



Grado 8

Escritura y lenguaje

Paquete 3 de actividades para el hogar del maestro

Este Paquete de actividades para el hogar está organizado como una serie de notas. Cada nota tiene dos partes. En la parte 1, el estudiante escribe respondiendo a una instrucción. En la parte 2, completa una lección del Manual de lenguaje y practica la habilidad en el contexto de lo que escribió en la parte 1. Se recomienda que el estudiante complete una parte cada día.

La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Aunque estamos proporcionando una Clave de respuestas, queremos enfatizar que el esfuerzo es lo que realmente importa, y no cuántas preguntas un estudiante responda correcta o incorrectamente. Anime a su estudiante a trabajar lo mejor que pueda con este contenido. Lo más importante es que continúe trabajando en sus habilidades de escritura y de lenguaje.

Guía para este paquete:

Parte 1:

- Lee la instrucción de escritura.
- Si es necesario, usa marcos de oración para comenzar a escribir.

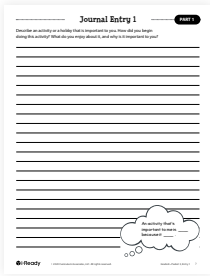
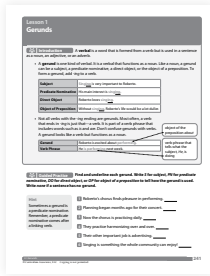
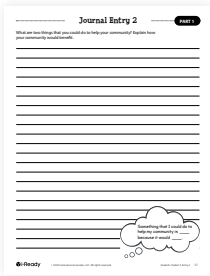
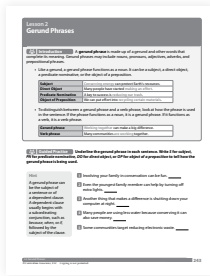
Parte 2:

- Completa la Guided Practice.
- Completa la Independent Practice.
- Responde a la instrucción de "Try It".

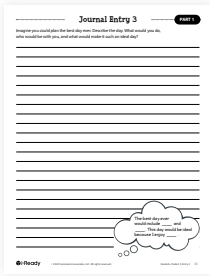
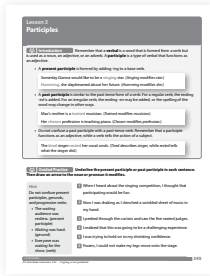
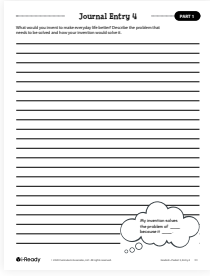
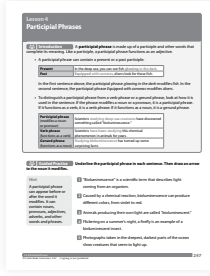
¡Dé vuelta a la
página para ver
las actividades de
Escritura y lenguaje
del Grado 8 incluidas
en este paquete!



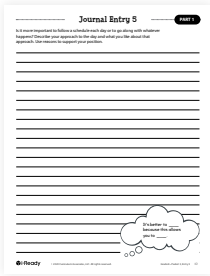
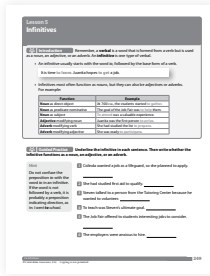
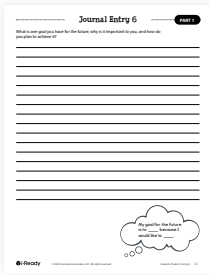
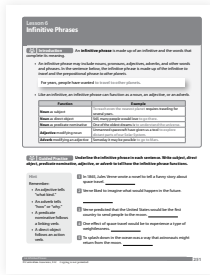
Grado 8 Actividades de escritura y lenguaje

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
1	<p>Part 1 (Describe un pasatiempo que te gusta, escribe por qué lo disfrutas y por qué es importante para ti.)</p> 	<p>Part 2 Grade 8 Ready Language Handbook, Lesson 1 Gerunds</p> 	<p>Guided practice:</p> <ol style="list-style-type: none"> performing: OP Planning: S None harmonizing: DO advertising: PN Singing: S <p>Independent practice:</p> <ol style="list-style-type: none"> D A C D B 	7
2	<p>Part 1 (Explica dos cosas que podrías hacer para ayudar a tu comunidad.)</p> 	<p>Part 2 Grade 8 Ready Language Handbook, Lesson 2 Gerund Phrases</p> 	<p>Guided Practice:</p> <ol style="list-style-type: none"> Involving your family in conservation: S turning off extra lights: OP shutting down your computer at night: PN conserving it: S reducing electronic waste: DO <p>Independent Practice:</p> <ol style="list-style-type: none"> A D C A A 	10

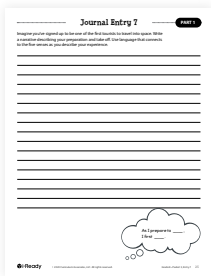
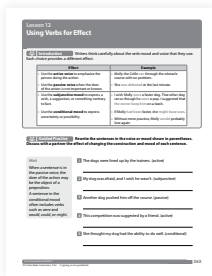
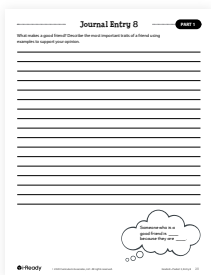
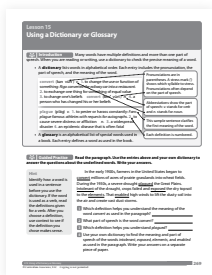
Grado 8 Actividades de escritura y lenguaje (continuación)

