down a personification that has to do with the weather. Then, write down any idiom you can think of and write down its meaning.

Personification:

_____

Idiom and its meaning:

_____

_____

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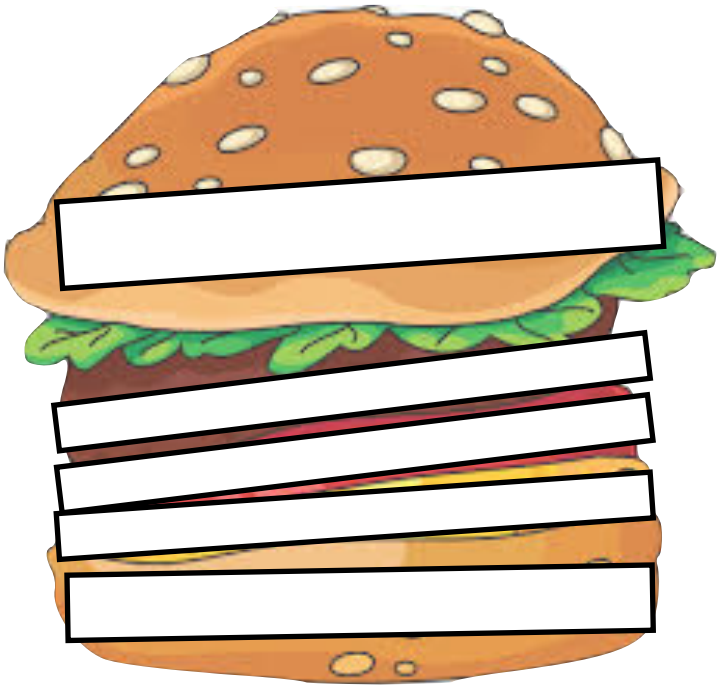
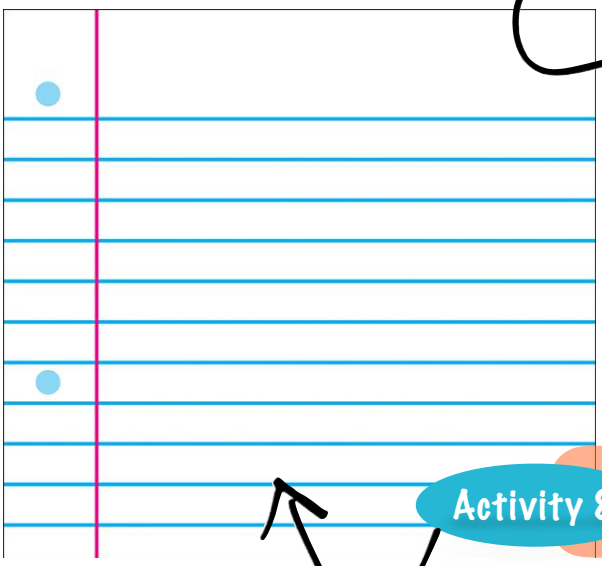
Writing a Paragraph

DIRECTIONS Fill in the parts of the "paragraph hamburger" correctly.

Activity 7





Activity 8

DIRECTIONS Write down the definition of a topic sentence and its importance.

DIRECTIONS Write down 4 different ways you can hook your reader.

Activity 9

Activity 10

DIRECTIONS Write a small paragraph about something you consider important in your life. Include a topic sentence, 3 details, and a conclusion.

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LESSON 1

ANSWER KEY

Secondary Book II

Activity 1

Tom and Lisa are speaking. Have the students play the role of Tom and Lisa. Have the rest of the class listen to the conversation.

Activity 2

Have the students pair up with a partner and then let them use their names in the conversation instead.

Duration: 5-6 minutes

Activity 3

1. I'm Lisa.
2. Hi, my name is Tom.
3. I'm fine, thanks.

Activity 4

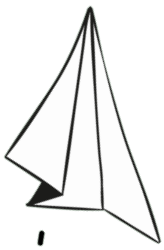
1. Nice to meet you!
2. How are you?
3. What's your name?

Activity 5

Russia — 4
Australia — 6
Brazil — 3
China — 5
USA — 1
Canada — 2
Sri Lanka — 7

Activity 6

Answers may vary, although most students will probably have a common answer of "Sri Lanka."



Activity 7

Names: Emma and Joe

Emma is from the U.S
Joe is from Canada.

Have the students read out loud again.

Activity 8

1. c
2. a
3. b
4. d

Activity 9

1. Where is he from?
2. What's his name?
3. His name's Joe.
4. He's from Canada.

1. Where is she from?
2. What's her name?
3. Her name's Emma.
4. She's from the United States.

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LESSON 2

ANSWER KEY

Secondary Book II

Activity 1

Answers:
She
It
They
He
He

Activity 2

I — me
You — you
He — his
She — her
It — it
They — them

Activity 3

He is a doctor.	He is a builder.	She is a cleaner.
He is an actor.	She is a waitress.	She is a teacher.
He is unemployed.	He is a police officer.	He is a musician.

Activity 4

1. He is a musician and has played the piano for many years. (Subject pronoun)
2. Her family had a nickname for her. (Object pronoun)
3. They like to play basketball together. (Subject pronoun)
4. She enjoys cooking food. (Subject pronoun)
5. My mom wants to buy a present for me (Object pronoun)
6. It is her favorite color. (Subject pronoun).

Activity 5

Answers may vary. Have the students use subject and object pronouns and be able to identify them.

Activity 6

Answers may vary. Have the students use subject and object pronouns and be able to identify them.

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LESSON 3

ANSWER KEY

Secondary Book II

Activity 1

Answers:
mine
yours
yours
ours

Activity 2

I — myself
you — yourself
he — himself
she — herself
it — itself
they — themselves

Activity 3

I — mine
you — yours
he — his
she — hers
we — ours
they — theirs

Activity 4

1. yourself (reflexive)
2. mine (possessive)
3. theirs (possessive)
4. ourselves (reflexive)
5. myself (reflexive)
6. yours (possessive)
7. ours (possessive)
8. herself (reflexive)
9. his (possessive)
10. yours (possessive)
11. himself (reflexive)
12. theirs (possessive)
13. themselves (reflexive)

Activity 5

Answers may vary. Have a few of the students read their answers in front of the class.

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LESSON 4

ANSWER KEY

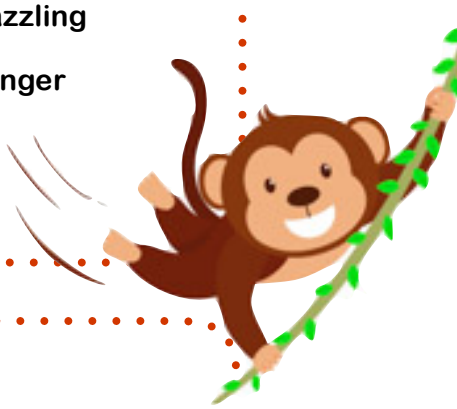
Secondary Book II

Activity 1

four local beautiful special pet gentlest dazzling

different good haunted beloved lost younger

sweetest many another similar



Activity 2

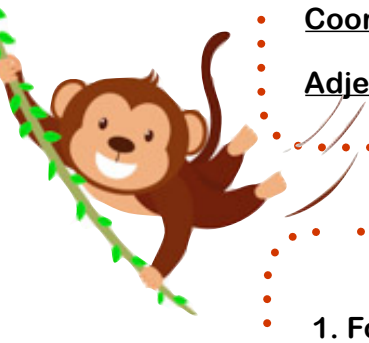
<u>Adjectives that show quantity:</u> four, many, another

<u>Adjectives that describe how something looks/is:</u> beautiful, dazzling, different, similar, haunted, another, special, local, gentlest, lost, pet

<u>Comparison adjectives:</u> similar, gentlest, different, good, younger, sweetest

<u>Coordinate adjectives:</u> sweetest, gentlest (smile)

<u>Adjectives that describe the story:</u> Answers may vary.



