The Real Vikings

AN ARCHAEOLOGIST FOR A DAY

You have been asked to join the archaeological dig at Hedeby. Archaeologists sketch what they find and label everything in their sketches. Labels should include a description of the item, where it was found, and what it might be used for.

Read pages 470–473. Document a house that has been found at Hedeby. Use what you have read to show what was found at the dig. Label your findings with information from the text. At the bottom of the sketch, write a conclusion about the building you have found. Base this conclusion on the artifacts at the site.
Congratulations, you made a find of your own! You found the grave of the young Viking man whose boast you read about on page 475. Write about your find.

Read pages 468–469 and 474. Sketch your find. Label what you found in the same way that you sketched the building you worked on earlier. At the bottom, write a statement about what kind of life the young man lived. Was he married? a farmer? a fisherman? Use what you have found to support your ideas.
Greek Roots

The words below are formed using one of the following roots: _geo_, meaning “earth,” _graph_, meaning “write,” _therm_, meaning “heat,” _hydra_, meaning “water,” _tele_, meaning “distance,” or _opt_, meaning “eye.” Choose the word from the box that best completes each sentence. Then use your own words to define the word.

- telegraph
- geography
- thermometer
- hydrated
- optical
- telescope

1. We used a ___________ to view the constellations in the night sky.
   ____________________________

2. Students learn about the world’s different countries in ___________ class.
   ____________________________

3. Before the invention of the telephone, people use a ___________ to communicate over long distances.
   ____________________________

4. The accident injured his ___________ nerve, interfering with his vision.
   ____________________________

5. It is important to keep your body ___________. by drinking a lot of water.
   ____________________________

6. Jaime’s mother took her temperature using a _____________.
   ____________________________
Suffixes: -ent, -ant

Basic  Write the Basic Words that best fit the spaces in each sentence pair.

1–2. Mom could sense my ____________ and hesitation before the art show. I was always ____________ to show my art to other people.

3–4. Mom always says that I need to build my ____________. I've never been that ____________ in my drawings.

5–6. My friend Steve is a ____________ artist. It's easy to be envious of his ____________.

7–8. I felt a little better when my classmates said that my art was ____________. Maybe they are just practicing common ____________.

9–10. Wow! I was awarded a first-place ribbon for ____________. This has turned out to be an ____________ day!

11–12. I didn’t want my pride to be too ____________, so I kept my thoughts to myself, but my enormous smile was ____________ of how happy I was.

Challenge  Write a paragraph about a family outing on a lake. Use the four Challenge Words. Write on a separate sheet of paper.

1. confident
2. confidence
3. fragrant
4. fragrance
5. excellent
6. excellence
7. decent
8. decency
9. truant
10. truancy
11. brilliant
12. brilliance
13. resident
14. residence
15. evident
16. evidence
17. occupant
18. occupancy
19. reluctant
20. reluctance
21. inconvenient
22. inconvenience
23. buoyant
24. buoyancy
# Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>-ent</th>
<th>-ant</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ence, -ency</td>
<td>-ance, -ancy</td>
</tr>
</tbody>
</table>

**Challenge**
Add the Challenge Words to your Word Sort.

- 1. confident
- 2. confidence
- 3. fragrant
- 4. fragrance
- 5. excellent
- 6. excellence
- 7. decent
- 8. decency
- 9. truant
- 10. truancy
- 11. brilliant
- 12. brilliance
- 13. resident
- 14. residence
- 15. evident
- 16. evidence
- 17. occupant
- 18. occupancy
- 19. reluctant
- 20. reluctance
- inconvenient
- inconvenience
- buoyant
- buoyancy
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

How did the Vikings come to dominate most shipping and trade? The evident answer is the excellence of their ships. Their longships made it possible for them to take up resdiance even in North America. Also, many a Viking became an occupant of Iceland. They were able to trade for fragrant spices and take occupancy of other lands with ease. Never ones to be truant from a battle, the fierce crews of the warships sailed wherever they wished—and no resident of a coastal area was safe.

Yet much evidence shows that trade was as important to the Vikings as conquest. The key was their excellent ships, made of split oak wood. Just imagine the fragrance of the shipyards! Imagine the noise and activity! Imagine, too, how these harsh warriors dealt with truancy among the workers.

1. ________________ 7. ________________
2. ________________ 8. ________________
3. ________________ 9. ________________
4. ________________ 10. ________________
5. ________________ 11. ________________
6. ________________ 12. ________________

Principal Parts of Verbs

Verbs have four basic forms, or **principal parts**: present, past, present participle, and past participle. For regular verbs, the past tense is formed by adding *-ed* to the present tense. The present participle is the *-ing* form of the verb that is used with the helping verb *to be*. The past participle is usually formed the same as the past tense and is used with the helping verbs *to have* and *to be*.

**Present Tense**
I work hard every day.

**Past Tense**
I worked late last night.

**Present Participle**
I am working right now.

**Past Participle**
I have worked all my life.

**Activity** Write the correct form of the verb on the line. Then tell whether the verb tense is **present**, **past**, **present participle**, or **past participle**.

1. The archaeologist ______________ all day. (dig) ______________
2. We ______________ new facts during last week’s trip. (discover) ______________
3. I’m ______________ a career in history. (consider) ______________
4. We ______________ something new every day. (learn) ______________
5. Jordan ______________ every artifact that was found. (list) ______________
6. Yesterday, the teacher ______________ us where to look. (tell) ______________
7. The archaeologists have ______________ so many facts. (memorize) ______________
Principal Parts of Irregular Verbs

The past and past participle of irregular verbs are not formed by adding an -ed, as with regular verbs. The principal parts of these verbs must be memorized. Some common irregular verbs include: eat, see, go, have, and be.

Irregular verb using past participle
I haven’t eaten since breakfast.

Activity Write the past or the past participle of the verb in parentheses to complete the sentence.

1. The Vikings __________ to a variety of countries. (go)
2. We haven’t __________ anything like it. (see)
3. They __________ many prisoners. (catch)
4. We have __________ far to see the exhibit. (drive)
5. The Vikings __________ many ships. (build)
6. We __________ the last ones to leave the museum. (be)
7. We had __________ to listen to the lecture. (choose)
8. I __________ an expert on Vikings. (become)

Thinking Question
How are the past and past participle of irregular verbs formed?
Using Consistent Tenses

When you write, it is important to use consistent tenses. Tense refers to time. In writing, all verbs in a sentence or paragraph should usually be in the same tense: past, present, or future.