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
3	Part 1 (Describe cómo sería tu día ideal.) 	Part 2 Grade 8 Ready Language Handbook, Lesson 3 Participles 	Guided Practice: 1. singing, arrow to “competition” 2. wrinkled, arrow to “sheet” 3. seated, arrow to “judges” 4. challenging, arrow to “experience” 5. shrinking, arrow to “confidence” 6. Frozen, arrow to “I” Independent Practice: 1. C 2. B 3. B 4. D 5. B	13
4	Part 1 (Describe un invento que haría más fácil la vida cotidiana.) 	Part 2 Grade 8 Ready Language Handbook, Lesson 4 Participial Phrases 	Guided Practice: 1. coming from an organism: light 2. caused by a chemical reaction: bioluminescence 3. producing their own light: animals 4. flickering on a summer’s night: firefly 5. taken in the deepest, darkest parts of the ocean: photographs Independent Practice: 1. A 2. B 3. B 4. A 5. A	16

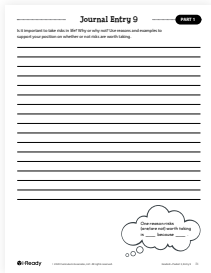
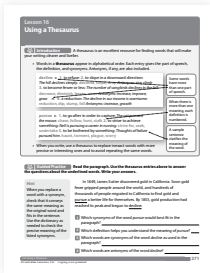
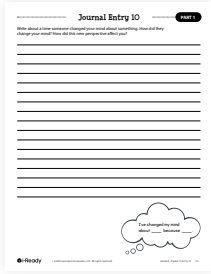
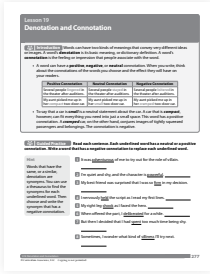
Grado 8 Actividades de escritura y lenguaje (continuación)

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
5	<p>Part 1 (¿Es mejor seguir un cronograma cada día o es mejor improvisar? Escribe tu opinión.)</p> 	<p>Part 2 Grade 8 Ready Language Handbook, Lesson 5 Infinitives</p> 	<p>Guided Practice:</p> <ol style="list-style-type: none"> 1. to apply: noun 2. to qualify: adverb 3. to volunteer: noun 4. to teach: noun 5. to consider: adjective 6. to hire: adverb <p>Independent Practice:</p> <ol style="list-style-type: none"> 1. D 2. D 3. A 4. B 	19
6	<p>Part 1 (Describe un objetivo que tienes, por qué es importante para ti y qué harás para lograrlo.)</p> 	<p>Part 2 Grade 8 Ready Language Handbook, Lesson 6 Infinitive Phrases</p> 	<p>Guided Practice:</p> <ol style="list-style-type: none"> 1. to tell a funny story about space travel: adverb 2. to imagine what would happen in the future: direct object 3. to send people to the moon: adjective 4. to experience a type of weightlessness: predicate nominative 5. To splash down in the ocean: subject <p>Independent Practice:</p> <ol style="list-style-type: none"> 1. D 2. B 3. D 4. B 	22

Grado 8 Actividades de escritura y lenguaje (continuación)

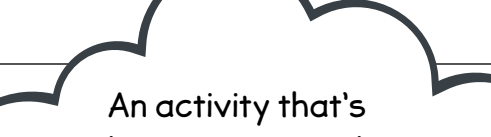
Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
7	<p>Part 1 (Imagina que eres uno de los primeros turistas que van al espacio. Narra cómo te preparas para despegar.)</p> 	<p>Part 2 Grade 8 Ready Language Handbook, Lesson 12 Using Verbs for Effect</p> 	<p>Guided Practice: Responses will vary. Sample answers:</p> <ol style="list-style-type: none"> 1. The trainers lined up the dogs. 2. I wish my dog were not afraid. 3. My dog was pushed off the course by another dog. 4. A friend suggested this competition. 5. She thought my dog would have done well. <p>Independent Practice:</p> <ol style="list-style-type: none"> 1. A 2. D 3. C 	25
8	<p>Part 1 (Describe las características más importantes que debe tener un buen amigo.)</p> 	<p>Part 2 Grade 8 Ready Language Handbook, Lesson 15 Using a Dictionary or Glossary</p> 	<p>Guided Practice:</p> <ol style="list-style-type: none"> 1. Definition 1 2. Verb 3. Definition 2 4. intolerant: adjective; unable to survive under certain conditions 5. exposed: verb; lay it open to something harmful 6. elements: noun; the forces of weather 7. enabled: verb; made possible or allowed <p>Independent Practice:</p> <ol style="list-style-type: none"> 1. D 2. A 3. B 4. C 	28

Grado 8 Actividades de escritura y lenguaje (continuación)

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
9	<p>Part 1 (¿Es importante arriesgarse en la vida? Escribe tu opinión.)</p> 	<p>Part 2 Grade 8 Ready Language Handbook, Lesson 16 Using a Thesaurus</p> 	<p>Guided Practice:</p> <ol style="list-style-type: none"> 1. strive for, seek 2. Definition 2 3. decrease, diminish, lessen, wane 4. increase, improve, grow <p>Independent Practice:</p> <ol style="list-style-type: none"> 1. B 2. C 3. D 	31
10	<p>Part 1 (Escribe sobre alguien que te haya hecho cambiar de opinión sobre algo y por qué.)</p> 	<p>Part 2 Grade 8 Ready Language Handbook, Lesson 19 Denotation and Connotation</p> 	<p>Guided Practice: Responses will vary. Sample answers:</p> <ol style="list-style-type: none"> 1. Reckless 2. Pushy, dominating 3. Stubborn, obstinate 4. Clutched 5. Wobbled, trembled 6. Agonized, worried 7. Wasted, squandered 8. Antics, escapades <p>Independent Practice:</p> <ol style="list-style-type: none"> 1. B 2. D 3. A 4. C 5. A 	34

PART 1

An activity that's important to me is ____ because it ____.



An activity that's important to me is _____ because it _____.