Activity 3

1. Four friends, Rose, Samantha, Vanessa and Michael, decide to go to the carnival together. It only comes once a year and they want to bring their pet monkey along.

2. They bring along their pet Monkey, Merlin. He has the sweetest, gentlest smile and dazzling eyes. Many of the villagers love Merlin.

3. When the friends lose Merlin, they each try to use their special talents to find him. Rose can make a drawing of Merlin to show people, Samantha can speak many languages and can ask foreigners if they have seen him, Vanessa can imitate the sounds and actions of Merlin, and Michael can sing a song about their missing monkey.

4. They find Merlin by the carousel. Vanessa starts making monkey sounds and Merlin responds, running towards them.

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LESSON 5

ANSWER KEY

Secondary Book II

Activity 1

Answers may vary.

Some examples of action verbs: run, cry, walk, laugh, read, draw, listen, giggle, fall, write, kick, punch, dance

Activity 2

Answers may vary. The main goal of this exercise is to use action verbs.

Example: 7:00 Wake up for school
8:00 Take a shower
8:30 Eat breakfast
8:45 Catch the bus
9:00 Get to school
3:00 Get picked up from school
3:30 Do some homework
4:00 Play outside
5:00 Watch some TV
6:00 Eat dinner

Activity 3

Answers may vary.

Have the students use the vocabulary from "Vocabulary to Know" or to think of their own words and routine.

Activity 4

2. I play soccer outside sometimes.
3. He should do his homework today.
4. After cleaning the house, it smells good.
5. She can ride her motorcycle very well.
6. After school, I walk home.

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LESSON 6

ANSWER KEY

Secondary Book II

Activity 1

1. ran
2. swam
3. crept
4. walked
5. looked
6. jumped
7. praised
8. studied
9. stretched
10. galloped
11. played

Activity 2

6. was jumping

9. had already stretched

11. had been playing

Activity 3

1. hits
2. runs
3. open
4. laugh
5. run
6. shake
7. sits
8. cooks
9. eats
10. waters
11. kicks

Activity 4

3. I am opening

6. I have already shaken

11. has been kicking

Activity 5

1. will jump
2. will complete
3. will swim
4. will water
5. will play
6. will predict
7. will travel
8. will read
9. will study
10. will wag
11. will pray
12. will pick
13. will learn

Activity 6

2. will be completing

5. will have already played

12. will have been picking

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LESSON 7

ANSWER KEY

Secondary Book II

Activity 1

1. food
2. lunch
3. cake
4. coconut milk
5. meals
6. food
7. fruit
8. rice
9. beans

Activity 2

1. b
2. c
3. c
4. c
5. d
6. c
7. c

Activity 3

Answers may vary.

Activity 4

1. lie
2. her
3. 2000 rupees
4. dad

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LESSON 8

ANSWER KEY

Secondary Book II

Activity 1

Answers may vary as there are more than 7 adverbs that end in —ly.

1. quickly
2. suddenly
3. unexpectedly
4. joyfully
5. happily
6. angrily
7. rarely

They show "HOW" something is happening.

Activity 2

2. carefully (how)
3. today (when)
4. quickly (how)
5. higher (where)
6. rarely (how)
7. yesterday (when)
8. soon (when)
9. slowly (how)
10. gently (how)
11. surely (how)
12. tomorrow (when)
13. seriously (how)

Activity 3

Answers may vary

Activity 4

Answers may vary

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LESSON 9

ANSWER KEY

Secondary Book II

Activity 1

1. on/under/beside/in front of/behind the chair
2. on/under/beside/in front of/behind the sofa
3. on/under/beside/in front of/behind the table
4. on the carpet
5. on/under/beside/in front of/behind the door
6. on/under/beside/in front of/behind the window
7. on the floor
8. on/under/beside/in front of/behind the plant
9. on/under/beside/in front of/behind the painting
10. on/under/beside/in front of/behind the desk
11. beside/next to/on/with the passport
12. on/under/beside/in front of/behind the radio
13. on/under/beside/in front of/behind the suitcase
14. on top of/beside/in front of/behind the keys
15. on/under/beside/in front of/behind the cell phone

(Any of these prepositions will do, these are some of the options).

Activity 2

Activity 3

Answers may vary.

Activity 4

1. d
2. d
3. c
4. b
5. d
6. d
7. a
8. c

Activity 5

Answers may vary.

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LESSON 10

ANSWER KEY

Secondary Book II

Activity 1

Answers may vary.

Activity 2

1. and (coordinating)
2. but (coordinating)
3. neither.. nor (correlative)
4. both… and (correlative)
5. so (coordinating)
6. and (coordinating)
7. or (coordinating)

Activity 3

Answers may vary.

Activity 4

1. Archimedes was a well known mathematician and scientist in ancient Greece.
2. He discovered that you can measure displaced volume by putting something in water!
3. Opinion question: Answers may vary.

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LESSON 11

ANSWER KEY

Secondary Book II

Activity 1

Answers may vary.

Activity 2

1. SUBJECT: Prasanna
   PREDICATE: likes to go fishing and swimming.
2. SUBJECT: Anirudh
   PREDICATE: wants to play baseball.
3. SUBJECT:That lady
   PREDICATE: is neither tall nor athletic.
4. SUBJECT:The twins
   PREDICATE: are both smart and funny.
5. SUBJECT: The baby
   PREDICATE: finally fell asleep.
6. SUBJECT:They
   PREDICATE: didn't go to the party.
7. SUBJECT: I
   PREDICATE: like to wake up in the early morning.
8. SUBJECT: I
   PREDICATE: brush my teeth once I wake up.
9. SUBJECT: Eggs and toast
   PREDICATE: are part of a normal American breakfast.
10. SUBJECT: A shower
    PREDICATE: helps you wake up.
11. SUBJECT: We
    PREDICATE: leave home by 7:00am.
12. SUBJECT: My brother and I
    PREDICATE: get home by 3:00 pm.
13. SUBJECT: Normally, I
    PREDICATE: start my homework after I have had a snack.
14. SUBJECT: My homework
    PREDICATE: takes two hours to complete
15. SUBJECT: My brother
    PREDICATE: likes to read a book before bed.
16. SUBJECT: I
    PREDICATE: like to listen to relaxing music that helps me fall asleep.
17. SUBJECT: My parents
    PREDICATE: eat dinner very early.
18. SUBJECT: It
    PREDICATE: takes me a long time to finish my homework.
19. SUBJECT: I
    PREDICATE: never forget to set my alarm clock.

Activity 3

Answers may vary.

Activity 4

Answers may vary.

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LESSON 12

ANSWER KEY

Secondary Book II

Activity 1

Answers may vary.

Activity 2

1. yes
2. no
3. yes
4. yes
5. no
6. yes

Activity 3

1. cookies and cake
2. running shoes…sandals
3. boots… sandals
4. Aunty and Uncle
5. you… your sister
6. rat… mouse
7. nobody in the store… nobody in the bank
8. wind…snow…sleet…hail
9. soda… juice
10. Keira… Leela
11. carpet… rug
12. blue… green
13. everything on the bed… everything in the closet
14. mom…. dad
15. brother…. I
16. Anybody in St. Mary's College… anybody in St. Joseph's College

Activity 4

1. was destroyed
2. test-drive
3. will take off
4. will be waiting
5. second guess
6. air-condition
7. was swimming
8. tear up
9. believes in
10. will walk
11. don't want
12. didn't know
13. rely on
14. take away
15. water-proof
16. believe in
17. was telling

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LESSON 13

ANSWER KEY

Secondary Book II

All answers may vary due to writing prompts.