**Inconsistent tense**
The cat ran outside and climbs the tree.

**Consistent tense**
The cat ran outside and climbed the tree.

**Activity** Write the correct form of the verb in parentheses on the line.

1. The Vikings stole from people and ___________ what was not theirs. (take)
2. Tom will read about the Vikings, and then he ___________ a summary. (write)
3. Yesterday, I learned about pirates and ___________ my sister all about them. (tell)
4. Even today, people ___________ and learn about the lives of pirates. (study)
5. The “Golden Age of Piracy” ___________ in the early 1600s and ended in the 1700s. (start)
6. The Vikings ___________ excellent ships and had many battles. (sail)
7. They ___________ Old Norse and lived in Scandinavia. (speak)
8. Tomorrow, we ___________ more about Vikings, and Tara will give a presentation. (learn)

**Thinking Question**
Are all the verbs in the sentence written in the same tense?
Kinds of Pronouns

<table>
<thead>
<tr>
<th>Kinds of Pronouns</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Pronouns</td>
<td>He was a famous warrior.</td>
</tr>
<tr>
<td>Object Pronouns</td>
<td>The crew’s stories amazed us</td>
</tr>
<tr>
<td>Possessive Pronouns</td>
<td>Her poster has colorful pictures of famous ships. The best poster was ours.</td>
</tr>
</tbody>
</table>

1–6. Circle the correct pronouns.

1. Ann wrote a poem about the warrior, but (her, she) did not read (him, it) in class.

2. (My, Mine) report on the Vikings is longer than (your, you’re) report.

3. (It’s, Its) an interesting report, but (it’s, its) introduction needs work.

4. As a result of the last raid, many villagers lost (their, they’re) homes.

5. The warriors had a bad reputation, but (they, them) were not all cruel.

6. Egil Skallagrimmson was a famous merchant, and (he, him) was also a poet.

7–8. Combine each pair of sentences using the subordinating conjunction in parentheses. Replace one subject with the correct pronoun. Be sure to avoid vague pronouns.

7. The archaeologists dug up the artifacts. The archaeologists were able to form a truer picture of ancient life in Kenya. (after)

8. Most homes had no windows. The homes were probably very dark inside. (because)
Participles can be used to describe nouns. Good writers sometimes combine sentences by using participles as describing words.

<table>
<thead>
<tr>
<th>Two sentences</th>
<th>Combined sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The museum has been crowded since the doors opened. The museum is packed with</td>
<td>The crowded museum has been packed with groups of schoolchildren since the doors</td>
</tr>
<tr>
<td>groups of schoolchildren.</td>
<td>opened.</td>
</tr>
</tbody>
</table>

Combine the two sentences. Use the underlined participle to describe the noun in the new sentence.

1. The village had been abandoned. The village was silent as a grave.

2. The news is encouraging. The news makes the Viking elders smile.

3. The water was rushing over the banks. The water flooded the village.

4. The boys have been sprinting across the field. The boys are catching the horses.

5. The fans were booing. They had been cheering for their favorite players.
Focus Trait: Word Choice

Standard English

<table>
<thead>
<tr>
<th>Instead of this . . .</th>
<th>the author wrote this:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life was <strong>tough</strong> in Viking days—but <strong>for certain</strong>, there was still time to <strong>kick back</strong> and <strong>chill</strong>.</td>
<td>Life was hard in Viking times—but there was obviously still time to relax and have fun. (p. 475)</td>
</tr>
</tbody>
</table>

List the nonstandard words and phrases in the sentences below.

<table>
<thead>
<tr>
<th>Nonstandard Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My brother kept bugging me to loan him my snowshoes, but I told him to knock it off.</td>
</tr>
<tr>
<td>2. Roasting meat on the spit was a nightmare, but my old man kept his cool.</td>
</tr>
</tbody>
</table>

**Pair/Share** Work with a partner to identify the nonstandard English words and phrases and rewrite the sentences in standard English.

<table>
<thead>
<tr>
<th>Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Ava had to get up at the crack of dawn because the rug she was weaving was a doozy.</td>
</tr>
<tr>
<td>4. I was stumped by crocheting, but I gave it another shot.</td>
</tr>
<tr>
<td>5. We split after we blew all our coins on some cheezy beads at the fair.</td>
</tr>
<tr>
<td>6. We were majorly hungry, so we scarfed down all the bread and stew.</td>
</tr>
</tbody>
</table>
The Emperor’s Silent Army

Create a Museum Plaque

You are a museum curator. You have been asked to create a series of plaques that explain the terra cotta warrior display. For each claim you make, support it with factual evidence from the text. Remember, not all the claims made by the author may be based on facts.

Read the last paragraph on page 499, all of page 500, and the first paragraph on page 501. Write an explanation to help museum visitors understand the purpose of the terra cotta warriors.

Claim: ___________________________________________  Title: _______________

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Description: ___________________________________________

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Read the second, third, and fourth paragraphs on page 501 and all of page 502. Write an explanation to help museum visitors understand how the terra cotta warriors were constructed.

Claim: __________________________  Title: ____________

Description: ______________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________
Word Families

The words in the box are part of one of three word families, related by the roots hydro/ hydra/hydr (“water”) and magna (“great” or “large”), and the base word “possess.” Choose the word from the box that best completes each sentence.

magnificent dehydration magnifier
magnify hydroelectric possessor
possessive

1. The Emperor was the ___________ of many kingdoms and riches.

2. We had to ___________ the text on the computer screen because it was too small to read.

3. The dam is ___________, using water to help generate electricity.

Use the remaining words to create three new sentences.

4. ________________________________________________________________________

5. ________________________________________________________________________

6. ________________________________________________________________________
Suffixes: -able, -ible, -ate

Basic  Write the Basic Word that has a similar meaning.
1. lucky
2. very unhappy
3. to finish a course of study
4. amazing
5. loud enough to be heard
6. apparent
7. thoughtful of others
8. fragile
9. work together
10. terrible
11. capable of being cleaned in water

1. __________________    7. __________________
2. __________________    8. __________________
3. __________________    9. __________________
4. __________________    10. __________________
5. __________________    11. __________________
6. __________________

Challenge  Think about the features of tall tales. Write a paragraph about tall tales. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words
1. visible
2. enjoyable
3. celebrate
4. incredible
5. horrible
6. desperate
7. cooperate
8. valuable
9. appreciate
10. considerate
11. audible
12. delicate
13. washable
14. graduate
15. capable
16. miserable
17. sensible
18. fortunate
19. noticeable
20. responsible

Challenge
- evacuate
- irritable
- exaggerate
- improbable
- elaborate
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>-able</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-ible</td>
<td></td>
</tr>
<tr>
<td>-ate</td>
<td></td>
</tr>
</tbody>
</table>

Challenge  Add the Challenge Words to your Word Sort.

Connect to Reading  Look through The Emperor's Silent Army. Find words that have the suffixes -able, -ible, and -ate. Add them to your Word Sort.

1. visible
2. enjoyable
3. celebrate
4. incredible
5. horrible
6. desperate
7. cooperate
8. valuable
9. appreciate
10. considerate
11. audible
12. delicate
13. washable
14. graduate
15. capable
16. miserable
17. sensible
18. fortunate
19. noticeable
20. responsible

Challenge
- evacuate
- irritable
- exaggerate
- improbable
- elaborate
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

There is almost an art to uncovering troves of ancient treasures. Usually, little is visibelt aboveground. Because archaeologists always apreshiate how valuible their finds may be, digging around ancient artworks requires a sensable approach. Only responsible, capable people do the delacite work of cleaning away centuries of dirt and debris. Some people celibrat the task, finding the extremely careful work enjoyable. Others consider it a tedious chore. Either way, it must be done with incredible care. Heavy machinery is used only under the most desperite circumstances, such as if the archaeologists are required to work very quickly for some reason. If they are fotunate, they manage to preserve the art even under those conditions.