Lesson 1

Gerunds



Introduction

A **verbal** is a word that is formed from a verb but is used in a sentence as a noun, an adjective, or an adverb.

- A **gerund** is one kind of verbal. It is a verbal that functions as a noun. Like a noun, a gerund can be a subject, a predicate nominative, a direct object, or the object of a preposition. To form a gerund, add *-ing* to a verb.

Subject	<u>Singing</u> is very important to Roberto.
Predicate Nominative	His main interest is <u>singing</u> .
Direct Object	Roberto loves <u>singing</u> .
Object of Preposition	Without <u>singing</u> , Roberto's life would be a lot duller.

- Not all verbs with the *-ing* ending are gerunds. Most often, a verb that ends in *-ing* is just that—a verb. It is part of a verb phrase that includes words such as *is* and *are*. Don't confuse gerunds with verbs. A gerund looks like a verb but functions as a noun.

Gerund	Roberto is excited about <u>performing</u> .
Verb Phrase	He <u>is performing</u> next week.

object of the preposition *about*

verb phrase that tells what the subject, *He*, is doing



Guided Practice

Find and underline each gerund. Write *S* for subject, *PN* for predicate nominative, *DO* for direct object, or *OP* for object of a preposition to tell how the gerund is used. Write *none* if a sentence has no gerund.

Hint

Sometimes a gerund is a predicate nominative. Remember, a predicate nominative comes after a linking verb.

- Roberto's chorus finds pleasure in performing. _____
- Planning began months ago for their concert. _____
- Now the chorus is practicing daily. _____
- They practice harmonizing over and over. _____
- Their other important job is advertising. _____
- Singing is something the whole community can enjoy! _____



Independent Practice

For numbers 1–3, which word in each sentence is a gerund?

- 1 Ms. Santos is directing the chorus, and she loves teaching.
 - A directing
 - B chorus
 - C loves
 - D teaching

- 2 Conducting is something she really enjoys, even when she is working long hours.
 - A Conducting
 - B something
 - C enjoys
 - D working

- 3 We are learning about composing, and Ms. Santos's favorite composer of choral music is Wolfgang Amadeus Mozart.
 - A learning
 - B about
 - C composing
 - D music

Answer Form

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (A) | (B) | (C) | (D) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (A) | (B) | (C) | (D) |
| 5 | (A) | (B) | (C) | (D) |

Number
Correct

5

For numbers 4 and 5, read each sentence. What is the function of the underlined gerund?

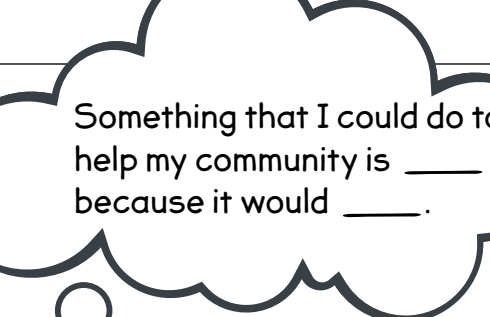
- 4 During practice, Ms. Santos teaches us about breathing.
 - A subject
 - B predicate nominative
 - C direct object
 - D object of a preposition

- 5 The most rewarding part of her job is mentoring because Ms. Santos loves to help young singers progress.
 - A subject
 - B predicate nominative
 - C direct object
 - D object of a preposition

► **Try It** Read what you wrote in Part 1 and look for gerunds in your writing. Underline each gerund. Remember that a gerund is formed by adding *-ing* to a verb. Above each underlined gerund, identify how the gerund is being used.

PART 1

Something that I could do to help my community is _____ because it would _____.



Something that I could do to help my community is _____ because it would _____.

Lesson 2

Gerund Phrases



Introduction

A **gerund phrase** is made up of a gerund and other words that complete its meaning. Gerund phrases may include nouns, pronouns, adjectives, adverbs, and prepositional phrases.

- Like a gerund, a gerund phrase functions as a noun. It can be a subject, a direct object, a predicate nominative, or the object of a preposition.

Subject	Conserving energy can protect Earth's resources.
Direct Object	Many people have started making an effort.
Predicate Nominative	A key to success is reducing our trash.
Object of Preposition	We can put effort into recycling certain materials.

- To distinguish between a gerund phrase and a verb phrase, look at how the phrase is used in the sentence. If the phrase functions as a noun, it is a gerund phrase. If it functions as a verb, it is a verb phrase.

Gerund phrase	Working together can make a big difference.
Verb phrase	Many communities are working together.



Guided Practice

Underline the gerund phrase in each sentence. Write S for subject, PN for predicate nominative, DO for direct object, or OP for object of a preposition to tell how the gerund phrase is being used.

Hint

A gerund phrase can be the subject of a sentence or of a dependent clause. A dependent clause usually begins with a subordinating conjunction, such as *because*, *when*, or *if*, followed by the subject of the clause.

- 1 Involving your family in conservation can be fun. _____
- 2 Even the youngest family member can help by turning off extra lights. _____
- 3 Another thing that makes a difference is shutting down your computer at night. _____
- 4 Many people are using less water because conserving it can also save money. _____
- 5 Some communities target reducing electronic waste. _____



Independent Practice

For numbers 1–3, which group of words from each sentence is a gerund phrase?