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LESSON 14

ANSWER KEY

Secondary Book II

Activity 1

1. Rohini, Nishant, and Harsha (look) around the kitchen.
2. They (want) to (make) a cake for their mom's birthday.
3. Nishant (goes) to the grocery store.
4. He (finds) a shopping cart and (pushes) it around.
5. Meanwhile, Rohini and Harsha (try) to find a few bowls to use.
6. Nishant (picks) up flour, sugar, butter, and eggs.
7. Rohini (calls) Nishant at the store.
8. "Don't forget to buy vanilla extract," she (says).
9. Nishant quickly (finds) the vanilla extract in the baking aisle.

Activity 2

Nishant came back from the grocery store and opened the door to the house. For some reason, he could smell burning! Rohini and Harsha were in the kitchen. They were both looking worried. They had been trying to make a tomato soup but had burnt it on the stove! Nishant helped them clean up the kitchen. All three of them wanted to bake the cake before their mom got home and so they assembled the cake.

Activity 3

Answers may vary.

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LESSON 15

ANSWER KEY

Secondary Book II

Activity 1

1. Mohan's family was on vacation in Scotland and he wanted to explore.
2. His mother told him to read a book, but he wanted to go outside.
3. One day, he left the hotel and ran towards a forest he'd seen on a map.
4. He stumbled into a some trees and spotted a cave.
5. Should he keep going or go back home?

Activity 2

1. Sunlight shone on the cave.
2. Can't be changed. Mohan is the subject and the cave is the object.
3. There was a large wooden table inside the cave.
4. A giant black rat lay on the table.
5. Can't be changed. The verb "grabbed" is being received by the rat.
6. A witch's magic was at work in the cave!
7. Can't be changed. The verb "leave" belongs to Mohan, not the cave.

Activity 3

1. Mohan changed his mind. He went back inside.

   OR Mohan changed his mind and went back inside.
2. He knocked over the table. (The sentence is missing a subject).
3. Simple sentence.
4. Mohan saw a key around the rat's neck. He tried to grab it.

   OR Mohan saw a key around the rat's neck and tried to grab it.

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LESSON 16

ANSWER KEY

Secondary Book II

Activity 1

1. I was going to school with my friend Rosie.
2. We were going to do homework after school with my cousin Nina.
3. Nina and I are very close.
4. Mr. Brown is our teacher at school.
5. When we get hurt, we visit Dr. Balasingham.
6. My middle name starts with a P, so my whole name is Pam P. Poppins.
7. Rosie's mother, Mrs. Gunaratnam, gave us a ride to school.
8. After we finished school, we met up with cousin Nina.
9. My mother's name is Lisa.
10. My father is also a doctor — his patients call him Dr. Poppins.

Activity 2

1. My best friends and I plan on touring all of Sri Lanka.
2. She has never tasted any American food!
3. My friend Patty is very excited because she has never been to Colombo before.
4. When they come to my house, they'll meet my German shepherd, Fred.
5. If we go to Mcdonald's for lunch, she will be so excited.
6. Sometimes I think that July will never get here.
7. Rahini has only been to Canada once in her life.

Activity 3

1. Last week my class visited the science museum.
2. Our teacher, Ms. Maple, showed us her favorite exhibit: dinosaurs.
3. Dr. Fong explained to us the importance of science in today's world.

Activity 4

1. C.M. Dudley / Rd. / Mar.
2. S. Rachel Taylor / J.M. Taylor / Blvd. / Fri., Sept. 16
3. M.J. Jones / Inc. / Ave.
4. H. Calet Franks / Jr.

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LESSON 17

ANSWER KEY

Secondary Book II

Activity 1

1. My bedroom wall colors are green, white, and purple.
2. "No, that's not what I wanted," the little girl said.
3. Cindy Lou felt exhausted, but she knew she had to keep running.
4. "Goodbye, see you again," said the mayor.
5. The twins rode their bikes swiftly, calmly, and quietly.
6. Yes, that's the right answer!

Activity 2

WRITING PROMPT : Answers may vary.

1. Next, I added two eggs to the bowl.
2. After a while, I decided it would be better to go outside.
3. The party was long, loud, and boring.
4. The office looked large, but it also seemed welcoming.

Activity 3

Answers may vary.

Activity 4

123 Tree Boulevard
Boulder, WA 90532
February 18, 2018

Dear Mrs. Smith,

You have helped me a great deal during the past year. Being your student was a great honor and I hope we can meet again someday. Take care until then.

Sincerely,
Amy

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LESSON 18

ANSWER KEY

Secondary Book II

Activity 1

1. Did you know that Anjalee visited Vietnam last week?
2. You should see the beautiful photos she took!
3. What kind of camera did she use?
4. A really good one!
5. What a great adventure she had!
6. Look at the wonderful postcard she sent me!
7. Do you know where she stayed?
8. Could you tell us about her trip?
9. What did she bring back?
10. What a beautiful scarf that is!
11. Do you know how much that scarf cost?
12. What an awesome trip it must have been!

Activity 2

Anya: Wow, Rohan, that was a difficult exam. And I really looked over my answers this time (./!) Do you think you passed?
Rohan: I don't know (./!) The first section was okay, but the last question was very tough (./!)
Anya: Yes, for me too (./!) We should all do something to relax (./!) How are you going to celebrate tonight?
Rohan: I'm not sure (./!) I might go to Jane's party or have dinner with Peter (./!) What about you?
Anya: I think I'll go home and sleep (./!)
Rohan: Nice, good idea (./!)
Anya: Then I'm going to meet Claudia for ice cream in town (./!) After that, I don't know. We might go to her house and watch a movie (./!)
Rohan: That sounds relaxing (./!) I'm sure of one thing, though (./!)
Anya: What's that?
Rohan: That's the last exam I'm going to take for a while (./!)

Activity 3

1. Aunt Helen's problem was difficult to explain.
2. The children's faces lit up when they saw their aunt.
3. The girls' smiles made aunt Helen laugh.
4. "I can't stop laughing," aunt Helen said.
5. "Won't you join us, Tom?" aunt Helen asked.
6. The boy's shirt was covered in mud.
7. The maids' voices were very loud.
8. "Shouldn't you be inside?" she asked.

Activity 4

1. "It's only 4:30 in the afternoon, " he said.
2. "We can stay until 7:00," his mom answered.
3. The movie starts at 7:30.
4. Dear Mr Brown:
   Your application for employment has been received. Please come in for an interview tomorrow at 11:00 am.
5. Dear Sir or Madam:
6. I wake up for school at 6:15 am.

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LESSON 19

ANSWER KEY

Secondary Book II

Activity 1

1. isn't
2. wouldn't
3. it'll
4. don't
5. shouldn't

Activity 2

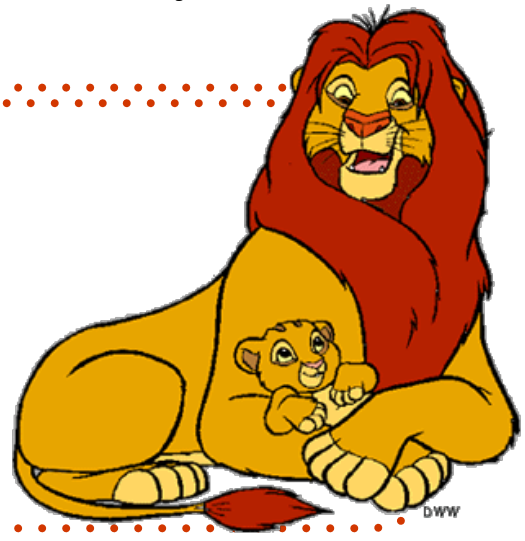
1. mustn't
2. isn't it
3. you'll
4. you're
5. she's
6. didn't
7. it's
8. can't
9. hadn't
10. shouldn't
11. there's
12. it's

Activity 3

1. "Have you heard of George Washington?" asked Emmi.
2. "No, I haven't," answered Laura.
3. "Well, he was the first president of the United States," said Emmi.
4. "Isn't he also on the one dollar bill?" asked Laura.
5. "Yes, of course he is!" exclaimed Emmi.
6. "What else did he do?" Laura asked.
7. "Well, he is known as one of the Founding Fathers," said Emmi.
8. "He was in charge of the army during the American Revolution too, right?" asked Laura.
9. "Yes, and that is why he is known as the 'father of the country' in the United States!" Emmi said excitedly.