1. ________________ 7. ________________
2. ________________ 8. ________________
3. ________________ 9. ________________
4. ________________ 10. ________________
5. ________________ 11. ________________
6. ________________ 12. ________________
Demonstrative and Indefinite Pronouns

A **demonstrative pronoun** points out a specific person, place, or thing. Demonstrative pronouns are *this, that, these, and those*. An **indefinite pronoun** points to something that is not specific. Some indefinite pronouns are *all, another, any, each, everyone, someone*, and *none*.

**demonstrative pronoun**
This is my favorite class.

**indefinite pronoun**
Each of the students must write a report.

**Activity** Complete each sentence with a demonstrative or an indefinite pronoun.

1. __________ is the best book about emperors.
2. What should I do with __________ other books?
3. Not just __________ can be an emperor.
4. __________ of the books should be returned to the library.
5. The teacher said that __________ book has its own spot.
6. __________ found this fact, but I'm not sure who.
7. __________ were pretty tough emperors back then.
8. They conquered __________ of the territories they set their sights on.
Interrogative Pronouns

An **interrogative pronoun** is a pronoun that asks a question. Interrogative pronouns are: *who, whom, which, what,* and *whose.*

**interrogative pronoun**

What is the capital of modern China?

**Activity** Underline the interrogative pronoun in each sentence.

1. Which of these vases do you like best?
2. Who is the president of China?
3. For whom was this palace built?
4. Whose beautiful Chinese chess set is this?
5. What is the meaning of this carved inscription?
6. Who wants to come to the museum?
7. What can I buy for fifty yuan?
8. Whose are these chopsticks lying on the floor?
Reflexive and Intensive Pronouns

A reflexive pronoun is a pronoun that refers to a noun or pronoun in the sentence. It ends in -self or -selves and cannot be taken out without changing the meaning of the sentence. An intensive pronoun ends in -self or -selves and emphasizes a noun or pronoun. It can be taken out without changing the meaning of the sentence.

**reflexive pronoun**
Una made herself a sandwich for lunch.

**intensive pronoun**
I was hungry myself, so I made a sandwich, too.

**Thinking Questions**
Does the pronoun end in -self or -selves? Does it refer to or emphasize a noun or pronoun? Can it be taken out without changing the meaning of the sentence?

**Activity** Underline the reflexive or intensive pronoun in each sentence.
Write reflexive or intensive on the line.

1. We gave ourselves time to visit the site. __________
2. The emperor surrounded himself with servants. __________
3. Beijing does not itself lie on the sea, but nearby Tianjin does. __________
4. We helped ourselves to more noodles. __________
5. The emperor himself dresses in silk from my shop. __________
6. I asked myself why I had never been to China. __________
7. China sees itself as a great world power. __________
8. What do you think about that yourself? __________
Simple Verb Tenses

| Present tense | Jan looks for a book about Chinese mythology. |
| Past tense   | She looked in the library yesterday.          |
| Future tense | She will look at an online bookstore tomorrow.|

1–6. Write the correct form of the verb in parentheses on the line.

1. Long ago, people _______________ their beliefs about life and nature through myths. (express)

2. In the West today, people mostly _______________ Greek and Roman myths. (know)

3. Ancient China _______________ many exciting stories about gods and goddesses as well. (produce)

4. These stories _______________ ancient peoples about the consequences of bad behavior. (warn)

5. My cousin _______________ Chinese myths so English speakers can learn them. (translate)

6. People _______________ these myths for years to come. (enjoy)

7–12. This journal entry has six errors in verb tense. Use proofreading marks to correct the entry.

I am reading a collection of Chinese legends for my English report. So far, I will like the stories with Monkey as the main character the best. Mrs. Sturgis assigns the report last month. She said we could prepare a written report or an oral report. Then she ask us our preference. I decide on an oral report. Next Monday, I present my report in front of the class. Now, my friend Anita wished her report was oral, too.
Connect to Writing

Noun Overload

The artifacts attracted visitors from all over the world.
People came especially to see the artifacts.

Repeated Nouns Replaced with Pronouns

The artifacts attracted visitors from all over the world.
People came especially to see them.

1–3. Replace the underlined noun with a pronoun.

1. The tour bus left without the students. _______

2. Kim and Benny did not want the trip to end. _______

3. Ms. Jenson taught us about ancient life and culture. _______

4–6. Add pronouns to avoid repetition. Combine sentences if it makes sense to do so. Write the new sentence on the line.

4. The students studied and worked hard. The students got to know each other well and learned to work together as a team.

5. The people of Qin were known for their fierceness. Their fierceness was the reason Qin conquered the other kingdoms.

6. The other kingdoms fought well. The kingdom of Qin still conquered the other kingdoms.
Focus Trait: Organization
Offer Solutions

Good writers organize a problem-solution essay by discussing problems first and then solutions and by grouping appropriate details with the problem and with the solution.

Visitors to Xian, China, can’t see the terracotta warriors as they originally appeared. Many of the figures have broken into pieces. Also, when the figures are dug up, most of their paint peels off. The solution is to create replicas of the soldiers. Artisans can copy the size and shape of the original sculptures. In addition, they can use any paint chips they find to make computer images that will help them color the replicas. The result may not be as authentic as the original, but it’s still valuable.

Read the list of details below. Then group them with the problem or the solution in an order that makes sense.

Details: They drive a cart of smelly fish in front of the dead man’s chariot to hide the stench. He and his court are far from the capital. They carry out daily routines as if the emperor were alive. His ministers fear a revolt in the capital if the news gets out.

<table>
<thead>
<tr>
<th>Problem:</th>
<th>Solution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emperor Qin Shihuang dies while on a trip.</td>
<td>His ministers hide the fact until his body can be returned to the capital.</td>
</tr>
<tr>
<td>Details:</td>
<td>Details:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Hero and the Minotaur

Write a Newspaper Article

Suppose you lived in Athens. You are assigned to write a series of newspaper articles to tell about Theseus’ adventure. Use examples from the text to show how Theseus responds to the challenges he faces.

Read page 525. Describe how the plot unfolds in this passage and how Theseus responds. Use a catchy headline to capture the action in this article.

Athens
Read page 528 and the first paragraph on page 529. Write an article about the experience and include a headline.

________________________________________

Crete

________________________________________

________________________________________

________________________________________

Read the second and third paragraphs on page 529, and all of pages 531 and 532. Write an article about the experience and include a headline.

________________________________________

Crete

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Suffixes -ful, -less, -ly, -ness, -ment, -ship

The words in the box end with a suffix that means “in a certain way,” “full of,” “without,” or “the state or quality of being.” Choose a word from the box that best completes each sentence. Then create a definition for the word, based on the meaning of its suffix and base word.

1. The family faced much financial _____________ when both parents lost their jobs.
2. She showed her _____________ when she helped Jessica finish her chores.
3. The gift was given _____________ so the receiver could not directly thank the giver.
4. To be filled with sadness is to feel _____________.
5. The dog watched _____________ as its master filled the bowl with food.
6. Spending Saturday afternoon indoors was a _____________ occasion.
7. I felt such _____________ when I found out I had won first place in the contest.
8. It was a great _____________ to the class when no one passed the exam.
9. It was _____________ to continue searching for the lost key in the dark.
10. _____________ children clean up after themselves.
Spelling /sh/

Basic Complete the puzzle by writing the Basic Word for each clue.