- 1** Using energy-efficient light bulbs has been helping people to cut down on waste.
- A** Using energy-efficient light bulbs
 - B** has been helping people to cut down on waste
 - C** helping people
 - D** to cut down on waste
- 2** It is important to seal windows and doors properly to prevent heat or cold from escaping through gaps.
- A** It is important
 - B** windows and doors
 - C** to prevent heat or cold
 - D** escaping through gaps
- 3** Everyone in my family is participating because reducing our environmental impact is important.
- A** Everyone in my family
 - B** is participating
 - C** reducing our environmental impact
 - D** our environmental impact is important

Answer Form

- 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)
 5 (A) (B) (C) (D)

Number
Correct

5

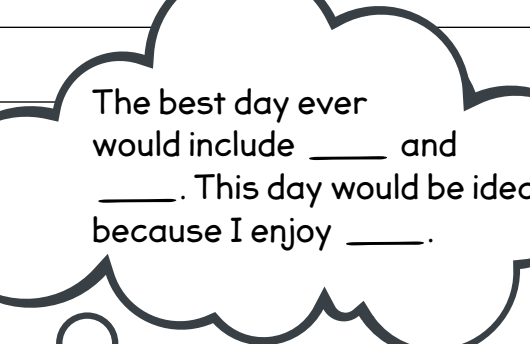
For numbers 4 and 5, what is the function of the underlined gerund phrase in each sentence?

- 4** In hot weather, using a fan instead of an air conditioner requires less energy.
- A** It is the subject of the sentence.
 - B** It is the direct object of the verb *requires*.
 - C** It is a predicate nominative.
 - D** It is the object of the preposition *In*.
- 5** I like taking a short shower instead of a bath because a bath wastes more water.
- A** It is the direct object of the verb *like*.
 - B** It is the direct object of the verb *wastes*.
 - C** It is the subject of the sentence.
 - D** It is a predicate nominative.

► **Try It** Read what you wrote in Part 1 and look for gerund phrases in your writing. Underline any gerund phrases you find. If you didn't use any gerund phrases, see if you can revise one of your sentences to use a gerund phrase.

PART 1

The best day ever
would include ____ and
____. This day would be ideal
because I enjoy ____.



The best day ever
would include ____ and
____. This day would be ideal
because I enjoy ____.

Lesson 3

Participles



Introduction

Remember that a **verbal** is a word that is formed from a verb but is used as a noun, an adjective, or an adverb. A **participle** is a type of verbal that functions as an adjective.

- A **present participle** is formed by adding *-ing* to a base verb.

Someday Gianna would like to be a **singing** star. (*Singing* modifies *star*.)

Humming, she daydreamed about her future. (*Humming* modifies *she*.)

- A **past participle** is similar to the past tense form of a verb. For a regular verb, the ending *-ed* is added. For an irregular verb, the ending *-en* may be added, or the spelling of the word may change in other ways.

Max's mother is a **trained** musician. (*Trained* modifies *musician*.)

Her **chosen** profession is teaching piano. (*Chosen* modifies *profession*.)

- Do not confuse a past participle with a past-tense verb. Remember that a participle functions as an adjective, while a verb tells the action of a subject.

The **tired** singer **rested** her vocal cords. (*Tired* describes *singer*, while *rested* tells what the singer did.)



Guided Practice

Underline the present participle or past participle in each sentence. Then draw an arrow to the noun or pronoun it modifies.

Hint

Do not confuse present participles, gerunds, and progressive verbs.

- The *waiting* audience was restless. (present participle)
- *Waiting* was hard. (gerund)
- Everyone was *waiting* for the show. (verb)

- 1 When I heard about the singing competition, I thought that participating would be fun.
- 2 Now I was shaking as I clenched a wrinkled sheet of music in my hand.
- 3 I peeked through the curtain and saw the five seated judges.
- 4 I realized that this was going to be a challenging experience.
- 5 I was trying to hold on to my shrinking confidence.
- 6 Frozen, I could not make my legs move onto the stage.



Independent Practice

For numbers 1–3, which word in each sentence is a participle?

- 1** The curtain opened, and I stepped into the brightly shining lights.

A opened
B stepped
C shining
D brightly

- 2** Temporarily blinded, I stumbled and bumped into the piano.

A Temporarily
B blinded
C stumbled
D bumped

- 3** Suddenly, flying sheets of music scattered everywhere!

A Suddenly
B flying
C scattered
D everywhere

Answer Form

1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)
 5 (A) (B) (C) (D)

Number
Correct

5

For numbers 4 and 5, which word in each sentence does the underlined participle modify?

- 4** Panicking, I could not remember the words to my song.

A remember
B song
C words
D I


- 5** Finally, the forgotten words came rushing back to me.

A Finally
B words
C me
D rushing

► **Try It** Read what you wrote in Part 1 and look for a participle in your writing. Remember that a participle functions as an adjective. Underline each participle and then circle the noun that it modifies.

PART 1

My invention solves the problem of _____ because it _____.



My invention solves
the problem of _____
because it _____.

Lesson 4

Participial Phrases



Introduction

A **participial phrase** is made up of a participle and other words that complete its meaning. Like a participle, a participial phrase functions as an adjective.

- A participial phrase can contain a present or a past participle.

Present	In the deep sea, you can see fish glowing in the dark .
Past	Equipped with cameras , divers look for these fish.

In the first sentence above, the participial phrase *glowing in the dark* modifies *fish*. In the second sentence, the participial phrase *Equipped with cameras* modifies *divers*.

- To distinguish a participial phrase from a verb phrase or a gerund phrase, look at how it is used in the sentence. If the phrase modifies a noun or a pronoun, it is a participial phrase. If it functions as a verb, it is a verb phrase. If it functions as a noun, it is a gerund phrase.

Participial phrase (modifies a noun or pronoun)	Scientists studying deep-sea creatures have discovered something called "bioluminescence."
Verb phrase (functions as a verb)	Scientists have been studying this chemical phenomenon in animals for years.
Gerund phrase (functions as a noun)	Studying bioluminescence has turned up some surprising facts.



Guided Practice

Underline the participial phrase in each sentence. Then draw an arrow to the noun it modifies.

Hint

A participial phrase can appear before or after the word it modifies. It can contain nouns, pronouns, adjectives, adverbs, and other words and phrases.