Activity 4

1. A Wrinkle in Time
2. The Lion King
3. The Big Bang Theory
4. The New York Times
5. Indiana Jones and the Temple of Doom
6. "Rolling Stone"
7. The Little Prince
8. "The Owl and the Pussycat"
9. My favorite song is "Let it Be" by the Beatles.
10. The fifth chapter of the book is called "Mankind."



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LESSON 20

ANSWER KEY

Secondary Book II

Activity 1

Answers may vary

Activity 2

1. Louisa got some makeup for Christmas!
2. Her grandfather sat in the armchair in the sunshine.
3. Danielle, a country singer, reached for her notebook.
4. "This is no run-of-the-mill story," she thought as she looked at the wallpaper.
5. Mary has brown hair, while her sister is a redhead.
6. "I've got mail today!" Bram cried as he opened the mailbox.
7. This old story from our family tree will make a great best-selling novel!

Activity 3

Answers may vary

Activity 4

1. synonyms
2. antonyms
3. antonyms
4. antonyms
5. synonyms

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LESSON 21

ANSWER KEY

Secondary Book II

Activity 1

1. preschool — before school, before starting kindergarten
2. underage — too young, not of proper age legally (to drive/drink, etc.)
3. dishonest — not honest
4. unable — not able to
5. illegal — not legal
6. reread — to read again
7. mistreat — to not treat well
8. semicircle — a half of a circle
9. exceed — to go beyond what is allowed, to be greater in number and size
10. disrespect — to not treat some with respect

Activity 2

1. unfair
2. mistake
3. mislead
4. prepare
5. distress
6. important
7. disrespectful
8. excellent
9. expert
10. reflex
11. replay
12. illogical
13. misuse
14. retrieve
15. unusual
16. disappear

Activity 3

1. thankful — full of thanks
2. colorless — lacking color
3. lazily — done with laziness
4. flexible — being able to bend
5. thinner — more thin
6. annual — relating to every year
7. usable — able to be used
8. reusable — able to be used again
9. meaningless — lacking meaning
10. oldest — the most old

Activity 4

Answers may vary.

Activity 5

1. immaturely
2. disappearance
3. distasteful
4. rearrangement
5. unhealthily
6. reaction
7. unhelpful
8. mistakenly
9. redevelopment
10. relivable

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LESSON 22

ANSWER KEY

Secondary Book II

Activity 1

1. write
2. blew
3. won
4. week
5. piece
6. weigh
7. eye
8. eight
9. know
10. bear

Activity 2

1. duck — the animal (the bird)
   — to bend down and avoid something
2. pitcher — a glass container that holds tea or juice
   — the person who throws the ball to the batter in baseball
3. ring — piece of jewelry one wears on their finger
   — the sound a phone or doorbell makes
4. can — a cylindrical container made of metal or aluminum
   — to be able to do something

Sentences that the students write may vary.

Activity 3

1

2

3

4

5

6

7

8

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LESSON 23

ANSWER KEY

Secondary Book II

Activity 1

1. The cat is not in the house.
2. He was not at school on Friday.
3. The children weren't ready to go home.
4. She won't sing in the play.
5. I can't read anything.
6. The trees will not fall over in the storm.
7. Tina didn't walk to the corner.
8. They didn't always want to play!

Activity 2

1. not the same as another or each other (N)
2. a small group of friends that do not allow others to join them (NEG)
3. brave (P)
4. being the only one of its kind (P)
5. showing determination not to change one's attitude or belief (NEG)
6. having lived for a long time, not young (N)
7. showing too much curiosity about other people's business (NEG)

Activity 3

1. amazing
2. courageous
3. fascinating
4. hilarious
5. smiling

Activity 4

1. cheap
2. nagged
3. silly
4. soggy
5. stubborn

Activity 5

1. disaster
2. antique

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LESSON 24

ANSWER KEY

Secondary Book II

Activity 1

1. A
2. B
3. C
4. C

Activity 2

Answers may vary.

Activity 3

Answers may vary.

Activity 4

Answers may vary.

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LESSON 25

ANSWER KEY

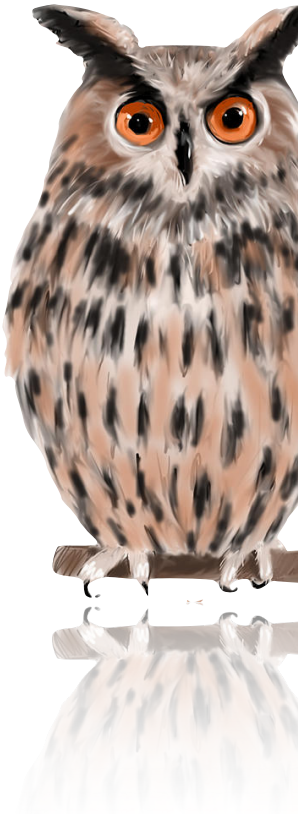
Secondary Book II

Activity 1

1. Circle water and crystal. Underline “as.”
2. Circle She and rose. Underline “like.”
3. Circle girl and lamb. Underline “as.”
4. Circle Ben and ox. Underline “like.”
5. Circle Tina and frog. Underline “like.”
6. Circle Amy and giraffe. Underline “as.”
7. Circle mom and angel. Underline “like.”
8. Circle I'm and log. Underline “like.”
9. Circle dad and bee. Underline “as.”
10. Circle twins and peas in a pod. Underline “like.”

Activity 2

Answers may vary.



Activity 3

Answers may vary.

Activity 4

1. personification
2. hyperbole
3. hyperbole
4. personification

Activity 5

1. religion, Christianity
2. recycling
3. love, romanticism
4. wisdom
5. sadness, grief
6. Hinduism
7. purity, innocence
8. bond, togetherness
9. self reflection, vanity

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LESSON 26

ANSWER KEY

Secondary Book II

Activity 1

Answers may vary.

Activity 2

1. Dog — “Woof woof!”
2. Cat — “Meow!”
3. Butterfly — Swish
4. Bird — “Tweet tweet!”
5. Bomb — “BOOM!”
6. Water — Splash
7. Lion — Roar
8. Clock — Ring ring!

Activity 3

1. seriously funny
2. clearly confused
3. big baby
4. Living Dead
5. open secret
6. jumbo shrimp
7. deafening silence
8. awfully pretty
9. random order

Activity 4

“A picture is worth a thousand words” — Pictures can give more information than just words.

“around the clock” — All of the time, 24 hours

“a penny saved is a penny earned” — It’s better to save money than to spend it and waste it all

“don’t add fuel to the fire” — Don’t make a bad situation even worse!

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LESSON 27

ANSWER KEY

Secondary Book II

Activity 1

1. It is important to completely wash all utensils before using them.
2. Many people think poetry is old-fashioned and uninteresting.
3. Sometimes it is hard to fall asleep.
4. I think growing a garden can be fun, good exercise, and will provide fresh fruits and vegetables for the gardener.