Across
1. tastes very good
3. Is the tire inflated to the correct _____?
5. very old
6. the opposite of deep
8. shy

Down
1. general line you are moving in
2. The police said the _____ was under control.
4. to create or set up
5. surprise
7. acting without careful consideration

Challenge Come up with an idea for a new charity. What will your charity do? Whom will it try to help? Write a description of your new charity. Use four of the Challenge Words. Write on a separate sheet of paper.

Challenge Words
- diminish
- beneficial
- efficient
- potential
- compassion
Spelling Word Sort

Write each Basic Word beside the correct heading.

/spelled sh/

/spelled ti/

/spelled ci/

/spelled ss/

Challenge  Add the Challenge Words to your Word Sort.

Connect to Reading  Look through *The Hero and the Minotaur*. Find words that have the /sh/ spelling patterns on this page. Add them to your Word Sort.

1. section
2. shallow
3. direction
4. musician
5. rash
6. position
7. astonish
8. pressure
9. attention
10. impression
11. crucial
12. official
13. emotion
14. bashful
15. delicious
16. establish
17. ancient
18. situation
19. suspicion
20. permission

Challenge

diminish
beneficial
efficient
potential
compassion
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Greenview Middle School’s production of *The Minotaur* held its official opening night tonight. Under the direction of Ms. Linda Steers, the cast brings this ancient tale to life in an exciting new way. Josh Ballard plays the lead role in this musical, and shows both his talent as a musician and his ability to handle the pressure of the leading role. He is neither bashful nor rash, and shows just the right emotion to make his character come to life on the stage. Much attention has been paid to the details in the stage design, which works to establish the crucial setting in the labyrinth. The cast and crew will continue to astonish audiences through next Sunday, when the show closes. Seats are still available in almost any section. Be sure to ask your parents’ permission to attend. This is a show you don’t want to miss!

1. ____________________________  8. ____________________________
2. ____________________________  9. ____________________________
3. ____________________________ 10. ____________________________
4. ____________________________ 11. ____________________________
5. ____________________________ 12. ____________________________
6. ____________________________ 13. ____________________________
7. ____________________________ 14. ____________________________
Adjectives and Adverbs

Adjectives modify nouns and pronouns, while adverbs modify verbs, adjectives, and other adverbs.

Adjective       adverb
The red sun blazed fiercely on the ancient ruins.

1–5. Underline the adjectives.
1. This king was extremely cruel.
2. The Aegean Sea is vast and very deep.
3. Minotaurs are often quite unfriendly.
4. It is nearly always sunny in Greece.
5. Greece has a fairly long coastline.

6–10. Underline the adverbs.
6. This king was extremely cruel.
7. The Aegean Sea is vast and very deep.
8. Minotaurs are often quite unfriendly.
9. It is nearly always sunny in Greece.
10. Greece has a fairly long coastline.
Articles and Demonstratives

The **definite article** *the* is used before a noun that refers to a specific person, place, or thing. The **indefinite articles** *a* and *an* are used before nouns that refer to any person, place, or thing. The **demonstratives** – *this*, *that*, *these*, and *those* – show where something is. *This* and *these* indicate that something is nearby. *That* and *those* indicate that something is far away.

**definite**  **indefinite**  **indefinite**
_The_ trip is long. _A_ trip can be long. _An_ adventure can be dangerous.

**demonstratives**
I always visit _this_ island. Do you want to visit _that_ island?
I always use _these_ maps. Can you hand me _those_ maps?

**Activity**  Circle the correct article or demonstrative in parentheses.

1. Did you like *(these, those)* pita chips we had at the party?
2. We visited *(the, a)* Parthenon yesterday.
3. It’s exciting to see *(these, this)* ruins close up.
4. I can’t reach *(this, that)* guidebook. It’s too high on the shelf.
5. Overall, it has been *(the, an)* educational trip.
6. *(This, that)* Greek artifact in my hand is ancient.
7. Can you hand me *(a, the)* travel brochure from the pile?
8. Use binoculars to see *(this, that)* ancient ruin.

**Thinking Questions**
Does the noun refer to something specific or not specific? Does it refer to something nearby or far away?
Proper Adjectives

A proper adjective starts with a capital letter and refers to a specific person, place, or thing. A common adjective does not refer to a specific person, place, or thing, and does not start with a capital letter.

proper adjective
I met a nice American woman on my trip.

common adjective
I met a nice American woman on my trip.

Activity Write whether the underlined adjective is proper or common.

1. We saw many breathtaking sites on the trip. ________
2. I enjoyed learning about Greek culture. ________
3. My new friend wanted to practice speaking the English language. ________
4. The ancient architecture was beautiful. ________
5. Mary said she would like to go to a Cretan restaurant. ________
6. Ancient Greece was ruled by wealthy landowners. ________
7. The Greeks were very powerful during the Hellenistic period. ________

Thinking Question
Does the adjective start with a capital letter and refer to a specific person, place, or thing?
Correct Pronouns

Possessive Pronoun Examples

His father sent him to fight the Minotaur.
That baklava is hers.
Whose vacation was better?

Consistent Pronouns

People enjoy myths for many reasons. They read them to learn lessons about the world, and they learn about the lives of ancient peoples.

1–8. Underline the possessive pronouns in parentheses to complete the sentences.

1. The book about Greece was (hers, she).
2. (His, Him) heart was beating fast when he faced (his, him) enemy.
3. This passport is (mine, I), and that one is (your’s, yours).
4. (Their, There) room has a better view of the Parthenon.
5. When we order our Greek salads, how do you want (yours, your’s)?
6. (Who’s, Whose) vacation was more fun?
7. (She, Her) camera is full of pictures from the trip.
8. The idea for this whole trip was (mine, my).

9–13. This writer’s journal entry has five errors in pronoun consistency. Use proofreading marks to correct the entry.

I don’t know why some people think they don’t like myths. It is great! We tell about great adventures and strange, far-away lands. Heroes perform feats of strength and save his people.
I think if you just read some myths, they would change your minds!
Connect to Writing

When you write, it is important to use precise adjectives and adverbs to describe nouns or verbs. A precise adjective or adverb provides an exact description as opposed to a vague one.

<table>
<thead>
<tr>
<th>Less precise adjective</th>
<th>More precise adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Minotaur was mean.</td>
<td>The Minotaur was vicious.</td>
</tr>
</tbody>
</table>

Write whether the underlined adjective or adverb is precise or not precise.

1. Greek myths are nice stories. ________________
2. The stories are fictional. ________________
3. Most Greeks have a profound respect for tradition. ________________
4. The rock outcrops and beaches of the Cycladic Islands are beautiful. ________________
5. The tour bus went really fast. ________________
6. She fought courageously to keep the island safe. ________________
7. The islands are rugged. ________________
8. It was a very hot day. ________________
Focus Trait: Sentence Fluency

Transitions

Good writers use transition words and phrases in their writing. Transitions make writing more coherent and therefore easier to understand. Transition words and phrases can bridge the gap between two different ideas, show contrast, or sum up ideas. Some commonly used transition words and phrases are also, additionally, as a result, because, besides that, consequently, first, finally, instead of, on the other hand, second, since, so, and then.