- "Bioluminescence" is a scientific term that describes light coming from an organism.
- Caused by a chemical reaction, bioluminescence can produce different colors, from violet to red.
- Animals producing their own light are called "bioluminescent."
- Flickering on a summer's night, a firefly is an example of a bioluminescent insect.
- Photographs taken in the deepest, darkest parts of the ocean show creatures that seem to light up.



Independent Practice

For numbers 1–3, which group of words from each sentence is a participial phrase?

- 1** Considered unusual on land, bioluminescent animals are more common in the deepest parts of the ocean.
- A** Considered unusual on land
 - B** bioluminescent animals
 - C** are more common
 - D** in the deepest parts of the ocean

- 2** Light produced by a chemical reaction is used in different ways by bioluminescent animals.
- A** Light produced
 - B** produced by a chemical reaction
 - C** is used in different ways
 - D** by bioluminescent animals

- 3** Some creatures, camouflaging themselves, produce lights that confuse their predators.
- A** Some creatures
 - B** camouflaging themselves
 - C** produce lights
 - D** that confuse their predators

Answer Form

- 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)
 5 (A) (B) (C) (D)

Number
Correct

5

For numbers 4 and 5, which word from the sentence does the underlined participial phrase modify?

- 4** Glowing in the dark sea, these creatures can also attract prey with light.

- A** creatures
- B** attract
- C** prey
- D** light

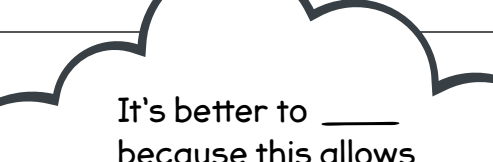
- 5** Fireflies communicating with each other use flashes to attract each other's attention.

- A** Fireflies
- B** use
- C** flashes
- D** attention

► **Try It** Read what you wrote in Part 1. Find a sentence that you can revise to use a participial phrase. Remember, there are three types to choose from!

PART 1

It's better to _____
because this allows
you to _____.



It's better to ____
because this allows
you to ____.

Lesson 5

Infinitives



Introduction

Remember, a **verbal** is a word that is formed from a verb but is used as a noun, an adjective, or an adverb. An **infinitive** is one type of verbal.

- An infinitive usually starts with the word *to*, followed by the base form of a verb.

It is time **to leave**. Juanita hopes **to get** a job.

- Infinitives most often function as nouns, but they can also be adjectives or adverbs. For example:

Function	Example
Noun as direct object	At 7:00 P.M., the students started to gather .
Noun as predicate nominative	The goal of the Job Fair was to help them.
Noun as subject	To attend was a valuable experience.
Adjective modifying noun	Juanita was the first person to arrive .
Adverb modifying verb	She had studied the list to prepare .
Adverb modifying adjective	She was ready to participate .



Guided Practice

Underline the infinitive in each sentence. Then write whether the infinitive functions as a noun, an adjective, or an adverb.

Hint

Do not confuse the preposition *to* with the word *to* in an infinitive. If the word is not followed by a verb, it is probably a preposition indicating direction, as in: *I went **to** school.*

- Colinda wanted a job as a lifeguard, so she planned to apply.

- She had studied first aid to qualify. _____
- Steven talked to a person from the Tutoring Center because he wanted to volunteer. _____
- To teach was Steven's ultimate goal. _____
- The Job Fair offered to students interesting jobs to consider.

- The employers were anxious to hire. _____



Independent Practice

For numbers 1–3, which group of words from each sentence is an infinitive?

- 1** The employers who came to the Job Fair brought information to distribute.

A who came to
B brought information
C to the Job Fair
D to distribute

- 2** Students and employers had an opportunity to meet.

A Students and employers
B had an opportunity
C an opportunity to meet
D to meet

- 3** To learn was Eric's main purpose for going to all the booths.

A To learn
B was Eric's main purpose
C for going
D to all the booths

Answer Form

1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)

Number
Correct

4

For number 4, what is the function of the underlined infinitive in the sentence?

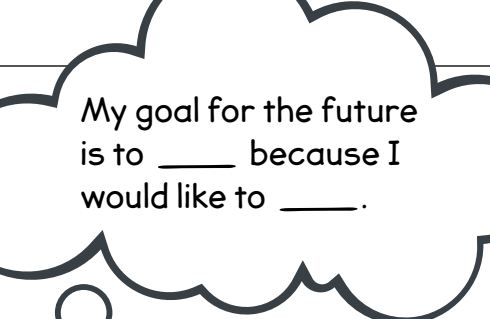
- 4** Zoe thought that the museum would be a great place to work.

A It is a noun serving as a direct object.
B It is an adjective modifying the noun *place*.
C It is an adverb modifying the verb *thought*.
D It is an adjective modifying the noun *museum*.

► **Try It** Read what you wrote in Part 1 and underline any infinitives in your writing. Then, above each underlined infinitive, write whether the infinitive functions as a noun, an adjective, or an adverb.

PART 1

My goal for the future
is to ____ because I
would like to ____.



My goal for the future
is to ____ because I
would like to ____.

Lesson 6

Infinitive Phrases



Introduction

An **infinitive phrase** is made up of an infinitive and the words that complete its meaning.

- An infinitive phrase may include nouns, pronouns, adjectives, adverbs, and other words and phrases. In the sentence below, the infinitive phrase is made up of the infinitive *to travel* and the prepositional phrase *to other planets*.

For years, people have wanted **to travel to other planets**.

- Like an infinitive, an infinitive phrase can function as a noun, an adjective, or an adverb.

Function	Example
Noun as subject	To reach even the nearest planet requires traveling for several years.
Noun as direct object	Still, many people would love to go there .
Noun as predicate nominative	One of the oldest dreams is to understand the universe .
Adjective modifying noun	Unmanned spacecraft have given us a tool to explore distant parts of our Solar System .
Adverb modifying an adjective	Someday it may be possible to go to Mars .