Activity 2

Summer weather is perfect for playing outside. I enjoy going to water parks, playing by the sprinklers, and swimming in the pool. Sometimes my friends and I go to the lake and jump in! It's so refreshing and cool. I love it when the weather is warm because it's not only exciting, but it brings people together.

Activity 3

Main idea: Chickens are popular pets for many reasons.

1. X Chickens are small and don't take up a lot of space.
2. X Chickens are easy to take care of.
3. _____ Dogs are a lot more work than chickens.
4. _____ Chickens can get scaly mites on their legs.
5. X Chickens lay eggs for their owners.
6. _____ There are many heritage breeds of chickens for sale.

Activity 4

1. Dogs truly are a man's best friend. Firstly, they never leave your side. In addition, they are always happy to see you, even if you're not in the best of moods. Also, dogs always want to do what you want to do; they just like the company. Finally, dog's are one of the best friends you can have in life.

Activity 5

Summer weather is perfect for playing outside. I enjoy going to water parks, playing by the sprinklers, and swimming in the pool. Sometimes my friends and I go to the lake and jump in! It's so refreshing and cool. I love it when the weather is warm because it's not only exciting, but it brings people together.

Activity 6

Answers may vary.

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LESSON 28

ANSWER KEY

Secondary Book II

Parts of Speech

Activity 1

1. chair: noun
   my: adjective
   carved : verb
   was: verb
   beautiful : adjective
   masterpiece: noun

2. grasshoppers: noun
   have: verb
   strong: adjective
   muscles: noun
   in: preposition
   their: adjective

3. suddenly: interjection
   screeched: verb
   in: preposition
   darkness: noun
   wildly: adverb
   !: exclamation mark

4. Wallace Stevens: proper noun
   wrote: verb
   with: preposition
   Blue: adjective
   Guitar: noun
   " : quotation marks

5. termites: noun
   or: conjunction
   white: adjective
   can: verb
   damage: noun
   to: preposition

6. story: noun
   would make: helping verb + verb
   if: conjunction
   it: pronoun
   became: verb
   public: noun

7. Joe: proper noun
   became: verb
   with: preposition
   and: conjunction
   he: pronoun
   looked: verb
   for: conjunction

Activity 2

1. A
2. C
3. A
4. C
5. C
6. C
7. A
8. B
9. C
10. C

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LESSON 29

ANSWER KEY

Secondary Book II

Activity 1

1. Conjunction — is a word that connects phrases, words, or clauses

EX: and, but, or, nor, for, so, yet, etc.

Three sentences: Answers may vary.

2. Interjection — is an exclamation or abrupt remark. It shows a strong, spontaneous feeling or reaction.

EX: Eureka! Oh my gosh! Wow! Achoo! Oh no! Howdy! Hello there!

Three sentences: Answers may vary.

Activity 2

3. subject —- tells who or what the sentence is about.

4. predicate — tells something about the subject, usually contains a verb.

Activity 2

1. declarative
2. exclamatory
3. interrogative
4. imperative

Activity 4

Answers may vary.

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LESSON 30

ANSWER KEY

Secondary Book II

Activity 1

A Healthy Snack

Everyone loves a snack once in a while. Here is a recipe for making your own healthy snack. First, cut an apple in half and clean out the core. Next, place some raisins in each half of the apple. Then, sprinkle some cinnamon over the raisins. Place the apple halves on a cookie sheet and bake them in an oven for 20 minutes at 300 degrees. Finally, remove the apple halves from the oven and let them cool a little. Then, dig in! Thanks to Mr. Brown for showing me this recipe.

Activity 2

Circle: sunshine

Synonyms: grow — develop, get bigger, get taller
see — look, watch, observe
carry — transfer, bring, bear

Antonyms: first — last
baby — adult

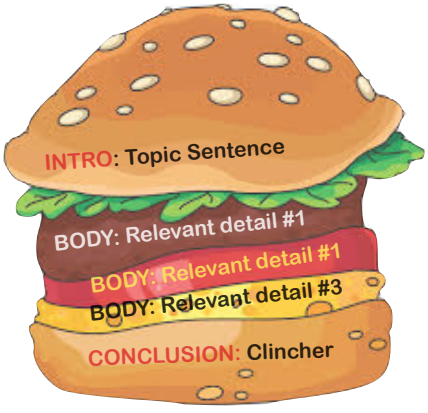
(These answers above may vary).

REWRITE: Someday, when I grow up, I will travel to Australia so that I can feel the sunshine and see kangaroos in their natural habitat. I really want to see the pouch that they carry their babies in. James Cook was the first explorer to record the name of the species after asking the Guugu Yimithirr people what the animals were called. Female kangaroos are called does and the baby kangaroos are called joeys.

Activities 3, 4, 5 and 6

Answers may vary.

Activity 7



Activity 8

A topic sentence is a complete sentence that expresses the main idea of a paragraph or essay. It is supported by details and can explain, describe, or prove something.

Activity 9

1. Onomatopoeia
2. Question
3. Fun fact
4. Opinion

(See "Make a Hook!" in Lesson 27 for more examples)

Activity 10

Answers may vary.

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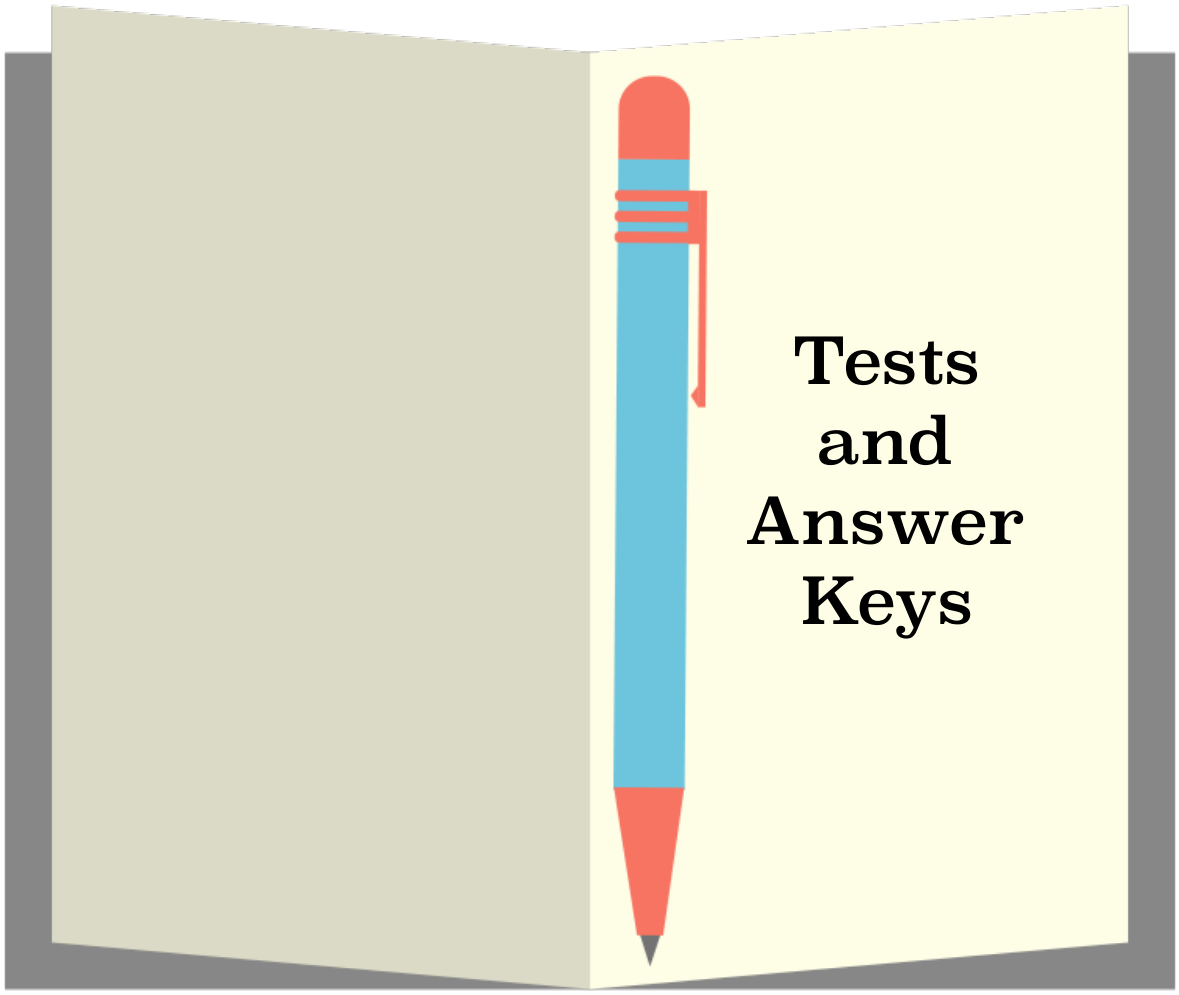
Tests
and
Answer
Keys