Rewrite the following paragraph, using transition words and phrases to make the writing easier to understand.

In Greek mythology, the word *Minotaur* means “Minos’ bull.” The word comes from the proper noun, Minos. It is capitalized. The creature was known by its individual name, Asterion. Some sources say the Minotaur had the body of a man and the head of a bull. Others say it had a man’s head and a bull’s body. The Minotaur was extremely vicious. Minos had Daedelus build the Labyrinth to hold it. Many people have looked for the possible site of the Labyrinth. Some say it was in Minos’ palace in Knossos. The palace is a maze-like collection of rooms. The Labyrinth could be somewhere near the palace.
The Princess Who Became a King

Write an Interview

Hatshepsut led an interesting life. Suppose you had the chance to interview her. What would she say? Use text evidence from the passages to write responses to these interview questions.

Read page 557 and the first paragraph of page 558 to answer the interviewer’s question.

**Interviewer:** Some say that your carefree days at the palace ended when you became a teenager. How is this true?

**Hatshepsut:**

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
Read the first and second paragraphs on page 559. Use textual evidence to support your response to this question.

**Interviewer:** You soon became the Queen Regent. Did it seem as if the gods had intervened in your life?

**Hatshepsut:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Read the first and second paragraphs on page 561. Use textual evidence to support your response to this question.

**Interviewer:** Some say that you were confident, smart, and fearless. Do you agree?

**Hatshepsut:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The words below are formed from Greek roots or affixes. Choose the word from the box that best completes each sentence. Then use the context in which the word is used and what you know about the word parts to determine the meaning.

- synthesis
- tricycle
- recycle
- synchronize
- biography
- sympathy
- cyclist
- biodiversity

1. The __________ rode for 100 miles and broke a world record. ____________________________

2. Costa Rica is a country with a lot of ___________, in that there are many different kinds of plants and animals there. ____________________________

3. We had to __________ our watches so they all told the same time. ____________________________

4. The toddler rode a ____________, which was safer because it had three wheels. ____________________________

5. I had ____________ for the girl who lost her brand-new kitten. ____________________________

6. It’s better for the environment if you ____________ paper instead of throwing it in the trash. ____________________________

7. I read a ____________ about the poet Emily Dickinson. ____________________________

8. We made a ____________ of our ideas by combining them into one summary. ____________________________
Plurals

Basic  Read the paragraph. Write the Basic Words that best complete the sentences.

The ____ were falling off the trees as we drove toward the farm. “Are there ____ in the woods?” Jimmy asked. “No,” my mother said, “there’s nothing dangerous in the woods.”

When we arrived, Grandpa gave us a tour. He explained how the ____ of the different crops he grew changed every year. When he showed us the barn, Jimmy and I screamed to see if we could hear ____ of our voices. “Boys! Behave ____ around the animals!” Grandpa said, pointing to a pair of ____. “They’re too young for all that noise.” Then he took Jimmy and me up to the hayloft. He said we could play there if we were careful. We walked along the edge pretending we were ____ chasing a group of dangerous bandits along high ____.

That night we had roast beef with ____ that came from Grandma’s garden, and a salad topped with ____ picked right off the vine. It was delicious!

1. ________________  6. ________________
2. ________________  7. ________________
3. ________________  8. ________________
4. ________________  9. ________________
5. ________________ 10. ________________

Challenge  Your class just attended an outdoor concert at the beach. Write a journal entry about your experience. Use three of the Challenge Words. Write on a separate sheet of paper.

Challenge Words:
- vetoes
- mosquitoes
- avocados
- wharves
- sopranos
**Spelling Word Sort**

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>Add -s</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Add -es</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change f to v and add -es</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Challenge**  
Add the Challenge Words to your Word Sort.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge</td>
<td>vetoes</td>
<td>mosquitoes</td>
<td>avocados</td>
<td>wharves</td>
<td>sopranos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

It’s hard to imagine now, but in the late 1800s archaeologists were treated like movie stars are today. Digging in the sands of Egypt, the cliffs of Asia, or beneath tropical volcanos, these popular heroes traveled in comfort. Their tents were lined with bookshelves. Famous scientists did not make their travels alone—solos were not their style. They often took along their “better halves” and a small army of assistants. Full studios of artists and writers recorded their activities. At home, they were almost royalty. Dinner parties where women wore formal dresses and flowing scarfs were common. There were no stereoes at the time, so parties featured live musicians with pianoes, cellos, violins, and other instruments. Can you picture yourselves being treated so grandly if you were archaeologists today?

1. ______________________  7. ______________________
2. ______________________  8. ______________________
3. ______________________  9. ______________________
4. ______________________ 10. ______________________
5. ______________________ 11. ______________________
6. ______________________ 12. ______________________

Spelling Words:
1. echoes
2. halves
3. solos
4. leaves
5. heroes
6. cliffs
7. scarves
8. potatoes
9. pianos
10. volcanoes
11. sheriffs
12. calves
13. tomatoes
14. cellos
15. wolves
16. ratios
17. stereos
18. yourselves
19. studios
20. bookshelves
Correct Punctuation

An **appositive** is a word or group of words that follows a noun to identify or explain it. Depending on where the appositive appears in the sentence, it may be set off by one or two commas.

**appositive at the end of a sentence**

The archeologist Herbert E. Winlock made a discovery, one that changed history.

**appositive in the middle of a sentence**

He discovered that a woman, Princess Hatshepsut, had become a pharaoh!

**Thinking Questions**

Which word or phrase tells more about a noun? Which noun does the word or phrase explain?

**Activity** Underline the appositive. Use commas to correctly punctuate the appositive in each sentence.

1. A courageous woman Hatshepsut reigned during Egypt’s eighteenth dynasty.
2. Hatshepsut took good care of her subjects the people of Egypt.
3. Her reign lasting 22 years was successful.
4. All the rulers called pharaohs before her were men.
5. She brought changes most importantly wealth and trade to her people.
6. Her greatest project her burial temple was built by her advisor Senenmut.
7. There is much to learn about Hatshepsut a brave and daring woman.
Commas and Parentheses

Commas set off a **nonrestrictive element** that makes sense as part of the main sentence.

Hatshepsut, unlike Egyptian royal women before her, ruled as a pharaoh.

Parentheses set off a **parenthetical element** that shows a break in thought.

She was a princess before she declared herself pharaoh (king of Egypt).

---

**Activity** Underline the nonrestrictive or parenthetical element in each sentence. Place commas around a nonrestrictive element. Place parentheses around a parenthetical element.

1. Royal women like royal men played an important role in Egyptian religion.
2. Hatshepsut upon her death was mummified.
3. She was famous throughout the land the kingdom of Egypt.
4. I read an interesting book the topic was mummies.
5. I searched the sources including the bibliography for information.
6. The author writes about her successful reign on page 2 the book’s introduction.
7. These books which I returned are not historically accurate.
8. Professionals scholars and archaeologists debate the date of her death.