Guided Practice

Underline the infinitive phrase in each sentence. Write *subject, direct object, predicate nominative, adjective, or adverb* to tell how the infinitive phrase functions.

Hint

Remember:

- An adjective tells "what kind."
- An adverb tells "how" or "why."
- A predicate nominative follows a linking verb.
- A direct object follows an action verb.

- In 1865, Jules Verne wrote a novel to tell a funny story about space travel. _____
- Verne liked to imagine what would happen in the future.

- Verne predicted that the United States would be the first country to send people to the moon. _____
- One effect of space travel would be to experience a type of weightlessness. _____
- To splash down in the ocean was a way that astronauts might return from the moon. _____



Independent Practice

For numbers 1–3, which group of words from each sentence is an infinitive phrase?

1 In the 1960s, President Kennedy made a commitment to fund space exploration.

- A** In the 1960s
- B** made a commitment to fund
- C** to fund
- D** to fund space exploration

2 President Kennedy promised to send a person to the moon.

- A** President Kennedy promised
- B** to send a person to the moon
- C** a person to the moon
- D** to the moon

3 Russian cosmonaut Yuri Gagarin was the first person to travel into space.

- A** was the first person to
- B** the first person to travel
- C** was the first person to travel into space
- D** to travel into space

Answer Form

- 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)

Number
Correct

4

For number 4, what is the function of the underlined infinitive phrase in the sentence?


4 To be the first person on the moon was American astronaut Neil Armstrong's destiny.

- A** It is a noun functioning as a direct object.
- B** It is a noun functioning as the subject of the sentence.
- C** It is an adjective modifying the noun *astronaut*.
- D** It is an adverb modifying the verb *was*.

► **Try It** Read what you wrote in Part 1 and underline any infinitive phrases in your writing. Then, above each underlined phrase, write how the infinitive phrase functions.

PART 1

As I prepare to _____,
I first _____.



As I prepare to _____,
I first _____.

Lesson 12

Using Verbs for Effect



Introduction

Writers think carefully about the verb mood and voice that they use. Each choice provides a different effect.

Effect	Example
<ul style="list-style-type: none"> Use the active voice to emphasize the person doing the action. Use the passive voice when the doer of the action is not important or known. 	<ul style="list-style-type: none"> Molly the Collie ran through the obstacle course with no problem. She was defeated at the last minute.
<ul style="list-style-type: none"> Use the subjunctive mood to express a wish, a suggestion, or something contrary to fact. Use the conditional mood to express uncertainty or possibility. 	<ul style="list-style-type: none"> I wish Molly were a faster dog. That other dog ran as though he were a pup. I suggested that the owner keep him on a leash. If Molly had been faster, she might have won. Without more practice, Molly would probably lose again.



Guided Practice

Rewrite the sentences in the voice or mood shown in parentheses. Discuss with a partner the effect of changing the construction and mood of each sentence.

Hint

When a sentence is in the passive voice, the doer of the action may be the object of a preposition.

A sentence in the conditional mood often includes verbs such as *were* and *would, could, or might*.

- 1 The dogs were lined up by the trainers. (active)

- 2 My dog was afraid, and I wish he wasn't. (subjunctive)

- 3 Another dog pushed him off the course. (passive)

- 4 This competition was suggested by a friend. (active)

- 5 She thought my dog had the ability to do well. (conditional)



For numbers 1 and 2, which answer shows the effect of changing from passive voice to active voice?

- 1** Molly was shown by the instructor how to run through the obstacle course.
- A** The instructor showed Molly how to run through the obstacle course.
 - B** Molly was shown by the instructor running through the obstacle course.
 - C** How to run through the obstacle course was shown to Molly by the instructor.
 - D** The obstacle course and how to run through it was shown to Molly by the instructor.

- 2** The contest prize was won by an unknown dog.
- A** The contest prize was received by an unknown dog.
 - B** The contest prize was taken by an unknown dog.
 - C** An unknown dog was given a prize by the contest.
 - D** An unknown dog received the contest prize.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number
Correct

3

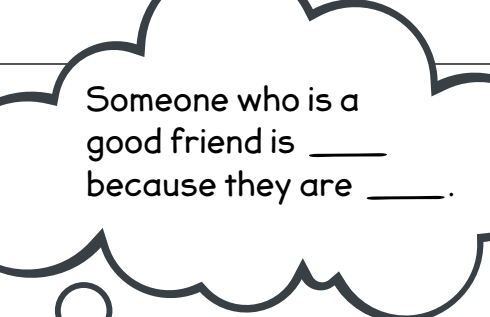
For number 3, choose the answer that best shows the effect of the sentence rewritten in the mood shown in parentheses.

- 3** The judges wanted owners to keep dogs on a leash after the race and made that suggestion. (subjunctive mood)
- A** Keeping the dogs on a leash after the race was the judges' suggestion.
 - B** The judges liked the idea of keeping the dogs on a leash.
 - C** The judges suggested that owners keep dogs on a leash.
 - D** Being kept on a leash was good for the dogs.

► **Try It** Show what you know about using verbs for effect to revise what you wrote in Part 1. Challenge yourself to include at least one new sentence that uses the conditional mood to express uncertainty or possibility and one new sentence that uses the subjunctive mood to express a wish.

PART 1

Someone who is a good friend is _____ because they are _____.



Someone who is a
good friend is ____
because they are ____.

Lesson 15

Using a Dictionary or Glossary



Introduction

Many words have multiple definitions and more than one part of speech. When you are reading or writing, use a dictionary to check the precise meaning of a word.