Name: _____ Date: _____

Test 1
Lessons 1-4

Define

Activity 1 DIRECTIONS Define these words. Then, write two examples.

1. pronoun _____

_____

EX: _____

2. subject pronoun _____

_____

EX: _____

3. reflexive pronoun _____

_____

EX: _____

4. adjective _____

_____

EX: _____

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Activity 2

DIRECTIONS Circle the correct words in parentheses to make the sentence complete.

Circle

1. Ms. Brown wrote a note on my test paper. (She / Her) wanted to speak to (I / me) after school.

2. Nicki ate dinner with Betsy and (me / I).

3. Nicki ate dinner with (we / us).

4. My brother drove Kumar and (I / me) to the store. (He / him) didn't come in.

5. Joseph bought a ticket to the football game. He put (them / it) in his pocket and forget about (it / them).

6. The next day, he put (he / his) shirt in the wash. The ticket came out of the washing machine, crumpled.

7. When Joseph took the ticket to the game, the ticket taker accepted (them / it).

8. Tina invited (she / her) to go to the game on Sunday.

9. I talked to Lisa and Mindy. I told (they / them) about the surprise party for Mohan. (Them / they) won't tell (he / him) about it.

10. He waited for (we / us) in the car.

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Fill in the blank

Activity 3

DIRECTIONS Fill in the correct possessive or reflexive pronoun.

1. That is my backpack. It's _____ (he / my / mine).

2. We have a house together. It is _____ (they / ours / our).

3. I saw _____ in the mirror! (me / myself / mine)

4. These are my pens, those are _____ (your / yours / mine).

5. Before Tom played in the game, his mom told him not to hurt _____ (him / himself / her).

6. Paul had to drive my car to work. _____ (His / her / hers) had a flat tire.

7. "Wow, you won the math competition! You should be proud of _____ (you / yours / yourself).

Activity 4

DIRECTIONS Define what a coordinate adjective is. Then, fill in the comparison adjectives in the table below.

1. coordinate adjective _____

_____

EX: _____

COMPARISON ADJECTIVES

hot	good		big
hotter		worse	
hottest			

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Name: _____ Date: _____

Test 2
Lessons 5-8

List and Define

Activity 1

DIRECTIONS List the three types of verbs. Then, define the words below. Provide an example. Then, create a sentence using the example.

1. 3 types of verbs: _____

_____

_____

2. direct object _____

_____

Example in sentence_____

3. indirect object _____

_____

Example in sentence_____

4. adverb _____

_____

Example in sentence_____

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Activity 2

DIRECTIONS Read each sentence and look at the underlined verb / verb phrase. Then, circle the answer that best describes what type of verb is underlined.

Multiple Choice

1. The store <u>has</u> an exit and entrance.
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

2. One man, in his lifetime, <u>will</u> play many roles.
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

3. The baby <u>whined</u> in the nurse's arms.
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

4. His voice <u>has</u> become deep.
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

5. That cake <u>smells</u> so good!
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

6. That lady likes to <u>sing.</u>
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

7. You <u>look</u> tired.
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

8. Life <u>is</u> not a dream.
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

9. The chameleon <u>can</u> change into many colors.
   A) Action Verb
   B) Helping Verb
   C) Linking Verb

10. I <u>hear</u> the cows mooing.
    A) Action Verb
    B) Helping Verb
    C) Linking Verb

11. That song <u>sounds</u> strange.
    A) Action Verb
    B) Helping Verb
    C) Linking Verb

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Fill in the blank

Activity 3

DIRECTIONS Circle the adverb in each sentence.

1. Derek accidentally deleted three hours of homework with one click.
2. Emily worked briefly on her report.
3. We went to the beach yesterday.
4. The boat was speeding wildly through the ocean.
5. My older sister always picks on me.
6. The horse was running fast, and Ashwin was frightened.
7. Kate often practices her dance routine after school.

Activity 4

DIRECTIONS Read sentences 1-3. Find the direct object and write it in the space next to the sentence. Read sentences 4-7. Find the indirect object and write it in the space next to the sentence.

1. Ricky and Mona asked a question about the test. _____
2. Emily worked briefly on her report. _____
3. We went to the beach yesterday. _____
4. The boat was speeding wildly through the ocean. _____
5. My older sister always picks on me. _____
6. The horse was eating the apple. _____
7. Kate often practices her dance routine after school. _____

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Test 3
Lessons 9-12

List and Define

Activity 1

DIRECTIONS List the three types of prepositions. Then, define the words below. Then, create a sentence using an example of the word.

1. 3 types of prepositions: _____

_____

_____

2. conjunction _____

_____

Example in sentence_____

3. interjection _____

_____

Example in sentence_____

4. predicate _____

_____

Example in sentence_____

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Activity 2

DIRECTIONS Read each exercise, then fill in the blank with the correct preposition.

Multiple Choice

1. He placed the keys _____ the bedside table.
   - A) between
   - B) at
   - C) by
   - D) to

2. She let him go _____ the rock and roll concert with his friends.
   - A) in
   - B) to
   - C) at
   - D) on

3. I am going to see my son _____ Sri Lanka this August.
   - A) behind
   - B) at
   - C) in
   - D) on

4. I heard her singing _____ the living room today.
   - A) in
   - B) at
   - C) to
   - D) on

5. Were you _____ home yesterday evening?
   - A) on
   - B) in
   - C) at
   - D) to

6. Your dentist appointment is _____ 3:00 pm.
   - A) on
   - B) in
   - C) at
   - D) to

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Fill in the blank

Activity 3

DIRECTIONS Fill in the correct conjunctions. Use the word bank below. Some conjunctions may be used twice.

and or but yet so neither nor

1. I usually take the bus to school, _____ today my mom drove me.
2. _____ my brother _____ my sister wanted to take out the trash.
3. Thomas has two brothers _____ one sister.
4. Tiffany _____ Laura wanted both fruit _____ puttu for breakfast.
5. The concert was canceled _____ Vindan spent the night at home.
6. I will play football _____ badminton in the summer, but not both.
7. Lisa doesn't enjoy studying math, _____ she always gets good grades on her exams.
8. Should I go to the store _____ go to the post office first?

Write!

Activity 4

DIRECTIONS Write five sentences. Use an interjection in each one.