---

**Thinking Questions**

What information can be removed without changing the meaning of the sentence? Does it make sense as part of the main sentence? Does it show a break in thought?
Dashes

Dashes are used to set off parenthetical elements that explain a word or phrase. Depending on where the parenthetical expression appears in the sentence, it may be set off by one or two dashes.

**parenthetical element at the end of a sentence**
I watched an interesting show—a documentary about King Tutankhamen.

**parenthetical element in the middle of a sentence**
King Tutankhamen—he is known as “the boy king”—was a young boy when he became a pharaoh.

**Activity** Determine whether each sentence contains a parenthetical element. If it does, rewrite the sentence to include dashes. Write *no dash* on the line if none is needed.

1. Our class went to the museum to see the Egyptian exhibit.
   
   
   
   
   
   
   
   
   
   

2. The exhibit five rooms filled with artifacts was very large.
   
   
   
   
   
   
   
   
   
   

3. The pharaoh’s thrones he had three in all were beautiful.
   
   
   
   
   
   
   
   
   
   

4. We saw the pharaoh’s sandals in one of the rooms.
   
   
   
   
   
   
   
   
   
   

**Thinking Question**
Which part of the sentence shows a change in thought?
Subject-Verb Agreement

Mattie has a book about the pharaohs.

We were searching the shelves in the nonfiction section of the library.

Lucy and Eric chose books about mummies.

Either my sister or Eric is taking the photographs.

There are beautiful photographs of the pyramids in Eric’s book.

Neither my friends nor I have found any books about King Tut.

1–5. Underline the correct verb in parentheses to complete each sentence.

1. My classmates and I (is, are) studying ancient Egypt.

2. One of the ancient Egyptian obelisks still (stand, stands) today.

3. Their design and construction (remain, remains) a marvel to historians.

4. Either Karen or Pedro (has, have) registered for the course.

5. Neither the students nor the teacher (know, knows) the answer.

6–10. This note has five errors in subject-verb agreement. Use proofreading marks to correct the note.

To: My party advisor

I am celebrating my thirtieth birthday. My husband, the prince, and I has high expectations. People from all over the kingdom is coming for the party. There are a lot to do before then. First, either you or your assistants has the job of decorating the palace. The prince and I wants our palace to look exceptionally beautiful.
Good writers keep their writing interesting by writing longer sentences that include appositives and nonrestrictive and parenthetical elements.

<table>
<thead>
<tr>
<th>Appositives make writing clearer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I went to the library, the one by my house, to check out books on ancient Egypt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonrestrictive and parenthetical elements explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>The books, all of which are about the 18th dynasty, provide great information.</td>
</tr>
<tr>
<td>The archaeologists’ photographs (from the 1920s) are fascinating.</td>
</tr>
<tr>
<td>The pyramids—burial chambers for the pharaohs—are mysterious.</td>
</tr>
</tbody>
</table>

1–3. **Add appositives to explain nouns more clearly.**

1. We approached the sarcophagus.

2. The lecturer talked about ancient Egypt.

3. They used small shovels and brushes.

4–5. **Add nonrestrictive or parenthetical elements to explain information in each sentence.**

4. The mummy was on the examination table.

5. We saw the pyramids on Saturday morning.
Focus Trait: Organization
Introductions

An introduction lets the reader know what your topic is and why it is important. It gives readers a glimpse of what they will be reading about in your report. A well-written introduction will have the reader wanting to read more.

The following sentences of an introductory paragraph are out of order. On the lines below, write the paragraph so that the sentences follow logical order.

One of the areas in which she succeeded was warfare.
She also gained much wealth for Egypt.
Hatshepsut was different from other female rulers of Egypt.
With that prosperity, she was able to initiate many building projects, which are examples of some of the greatest architecture in Egyptian history.
Yet even though she triumphed in war, Hatshepsut brought about a peaceful era.
Unlike these others, she reigned for a very long time and enjoyed great success.
Bodies from the Ash: Life and Death in Ancient Pompeii

Create a Drawing with Labels and Callouts

The author of this text creates vivid images of Pompeii during the volcanic eruption and its excavation.

Use these descriptions to draw a picture of Pompeii at different times. Label your drawing with callout sentences to provide more details. Below your drawing, provide a summary of the text. Remember to base your summary on facts not your opinions.

Read pages 584–585. Then draw your illustration and write a summary.

August 24 79 C.E.

Summary:
Read the fourth, fifth, and sixth paragraphs on page 588.
Then draw your illustration and write a summary.

**AUGUST 25 79 C.E.**

**SUMMARY:**

Read the third and fourth paragraphs on page 591 and all of page 592.
Then draw your illustration and write a summary.

**1700s**

**SUMMARY:**
Prefixes *un-, re-, in-, im-, ir-, il-*

The words below all begin with a prefix. Choose a word from the box that best completes each sentence. Then give a definition for the word you chose.

illogical    insufficient    irresistible
reconnect    impolite    rediscover
unexpected    incapable    impatient

1. The speaker’s ideas were ___________ and made no sense.  
   ___________  

2. An ______________ answer can end a conversation.  
   ______________  

3. Without the facts, a detective is ______________ of solving the mystery.  
   ______________  

4. The electrician had to ______________ the cable to the socket.  
   ______________  

5. There was ______________ light to continue playing outside.  
   ______________  

6. The ______________ gift made his grandparents smile.  
   ______________  

7. It is fun to ______________ old letters and photographs.  
   ______________  

8. After waiting for half an hour, the bus driver felt ______________.  
   ______________  

9. Going for a swim on such a hot day was ______________.  
   ______________
Prefixes: dis-, ex-, inter-

Basic  Write the Basic Word that is the antonym of the word or group of words listed.

1. love ________________
2. comply ________________
3. agree to ________________
4. satisfy ________________
5. implosion ________________
6. import ________________
7. solidify ________________
8. local ________________
9. admiration ________________
10. agree ________________
11. put together ________________

Challenge  Imagine that you are an archaeologist who has discovered an unknown prehistoric animal. Write an article describing your find. Use three of the Challenge Words. Write on a separate sheet of paper.

1. disobey
2. explosion
3. dislike
4. interview
5. disagree
6. interoffice
7. Internet
8. disallow
9. disappear
10. international
11. disrespect
12. exchange
13. exclaim
14. dissolve
15. disconnect
16. interact
17. distaste
18. export
19. disappoint
20. interstate

Challenge
exterminate
interrupt
intermediate
intercept
disproportion
Spelling Word Sort

Write each Basic Word beside the correct heading.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>dis-</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ex-</strong></td>
<td></td>
</tr>
<tr>
<td><strong>inter-</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Challenge**  Add the Challenge Words to your Word Sort.

- disobey
- explosion
- dislike
- interview
- disagree
- interoffice
- Internet
- disallow
- disappear
- international
- disrespect
- exchange
- exclaim
- dissolve
- disconnect
- interact
- distaste
- export
- disappoint
- interstate

**Challenge**
- exterminate
- interrupt
- intermediate
- intercept
- disproportion
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Abbie searched the Internet all evening for information on archaeological digs. She did not want to disobey or disrespect her mother, but the dishes could wait. Only one day before, Abbie’s dislike for science was bigger than her distaste for beets. After her interview with famed archaeologist Dr. Janik, however, Abbie had changed her tune.