- A **dictionary** lists words in alphabetical order. Each entry includes the pronunciation, the part of speech, and the meaning of the word.

convert (kən vûrt") v. **1.** to change the use or function of something: *Rigo converted the railway car into a restaurant.* **2.** to exchange one thing for something of equal value **3.** to change one's beliefs **convert** (kŏn' vûrt') n. **4.** a person who has changed his or her beliefs

plague (plāg) v. **1.** to pester or harass constantly: *Fans plague famous athletes with requests for autographs.* **2.** to cause severe distress or affliction n. **3.** a widespread disaster **4.** an epidemic disease that is often fatal

Pronunciations are in parentheses. A stress mark (') shows which syllable to stress. Pronunciations often depend on the part of speech.

Abbreviations show the part of speech: v. stands for *verb* and n. stands for *noun*.

This sample sentence clarifies the first meaning of the word.

Each definition is numbered.

- A **glossary** is an alphabetical list of special words used in a book. Each entry defines a word as used in the book.



Guided Practice

Read the paragraph. Use the entries above and your own dictionary to answer the questions about the underlined words. Write your answers.

Hint

Identify how a word is used in a sentence before you use the dictionary. If the word is used as a verb, read the definitions given for a verb. After you choose a definition, use context to see if the definition you chose makes sense.

In the early 1900s, farmers in the United States began to convert millions of acres of prairie grasslands into wheat fields. During the 1930s, a severe drought plagued the Great Plains. Intolerant of the drought, crops failed and exposed the dry topsoil to the elements. That enabled high winds to lift the dusty soil into the air and create vast dust storms.

- Which definition helps you understand the meaning of the word *convert* as used in the paragraph? _____
- What part of speech is the word *convert*? _____
- Which definition helps you understand *plagued*? _____
- Use your own dictionary to find the meaning and part of speech of the words *intolerant*, *exposed*, *elements*, and *enabled* as used in the paragraph. Write your answers on a separate piece of paper.



Independent Practice

For numbers 1–4, use the dictionary entries to answer the questions.

collapse (kə lăps') *v.* 1. to fall down 2. to stop functioning 3. to fold an object to make it smaller: *The table collapses for easy storage.* *n.* 4. a falling down 5. a failure

- 1** Which definition helps you understand the meaning of the word collapse as used in this sentence?

The Great Depression, a worldwide economic collapse, began in 1929.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 5

- 2** What is the part of speech of collapse in this sentence?

When many farms collapse, as they did during the Great Depression, what happens to the price of food?

- A** verb
- B** noun
- C** adjective
- D** adverb

► **Try It** Revisit what you wrote in Part 1. Underline the words that are traits. Using a print or online dictionary, look up each trait. If the word you used has more than one definition, put a star above the word. If it could be used as a different part of speech, circle it.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

conserve (kən sŭrv') *v.* 1. to protect from loss or harm 2. to use something sparingly 3. to make fruit preserves **conserve** (kŏn' sŭrv') *n.* 4. a jam

- 3** Which is the correct pronunciation of conserve in this sentence?

To survive, many people had to conserve food and other necessary items.

- A** kən' serv
- B** kən sŭrv'
- C** kŏn' sŭrv'
- D** kŏns' ŭrv

overwhelm (ō' vər wĕlm') *v.* 1. to surge over and submerge someone or something 2. to defeat: *The Bucks overwhelmed the Jays.* 3. to upset deeply 4. to give someone too much of something

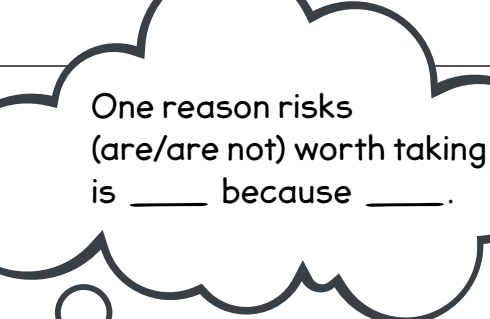
- 4** Which definition helps you understand the meaning of overwhelmed as used in this sentence?

Financial worries and debt overwhelmed farmers, and many of them left the Great Plains.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

PART 1

One reason risks
(are/are not) worth taking
is _____ because _____.



One reason risks
(are/are not) worth taking
is ____ because ____.

Lesson 16

Using a Thesaurus



Introduction

A thesaurus is an excellent resource for finding words that will make your writing clearer and livelier.

- Words in a **thesaurus** appear in alphabetical order. Each entry gives the part of speech, the definition, and synonyms. Antonyms, if any, are also included.

decline v. 1. to refuse: *The hill declines steeply.* **descend, slope, drop** Antonyms: *rise, climb*
 3. to become fewer or less: *The number of songbirds declines in the fall.*
decrease, diminish, lessen, wane Antonyms: *increase, improve, grow* n. 4. a reduction: *The decline in our income is worrisome.*
reduction, dip, slump, fall Antonyms: *increase, growth*

Some words have more than one part of speech.

When there is more than one meaning, each definition is numbered.

A sample sentence clarifies the meaning of the word.

pursue v. 1. to go after in order to capture: *The cat pursued the mouse.* **chase, follow, hunt, stalk** 2. to strive to achieve something: *Nell is pursuing a career in nursing.* **strive for, seek, undertake** 3. to be bothered by something: *Thoughts of failure pursued him.* **haunt, torment, plague, worry**

- When you write, use a thesaurus to replace inexact words with more precise or interesting ones and to avoid repeating the same words.



Guided Practice

Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words. Write your answers.

Hint

When you replace a word with a synonym, check that it conveys the same meaning as the original word and fits in the sentence. Use the dictionary as needed to check the precise meaning of the listed synonyms.

In 1849, James Sutter discovered gold in California. Soon gold fever gripped people around the world, and hundreds of thousands of people migrated to California to find gold and pursue a better life for themselves. By 1853, gold production had reached its peak and begun to decline.