1. _____
2. _____
3. _____
4. _____
5. _____

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Test 4
Lessons 13-15

List and Define

Activity 1

DIRECTIONS List the four types of sentences. Then, write an example for each sentence type.

1. 4 types of sentences: _____

_____

_____

_____

Now, write an example for each sentence type:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

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Activity 2

DIRECTIONS Read the two sentences in each exercise. Then, <u>combine</u> them and write it on the line below.

Write

1. The drink was cold. The drink was sour.

_____

2. Eliza wanted to play outside. She wanted to jump on the trampoline.

_____

3. Prasanna was happy. Priya was happy.

_____

4. Tommy went to his room. Tommy locked the door.

_____

5. Sanju wrote her exam slowly. Sanju wrote her exam carefully.

_____

6. Lisa went to the bookstore yesterday. Jamie went to the bookstore yesterday.

_____

_____

_____

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Write

Activity 3

DIRECTIONS Read the two sentences or fragments in each exercise. Then, join the sentences together correctly. Write it on the line below.

1. She wanted to go inside the house. She was too scared.

_____

2. Mia called her mother. She spoke with her for three hours.

_____

3. The dog loves to go for walks. The dog does not walk fast.

_____

4. Thaya does not like football. Sam doesn't like tennis.

_____

5. Should he stay out in the rain? Should he come indoors?

_____

6. David is good at baseball. David does not like to play baseball.

_____

Identify

Activity 4

DIRECTIONS Read each exercise. If it is already a complete sentence, write "complete sentence" on the line. If it is a sentence fragment, write "fragment."

1. Slammed the door on the way to school.

_____

2. The doctor discovered the cure for the disease.

_____

3. Running down the street and into the forest.

_____

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Test 5
Lessons 16-19

Rewrite

Activity 1

DIRECTIONS Read the sentences below. Correctly capitalize the words that need to be capitalized.

1. can your mother speak english well?

_____

2. she asked, “do you like german food?”

_____

3. "pirates of the caribbean,” he said, "is my favourite film.”

_____

4. "my friend was born on december 25, 1999. she doesn't like having her birthday on christmas day.”

_____

5. "my father brought me back a beautiful carved indian elephant from his business trip to asia last week.”

_____

6. "i do like chinese food," mary said, "but i prefer french or italian.”

_____

7. "you would have passed the test," my teacher said, "if you had studied harder.”

_____

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Activity 2

DIRECTIONS Read each sentence. Insert commas where needed. Then, rewrite the sentence.

Rewrite

1. Ray my neighbor is a doctor.

2. No he is not a teacher.

3. He spoke easily clearly and slowly.

4. The kids laughed sang and played.

5. I was born in Trincomalee Sri Lanka.

6. “Hello” said Cindy.

7. Tommy felt tired but he continued to work.

8. “I am not tired” said Tommy “but I am very hungry!”

9. First you must put the vegetables and the oil in a pan.

10. Next stir them in the pan for 5 minutes.

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Multiple Choice

Activity 3

DIRECTIONS Read each exercise. What type of punctuation is needed in the blank? Circle the correct answer.

1. Are you going to Cindy's party next week____
   A) . (period)
   B) ? (question mark)
   C) ! (exclamation mark)

2. Macy has a lot of homework this weekend ____
   A) . (period)
   B) ? (question mark)
   C) ! (exclamation mark)

3. Oh my gosh, I was so embarrassed____
   A) . (period)
   B) ? (question mark)
   C) ! (exclamation mark)

4. Wow, her gymnastics routine is amazing ____
   A) . (period)
   B) ? (question mark)
   C) ! (exclamation mark)

5. My doctor's appointment is at 5__00
   A) . (period)
   B) : (colon)
   C) '(apostrophe)

6. Dear Professor Brown___
   A) . (period)
   B) : (colon)
   C) ' (apostrophe)

7. He__s my friend.
   A) . (question mark)
   B) : (colon)
   C) ' (apostrophe)

8. What's your name____
   A) . (period)
   B) ? (question mark)
   C) ' (apostrophe)

9. Let's meet at 6__30 pm.
   A) . (exclamation mark)
   B) : (colon)
   C) ' (apostrophe)

10. We should___nt do that.
    A) . (period)
    B) : (colon)
    C) ' (apostrophe)

Activity 4

DIRECTIONS Read each exercise. Add quotation marks where needed.

1. The Road Not Taken (poem)

_____

2. Hello, she said.

_____

3. I love the movie Bambi.

_____

4. My favorite song is Hey Jude.

_____

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Test 6
Lessons 20-23

List and Define

Activity 1

DIRECTIONS List three types of compound words in problem 1. Then, in problems 2-4, define the word and then provide an example in a sentence you have created.

1. 3 types of compound words:

_____

_____

_____

2. homophone _____

_____

Example in sentence_____

3. prefix _____

_____

Example in sentence_____

4. antonym _____

_____

Example in sentence_____

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Activity 2

DIRECTIONS Identify the compound words in each sentence by circling the letter next to the correct answer or filling in the blank.

Multiple Choice

1. The dog ran out of the backyard.
   A) dog ran
   B) backyard
   C) of the

2. Did you see the beautiful rainbow yesterday?
   A) rainbow
   B) beautiful
   C) yesterday

3. I like watching my brother's football games.
   A) brother
   B) like watching
   C) football

4. Sailboat is a compound word.
   A) True
   B) False

5. Elephant is a compound word.
   A) True
   B) False

6. Outside is NOT a compound word.
   A) True
   B) False

7. Alligator is NOT a compound word.
   A) True
   B) False

8. Separate the compound word "classroom" into two words.

_____

Multiple Choice

Activity 3

DIRECTIONS Answer the multiple choice questions.

1. What does the word unhurt mean?
   A. Hurt badly
   B. Hurt
   C. Not hurt

2. If you take the prefix away from the word "disagree," the root word is "agree."
   A. True
   B. False

3. A suffix is a group of letters that you add to the start of a root word.
   A. True
   B. False

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Multiple Choice

Activity 4

DIRECTIONS Look at the underlined word. What is its meaning?

1. The kids are going to <u>watch</u> TV tonight.
   A. look at
   B. small clock worn on the wrist

2. Which <u>page</u> is your homework on?
   A. call someone on an electronic pager
   B. one sheet of paper

3. All the students are <u>present</u> today.
   A. here (rhymes with pleasant)
   B. give (rhymes with resent)

4. Can I go to the party (to, too, two)?
   A. too
   B. to
   C. two

Activity 5

DIRECTIONS Read the questions. Answer on the lines below.

1. What is a synonym for “loud”?

_____

2. Does the word “sneaky” have a positive or negative connotation?

_____

3. Make this sentence negative: “I like to read by the fire.”

_____

4. What is the meaning of “thankful”?

_____

5. What’s the difference between a homonym and a homophone?

_____

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Test 7
Lessons 24-27

List and Define

Activity 1

DIRECTIONS List the five senses that sensory language targets. Then, define the words below. Provide example sentences for 2 and 3.

1. 5 senses:

_____

_____

_____

_____

_____

2. simile _____

_____

Example in sentence_____

3. personification _____

_____

Example in sentence_____

4. topic sentence _____

_____

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Activity 2

DIRECTIONS Circle the correct answer.

Multiple Choice

1. **Which of the following sentences best describes sensory writing?**
   A) Sensory writing does has no relation to the five senses. It is used for reader to sense and predict what will happen next in the story.
   B) Sensory writing is used mainly in children's books to teach children the five senses.
   C) Sensory writing integrates the five senses to create an emotional connection between the reader and the text.
   D) Sensory writing is strictly used to describe what a character looks like in a story. The writer will strictly use sight to do this.