Abbie had listened intently to Dr. Janik discuss international digs that unraveled mysteries of the past. Dr. Janik also recalled the dangers of archaeological digs. “Sometimes, precious artifacts disappear. Thieves export them over interstate lines and sell them in exchange for large amounts of money.”

“Abbie! Come do the dishes!” she heard her mom exclaim. Abbie ran into the kitchen to tell her mom about her new dream—to become an archaeologist.

1. disobey
2. explosion
3. dislike
4. interview
5. disagree
6. interoffice
7. Internet
8. disallow
9. disappear
10. international
11. disrespect
12. exchange
13. exclaim
14. dissolve
15. disconnect
16. interact
17. distaste
18. export
19. disappoint
20. interstate
Prepositions and Prepositional Phrases

A **preposition** links nouns and pronouns to other words in a sentence. The noun or pronoun that comes after a preposition is its object. Some prepositions are: *on, about, beneath, beside, during,* and *across.*

A **prepositional phrase** is made up of a preposition, its object, and any words modifying the object.

<table>
<thead>
<tr>
<th>preposition</th>
<th>We discovered many artifacts <strong>during</strong> the dig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepositional phrase</td>
<td>The ancient coins are <strong>in the museum.</strong></td>
</tr>
</tbody>
</table>

**Activity** Underline the prepositional phrase in each sentence. Circle the prepositions.

1. The city of Pompeii was buried.
2. The archaeologist dug a hole with special tools.
3. People gathered around the archaeologists.
4. They found pieces of animal bone.
5. Objects from daily life were unearthed.
6. They found lava bedrock below the city.
7. Pompeii is not far from Vesuvius.
8. Many earthquakes occurred in the area.

**Thinking Questions**
Does the word link a noun or pronoun to other words in the sentence? Is it followed by an object and modifying words?
Adjective and Adverb Phrases

A prepositional phrase may be used as an adjective to modify a noun or pronoun. An adjective phrase tells which one or what kind. A prepositional phrase may be used as an adverb to modify a verb, adjective, or adverb. An adverb phrase tells how, when, where, how much, or why.

noun prepositional phrase as adjective
On Monday of next week we go to the museum.

verb prepositional phrase as adverb
We will learn a lot about Pompeii and Vesuvius.

Activity In each sentence, underline the prepositional phrase. Circle the word that it modifies and write the type of phrase it is on the line.

1. We arrived at the museum early. ____________
2. The boy with the red hair asked a question. ____________
3. Pompeii thrived for many years. ____________
4. Ships from many countries used Pompeii’s port. ____________
5. Pompeii was a place for vacation. ____________
6. In ten minutes we will leave the museum. ____________
Prepositional Phrases: Punctuation

If a prepositional phrase begins a sentence and is made up of four or more words, it should be followed by a comma. If a prepositional phrase is part of the main clause, no comma is needed.

**prepositional phrase with comma**
Before the August eruption, people thought Vesuvius was extinct.

**prepositional phrases without comma**
Ancient people didn’t recognize the earthquakes as serious volcano warnings. In modern times we know the warning signs better.

**Activity** Place a comma after the prepositional phrase in the sentence when needed. Write *no comma* on the line if none is needed.

1. Many towns were located at Mount Vesuvius’ base. ________________
2. Super-hot ash and gases rushed toward them. ________________
3. Throughout the busy town people were startled. ________________
4. People ran for their lives when they saw the danger. ________________
5. Inside their villas and houses people hid under furniture. ________________
6. Bodies were found under thick layers of ash and rocks. ________________
7. Across the formerly fertile valley farms were buried. ________________
8. After centuries people forgot the towns had ever been there. ________________

**Thinking Questions**
Does the prepositional phrase begin the sentence? Is it made up of four words or more?
Perfect Tenses

<table>
<thead>
<tr>
<th>Tense</th>
<th>sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present perfect tense</td>
<td>I have studied science for three years.</td>
</tr>
<tr>
<td>Past perfect tense</td>
<td>You had studied science before last year’s class.</td>
</tr>
<tr>
<td>Future perfect tense</td>
<td>By the end of the year, you will have studied science more than anyone else in our class.</td>
</tr>
</tbody>
</table>

1–4. Write the correct form of have for the tense shown in parentheses.

1. People __________ worried about natural disasters for centuries.
   (present perfect)

2. Today, scientists __________ discovered new ways to predict natural disasters. (present perfect)

3. Centuries ago most people __________ learned little about volcanoes. (past perfect)

4. Who knows what scientists __________ learned about volcanoes in another hundred years? (future perfect)

5–8. Correct the tense of each underlined verb.

5. Terrance ______ about volcanoes last year. ________________

6. By next month we ______ all about earthquakes. ________________

7. By noon yesterday Jason ______ his science project. ________________

8. Melinda ______ volcanoes for the past three months. ________________
Connect to Writing

Two sentences can be combined by using a **prepositional phrase**.

<table>
<thead>
<tr>
<th>separate sentences</th>
<th>combined sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I checked out three books today. They were about natural disasters.</td>
<td>I checked out three books about natural disasters today.</td>
</tr>
</tbody>
</table>

Combine each of the sentence pairs into one sentence using a prepositional phrase. Write the new sentence on the line.

1. We approached the active volcano. We approached it with care.

2. The lecturer talked about Pompeii. She talked in a very loud voice.

3. Alcubierre searched for Pompeii. He looked near an unfinished underground canal.

4. They found the first skeleton and some coins. This happened after twenty days.

5. The hoard of coins was a great treasure. It was next to the rich man.

6. I would like to see the treasures of Pompeii. I'll do it after high school.

7. It would be more fun to go with someone. I'd choose my older sister.

8. My sister likes to study maps. She finds them in travel books.
**Focus Trait: Ideas**

**Paraphrasing**

Good writers paraphrase by putting an author’s words into their own words.

<table>
<thead>
<tr>
<th>Author’s Words</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over the course of two days, Mount Vesuvius erupted, causing destruction in</td>
<td></td>
</tr>
<tr>
<td>the city of Pompeii.</td>
<td>The city of Pompeii experienced two harrowing days of Mount Vesuvius’s</td>
</tr>
<tr>
<td></td>
<td>eruption.</td>
</tr>
</tbody>
</table>

Paraphrase each of the following sentences, using your own words.

1. Mount Vesuvius was considered to be a sacred mountain to the god Hercules, according to the Romans.

   __________________________________________

2. Hercules, one of Jupiter’s sons, was known in Roman mythology for his extraordinary strength.

   __________________________________________

3. A powerful military presence, the city-state of Sparta was in control of much of ancient Greece.

   __________________________________________

4. Among its well-known works of art, Athens boasts the Parthenon and many great monuments.

   __________________________________________
A Wrinkle in Time

Wanted!

On pages 17–23, the author introduces us to Mrs. Whatsit. Use textual evidence to answer these questions about Mrs. Whatsit.