- Which synonyms of the word *pursue* would best fit in the paragraph? _____
- Which definition helps you understand the meaning of *pursue*? _____
- Which words are synonyms of the word *decline* as used in the paragraph? _____
- Which words are antonyms of the word *decline*? _____



Independent Practice

For numbers 1 and 2, read the sentence. Then use the thesaurus entry to answer the question.

deliberate (dĭ lĭb' ə rĭt) *adj.* 1. done with awareness: *That pun was deliberate.* **intentional, planned, purposeful, conscious** Antonyms: *spontaneous, unintentional, unplanned, accidental* 2. unhurried and careful: *He walked with deliberate steps along the path.* **careful, unhurried, cautious, wary** Antonyms: *fast, hasty, careless*
deliberate (dĭ lĭb' ə rāt') *v.* 3. to think carefully: *Luc deliberated about the topic of his essay.* **think, ponder, consider, reflect** 4. to discuss something with others in order to make a decision: *We deliberated the merits of having a pet.* **discuss, debate, talk**

- 1** Although most migrants were men, some women made a deliberate decision to journey to California.

Which is an antonym for deliberate as it is used above?

- A** cautious
- B** spontaneous
- C** unhurried
- D** purposeful

- 2** Alone at her desk, a woman deliberated about how to achieve her fortune.

Which is a synonym for deliberated as it is used above?

- A** talked
- B** discussed
- C** thought
- D** debated

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number
Correct

3

For number 3, read the sentence. Then use the thesaurus entry to answer the question.

critical (krĭt' ĭ kəl) *adj.* 1. fault-finding: *Some people are too critical of others.* **disapproving, disparaging** Antonyms: *approving, commending* 2. making careful judgments: *The arborist made a critical assessment of my trees.* **thoughtful, analytical** Antonym: *inexact* 3. of the greatest importance: *Water is critical for our survival.* **essential, vital** Antonyms: *unimportant, inessential* 4. in a serious condition: *The patient is in critical condition.* **serious, dangerous** Antonyms: *stable, safe*

- 3** Some people were critical of the rough lifestyle that the miners led.

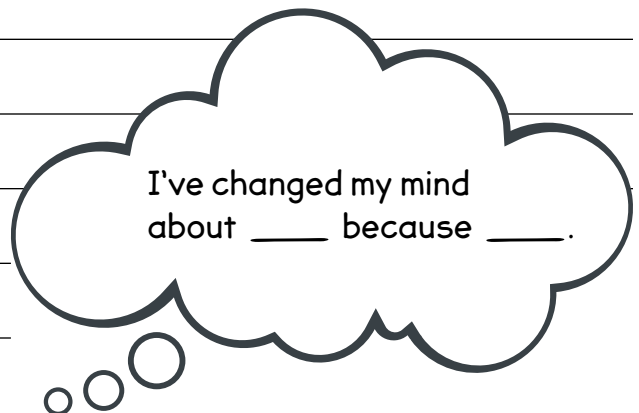
Which is a synonym for critical as it is used above?

- A** dangerous
- B** analytical
- C** thoughtful
- D** disapproving

► **Try It** Writers improve their writing by using precise and lively language. Choose three words in your writing from Part 1 that you think could be more precise. Use an online or print thesaurus to find a more precise word. Edit your writing to use the new words.

PART 1

I've changed my mind
about ____ because ____.



Lesson 19

Denotation and Connotation



Introduction Words can have two kinds of meanings that convey very different ideas or images. A word's **denotation** is its basic meaning, or dictionary definition. A word's **connotation** is the feeling or impression that people associate with the word.

- A word can have a **positive**, **negative**, or **neutral** connotation. When you write, think about the connotations of the words you choose and the effect they will have on your readers.

Positive Connotation	Neutral Connotation	Negative Connotation
Several people lingered in the theater after auditions.	Several people stayed in the theater after auditions.	Several people loitered in the theater after auditions.
My aunt picked me up in her compact two-door car.	My aunt picked me up in her small two-door car.	My aunt picked me up in her cramped two-door car.

- To say that a car is **small** is a neutral statement about the car. A car that is **compact**, however, can fit everything you need into just a small space. This word has a positive connotation. A **cramped** car, on the other hand, conjures images of tightly squeezed passengers and belongings. The connotation is negative.



Guided Practice Read each sentence. Each underlined word has a neutral or a positive connotation. Write a word that has a negative connotation to replace each underlined word.

Hint

Words that have the same, or a similar, denotation are synonyms. You can use a thesaurus to find the synonyms for each underlined word. Then choose and write the synonym that has a negative connotation.

1 It was adventurous of me to try out for the role of villain.

2 I'm quiet and shy, and the character is powerful.

3 My best friend was surprised that I was so firm in my decision.

4 I nervously held the script as I read my first lines.

5 My right leg shook as I faced the hero.

6 When offered the part, I deliberated for a while.

7 But then I decided that I had spent too much time being shy.

8 Sometimes, I wonder what kind of silliness I'll try next.



Independent Practice

For numbers 1–3, which word has the same denotation as the underlined word but has a more negative connotation?

- 1** The director was unpredictable in his reactions to the actors and scenes.

A changeable
B volatile
C whimsical
D variable

- 2** The actors felt that the director's comments were sometimes clever.

A perceptive
B insightful
C keen
D shrewd

- 3** The director's feedback excited the actors.

A agitated
B inspired
C invigorated
D energized

Answer Form

1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)
 5 (A) (B) (C) (D)

Number
Correct

5

For numbers 4 and 5, which word has the same denotation as the underlined word but has a more positive connotation?

- 4** The director's great arrogance made it difficult for him to compromise in his way of doing things.

A conceit
B smugness
C confidence
D haughtiness

- 5** At the end of the rehearsals, the actors admitted that this director brought out the best in them.

A declared
B confessed
C gossiped
D vented

► **Try It** Read your response to Part 1. Underline any words that you think have a positive connotation. Draw a circle around any words that have a negative connotation. Think about whether these connotations are helping you convey your feelings about the topic. If they aren't, see if you can find a different word.