2. **Which of the five senses are using in sensory writing?**
   A) sight and feeling
   B) hearing and tasting
   C) smelling, hearing, tasting
   D) sight, hearing, feeling, tasting, smelling

3. **"The sun shone brightly on the mountain" uses which sense?**
   A) hearing
   B) sight
   C) feeling
   D) smelling

4. **"The scent of the fresh grass was wonderful" uses which sense?**
   A) hearing
   B) sight
   C) feeling
   D) smelling

5. **"I heard a thundering crash as the two cars collided" uses which sense?**
   A) hearing
   B) sight
   C) feeling
   D) smelling

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Multiple Choice

Activity 3

DIRECTIONS Identify the figurative language by underlining it. Then, circle the answer that best describes what type it is.

1. My little sister is a monster if she doesn't sleep well.
   A) simile B) metaphor C) personification D) oxymoron

2. He's really on the ball!
   A) simile B) idiom C) personification D) oxymoron

3. The baby's skin was like a rose petal.
   A) simile B) metaphor C) alliteration D) idiom

4. Peter Piper picked a peck of pickled peppers.
   A) simile B) metaphor C) alliteration D) idiom

5. BOOM! The thunder was loud and clear.
   A) onomatopoeia B) oxymoron C) idiom D) metaphor

6. I felt chilled to the bone.
   A) simile B) metaphor C) hyperbole D) idiom

Activity 4

PROMPT What is the bravest thing you have ever done?
Write a paragraph using a proper topic sentence, examples, and a conclusion.
Remember to indent! Hook your reader! Use sensory language.

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TEST 1

ANSWER KEY

Secondary Book II

Activity 1

pronoun — a word that takes place of a noun.
ex: he / she / it

subject pronoun — a pronoun that takes place of a noun as the subject of the sentence.
ex: he / she

reflexive pronoun — a pronoun ending in -self or -selves that is used when the subject and the object are the same
ex: himself / herself

adjective — a word that describes the quality or state of a noun.
ex: beautiful / funny / ugly / sad

Activity 2

1. She .... me
2. I
3. us
4. me.... He
5. it....it
6. his
7. it
8. her
9. them...they...him
10. us

Activity 3

1. mine
2. ours
3. myself
4. yours
5. himself
6. His
7. yourself

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Activity 4

coordinate adjectives are adjectives that modify the same noun.

hot	good	bad	big
hotter	better	worse	bigger
hottest	best	worst	biggest

TEST 2

ANSWER KEY

Secondary Book II

Activity 1

1. action verbs, helping verbs, linking verbs
2. direct object — a noun that receives the action of the verb
   ex: He gave the apple to her.
3. indirect object — a noun that is received by the direct object.
   ex: He gave the apple to her.
4. adverb — is a word that describes a verb. It may tell how, when, or where an action happens.
   ex: He happily gave the apple to her.

Activity 2

1. linking verb
2. helping verb
3. action verb
4. helping verb
5. linking verb
6. action verb
7. linking verb
8. linking verb
9. helping verb
10. action verb
11. linking verb

Activity 3

1. accidentally
2. briefly
3. yesterday
4. wildly
5. always
6. fast
7. often

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Activity 4

1. question
2. report
3. beach
4. ocean
5. me
6. apple
7. dance routine

TEST 3

ANSWER KEY

Secondary Book II

Activity 1

1. time preposition, place preposition, direction preposition
2. conjunction — a word that connects phrases, words and clauses
   ex: He and Kevin went to the football game.

3. interjection — an exclamation or abrupt remark that shows a strong feeling or reaction.
   ex: Oh no! What do we do?

4. predicate — the part of the sentence that tells something about the subject.
   ex: She went to the store.

Activity 2

1. c
2. b
3. c
4. a
5. c
6. c

Activity 3

1. but
2. Neither… nor
3. and
4. and… and
5. so
6. or
7. yet
8. or

Activity 4

Answers may vary.

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TEST 4

ANSWER KEY

Secondary Book II

Activity 1

1. declarative, imperative, exclamatory, interrogatory
2. (Answers may vary)
3. (Answers may vary)
4. (Answers may vary)
5. (Answers may vary)

Activity 2

1. The drink was cold and sour.
2. Eliza wanted to play outside and jump on the trampoline.
3. Prasanna and Priya were happy.
4. Tommy went to his room and locked the door.
5. Sanju wrote her exam slowly and carefully.
6. Lisa and Jamie went to the bookstore yesterday.

Activity 3

1. She wanted to go inside the house, but she was too scared.
2. Mia called her mother and spoke with her for three hours.
3. The dog loves to go for walks but does not walk fast.
4. Thaya doesn't like football and Sam doesn't like tennis.
5. Should he stay out in the rain or should he come indoors?
6. David is good at baseball, but does not like to play it.

Activity 4

1. fragment
2. complete sentence
3. fragment

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TEST 5

ANSWER KEY

Secondary Book II

Activity 1

1. Can your mother speak English well?
2. She asked, “Do you like German food?”
3. “Pirates of the Caribbean,” he said, “is my favourite film.”
4. “My friend was born on December 25, 1999. She doesn’t like having her birthday on Christmas Day.
5. “My father brought me back a beautiful carved Indian elephant from this business trip to Asia last week.”
6. “I do like Chinese food,” Mary said, “but I prefer French or Italian.”
7. “You would have passed the test,” my teacher said, “if you had studied harder.”

Activity 2

1. Ray, my neighbor, is a doctor.
2. No, he is not a teacher.
3. He spoke easily, clearly, and slowly.
4. The kids laughed, sang and played.
5. I was born in Trincomalee, Sri Lanka.
6. “Hello,” said Cindy.
7. Tommy felt tired, but he continued to work.
8. “I am not tired,” said Tommy,“but I am very hungry!”
9. First, you must put the vegetables and oil in a pan.
10. Next, stir them in the pan for 5 minutes.

Activity 3

1. b
2. a
3. c
4. c
5. b
6. b
7. c
8. b
9. b
10. c

Activity 4

1. <u>A Wrinkle in Time</u>
2. “Hello,” she said.
3. I love the movie <u>Bambi.</u>
4. My favorite song is “Hey Jude.”

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TEST 6

ANSWER KEY

Secondary Book II

Activity 1

1. closed compound, open compound, hyphenated compound
2. homophones — words which have the same pronunciation, but have different spellings and meanings
   ex: The words 'bare' and 'bear' are homophones, but they mean two very different things.

3. prefix — a group of letters placed before the root of the word that holds its own meaning and can change the meaning of the root word
   ex: The prefix 'un' in 'unhappy' means the person is not happy.

4. antonym — a word that has the opposite meaning of a word
   ex: The word 'big' is an antonym of 'small'.

Activity 2

1. b
2. a
3. c
4. a
5. b
6. b
7. a
8. class room

Activity 3

1. c
2. a
3. b

Activity 4

1. a
2. b
3. a
4. a

Activity 5

1. Answers may vary, but examples may include: noisy, booming, blaring... etc.
2. negative
3. I don't like to read by the fire.
4. To be full of thanks, to be grateful.
5. Homonyms are words that look and sound the same, but have different meanings. Homophones are words that sound the same, but have different spellings and meanings.

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TEST 7

ANSWER KEY

Secondary Book II

Activity 1

1. sight, smell, hearing, touch, taste

2. simile — a type of figurative language that compares two unlike things using "like" or "as"
   ex: Her hair was as black as the midnight sky.

3. personification — a type of figurative language that gives characteristics to inanimate objects
   ex: The bed groaned when I sat on it.

4. topic sentence — a complete sentence that expresses the main idea of a paragraph

Activity 2

1. c
2. d
3. b
4. d
5. a

Activity 3

1. b
2. b
3. a
4. c
5. a
6. c

Activity 4

Answers may vary

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The End