**What is her age?**

________________________________________________________________________

________________________________________________________________________

**What is she wearing?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**What does she sound like?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**What does she look like?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
We find out from Charles Wallace that Mrs. Whatsit stole the sheets from Mrs. Buncombe. Use your answers to the questions and the text on pages 5–23 to create a wanted poster describing the crime and giving details about the suspect.

WANTED

Have you seen this person?

Wanted for:

________________________________________________________________________

Description:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Witnesses say:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Write Journal Entries

On pages 24–38, the author gives us more information about Meg and Charles Wallace and introduces us to Calvin. What happens to these characters on this day? Describe each character’s day in his or her own words. Focus on the events and how the characters react to them.

Dear Diary,

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Meg
Dear Diary,

Calvin

Dear Diary,

Charles Wallace
A Wrinkle in Time

Missing!

We learn in the first chapters that Meg and Charles Wallace's father is missing. What has happened to him? Use textual evidence from pages 39–54 to help you understand more about this “missing person’s case.”

What rumor do people believe about Meg's father?

What is his profession?

With whom does he work?

Where did he live?

When was the last contact Meg and Charles and their mother had with their father?
Meg is convinced that her father is alive and simply missing. Use your notes to help her make a missing person’s ad to help her find him.

MISSING!!

Who: Dr. Murry
Occupation: ________________________________
Last seen: ________________________________
Last known activity: ________________________
Last contact: _____________________________
Other information: _________________________
Write Postcards to Mother

As the children begin their journey, what happens to them? How do they feel about it? Suppose Meg writes postcards to her mother. Write about their experiences in Meg’s words.

Dear Mother,

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Love,

Meg
Use the text starting on page 66 to describe where the children visited. Write this description in another postcard from Meg to her mother. Remember to write the postcard from Meg's point of view.

Dear Mother,

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Love,
Meg

Mrs. Murry
United States
Planet Earth
Prepare a Slide Show Presentation

The children learn about the tessaract. Suppose you were asked to prepare an exciting slide show presentation explaining how space travel may be possible. Use words and pictures to answer the heading question on each slide. Use the text on pages 72–79 to help you.

Why Is a Tessaract Necessary?
What Is It Like to Travel by Tessaract?

What Are Some of the Dangers of Traveling by Tessaract?
A Wrinkle in Time

Draw a Picture

Meg, Charles Wallace, and Calvin meet the Happy Medium. She shows them a view of Earth. Then, they learn more about Mrs. Whatsit. Use textual details from pages 87–93 to draw a picture of what they see. Then write a short description.
Interview with the Happy Medium

Imagine that an interviewer wants to find out more about the Happy Medium’s role in helping the children. Use the text on pages 87–93 to help the Happy Medium answer the interview questions.

Why did you ask the children if they wanted to see their mothers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did you feel badly afterwards?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What will you do now?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Compare and Contrast

On pages 99–108, the children enter Camazotz. Think about how Camazotz might compare with your city. Mark each trait below as the same or different. Then provide support from the text for your answer.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Same</th>
<th>Different</th>
<th>Textual Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>the type of houses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the way the children play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the types of buildings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>types of jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>order and organization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make a Travel Guide to Camazotz

Use the chart you completed and the text to create a travel guide to Camazotz telling people what it looks like and what to expect. In the empty box, draw a picture that will help travelers know what to expect.
A Wrinkle in Time

Make a List

On pages 127–137, Charles Wallace comes under the influence of IT. Use evidence from the text to help Meg make a list of the signs that someone is controlled by the IT. Write each sign in the form of a yes/no question.

Is Someone You Love Controlled by IT?

• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
Write a Letter

Take a look at your checklist and consider the details on pages 127–137 of the text. What would Charles Wallace want to tell Meg at this point in the story? As Charles Wallace, write an e-mail to Meg. Be sure to use his point of view!

From: Charles Wallace
To: Meg
Subject: The IT
Make a Timeline

Meg, Calvin, and Charles Wallace finally find Dr. Murry. Use the events on pages 138–156 to create a timeline of the events in this chapter. Remember to place the events on the timeline in the order in which they happened.
Giving Gifts

When they arrive in Camazotz, the children receive gifts. Use your timeline to recall the gifts in the chapter. Think about how the children use their gifts.

<table>
<thead>
<tr>
<th>Person</th>
<th>Gift</th>
<th>How did the children use their gifts in this chapter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calvin</td>
<td>some lines from <em>The Tempest</em></td>
<td></td>
</tr>
<tr>
<td>Calvin</td>
<td>communication</td>
<td></td>
</tr>
<tr>
<td>Meg</td>
<td>glasses</td>
<td></td>
</tr>
<tr>
<td>Meg</td>
<td>her faults</td>
<td></td>
</tr>
</tbody>
</table>

Now, think about how Meg, Calvin, and Father feel in this chapter. What gift might they wish for? Write it on the box.
Notes from Father’s Experience

As they are waiting for Meg to feel better, Father shares some of his experience. Use textual evidence to help you answer the questions.

Use page 158.

How does Father explain how they were able to withstand IT for so long?

________________________________________________________________________

________________________________________________________________________

Use page 158. How does IT operate?

________________________________________________________________________

________________________________________________________________________

Use pages 158–159. Why does IT get to Charles Wallace and not Meg and Calvin?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use page 164. For what reason does Father tesser?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use page 164. Why does Father say they left Charles Wallace behind?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Make a Book Cover and a Table of Contents

Suppose Father, Calvin, and Meg wrote a book about how to escape Camazotz. Think about Father’s notes on the previous page and details from the text. Design an engaging cover and think of a good title. Then write a table of contents that includes at least five chapters.
A Wrinkle in Time

Draw and Label a Picture

Suppose you were a scientist traveling with Meg, Calvin, and Father and just discovered the creatures on the new planet. Use the text on pages 169–175 to understand these creatures. Then, draw and label a picture to describe them.
The Aunt Beast Award

In Chapter 11, Meg is healed by the creature that she names “Aunt Beast.” Meg would like to present Aunt Beast with an award for her help. Write Meg’s speech that she would use when presenting Aunt Beast with her award.
Interviews with the Characters

Suppose you had the chance to interview some of the characters in the book. Use the text from pages 169–202 to help you answer the questions. Answer the questions from the points of view of Meg, Calvin, and Father.

**INTERVIEW WITH MEG**

You were afraid to go back to Camazotz. What convinced you to go?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did you rescue him?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Do you think you learned anything on this journey?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**INTERVIEW WITH CALVIN**

What did you have to say to Mrs. Whatsit when you met again?

________________________________________

________________________________________

What did Mrs. Whatsit say to help you understand the difference between Earth and Camazotz?

________________________________________

________________________________________

What do you think Mrs. Whatsit meant by her sonnet analogy?

________________________________________

________________________________________

**INTERVIEW WITH FATHER**

Why didn’t you want Mrs. Whatsit to take Meg back?

________________________________________

________________________________________

How did you feel about Mrs. Whatsit and Mrs. Who? Why?

________________________________________

________________________________________

How did you feel to see Meg again?

________________________________________

________________________________________