DISTANCE LEARNING PACKET

8TH GRADE

ELA
26 Verbals

Getting the Idea

Verbals are words that are created from verbs; however, a verbal can serve the purpose of a noun, an adjective, or an adverb. Here are some examples of verbals: learning, to read, relaxed.

What do you notice about how these verbals are related to the verbs above? The word learning is created by adding -ing to the word learn, to read is created by adding the word to before the word read, and relaxed is created by adding -ed to the word relax.

There are three kinds of verbals: gerunds, infinitives, and participles. A gerund is usually the noun form of a verb, and it always ends in -ing. Keep in mind, though, that not every word that ends in -ing is a gerund.

Notice that the gerunds in the following sentences each function as nouns:

My best friend and I love swimming in the pool every day.

Writing is my favorite activity in school.

Another kind of verbal is the infinitive. An infinitive is a verb in its basic form that usually functions as a noun. The word to before a verb forms its infinitive. Sometimes, another verb will come right before the infinitive form of a verb.

Here are some examples of infinitives: to watch, to drive, to speak.

Notice the infinitive forms of the verbs in the sentences below:

My best friend and I love to swim in the pool every day.

To think that way can lead to disaster!

Mixing up gerunds and infinitives can make a sentence difficult to understand. Here is one way to remember how they are different. Many sports and activities are gerunds, such as swimming, reading, and biking. Infinitives are complete forms of verbs and sometimes follow another verb.
Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write "correct as is."

1. I want helping you, but I just don't have time today.

A gerund is more often used as a noun than as a verb.

2. Fishing is Derek's favorite sport, and he's done it all his life.

Double-check the subject of the first phrase. Is it correct?

3. Every night, Louise enjoys to read a book before she falls asleep.

4. I need to be alone right now.

5. After dinner, the cat wants going outside.

6. It's really important sleeping at least seven to eight hours a night.

7. Since they live so far away, Mike and Heather really miss seeing their parents.

8. This science project has had me to work late every night!
The third kind of verbal is the participle. A **participle** is a word that acts as a modifier in front of a noun.

Here are some examples of participles:

> The **laughing** girl was the only one we could hear.
> All around the yard were the tree's **fallen** branches.

In these examples, the participle **laughing** is describing the noun **girl**. It describes how the girl was behaving. The participle **fallen** modifies the noun **branches**. It describes what had happened to the branches on the ground.

A **participial phrase** is a group of words that modify a noun. Here are some examples of participial phrases:

> People **guided by good intentions** are often kind.
> **Having been a singer**, Jim was very comfortable on stage.

In the sentences above, **guided by good intentions** is a participial phrase modifying the noun **people**. The participial phrase **having been a singer** is a participial phrase modifying the noun **Jim**.

A common error in participle usage is the **misplaced modifier**. When a participle is not modifying a specific noun in a sentence, it is considered misplaced.

Here are some examples of misplaced modifiers:

> While walking **down the road**, the ball bounced in my hands.
> **Jen called our band a practice meeting**.

In the first sentence, it seems as if the ball was walking down the road. In the second sentence, it seems as if Jen called the band a practice meeting, instead of a band.

Here are some correct ways to rewrite these sentences:

> While walking **down the road**, I bounced the ball in my hands.
> **Jen called a practice meeting for our band**.
Thinking It Through 2

Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write "correct as is."

1. Speaking softly, the secrets were told by Louis.

This sentence sounds like the secrets were speaking softly. Move the phrase speaking softly closer to Louis.

2. A book was on the table that the famous author had written.

Move the phrase that the famous author had written closer to the noun book.

3. An insect bit Mrs. Jones while she was gardening.

4. Sitting by the fire, the rain was seen by us.

5. Aidan had given the old uniform to the school team not needed anymore.

6. The girl wearing glasses walked into the room.

7. While swimming, the fisherman caught the fish.

8. While napping, the pillow fell off my bed.
Amsterdam: A Very Bike-Friendly City

(1) There are many different modes of transportation in the world. (2) Thousands of planes and helicopters fly along regular routes every day. (3) In many cities, trains and subways ride on land or underground. (4) In some parts of the world, horses or oxen are the way to get around, and people carry their goods in large carts. (5) For much of the world, cars and buses are the usual mode of transport. (6) And in some places, biking is the preferred way to travel.

(7) Some people may think that being interested in riding a bike stops at childhood. (8) However, in Amsterdam, both children and adults of all ages ride their bikes everywhere. (9) Amsterdam is located in Europe, in The Netherlands. (10) There are specially designed bike paths throughout this city. (11) The bike paths are small roads right beside the main street that only bikes are allowed to use. (12) This is safer for cyclists because they are separate from the cars on the main road.

(13) In Amsterdam, there are bike racks in front of many stores and restaurants. (14) This way, when people want to stop to shop or eat, they can simply park their bikes right outside. (15) Most cyclists use a bike lock; some bike locks are heavy chains, while others are made of thick cable. (16) This is one way protecting the bikes from theft. (17) In Europe, many bikes have baskets in the front to hold groceries or other items.

(18) Safety is important to consider when biking. (19) While biking, cars pass by cyclists. (20) But people on bikes must also look both ways before entering traffic. (21) Since biking is such a big part of the culture of the city of Amsterdam, much of the time, cyclists and motorists work together to make sure everyone stays safe. (22) All cyclists should travel around the city wearing helmets. (23) It’s a critical safety measure.

(24) All in all, biking is a great way to get around. (25) It’s cheap, environmentally friendly, and fun.
Answer the following questions.

1. In sentence 6, the infinitive is
   A. in some
   B. biking
   C. preferred
   D. to travel

2. Which is the BEST way to replace the verb protecting in sentence 16?
   A. protect
   B. to protect
   C. protected
   D. have protected

3. Read this sentence from the passage.
   
   While biking, cars pass by cyclists.
   
   Which is the BEST way to revise this sentence?
   A. Cars pass by cyclists while they are biking.
   B. While biking, passed by cars are cyclists.
   C. While biking, cars are passed by cyclists.
   D. Cars, while biking, pass by cyclists.

4. Which is the BEST way to revise sentence 22?
   A. All wearing helmets cyclists should travel around the city.
   B. When wearing helmets, traveling around the city, all cyclists.
   C. All cyclists should wear helmets when traveling around the city.
   D. When wearing helmets all cyclists, travel around the city.
A verb is a word that shows action or occurrence or describes a state of being. For example, the verb is underlined in the sentences below.

Vivian laughed during the entire movie.

Ibrahim is unhappy about moving away.

My grandfather walks to town every day.

Verbs are easy to spot in a sentence because they tell what the subject is doing. In the sentences above, Vivian, Ibrahim, and the grandfather are the subjects. A verb may either be used in the active voice or in the passive voice. In the active voice, a subject performs the action. In the passive voice, the subject is acted upon by someone or something else. Look at the chart below.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Voices</th>
</tr>
</thead>
</table>
| throw | **active:** Nestor throws the ball across the field.  
We threw the Frisbee all afternoon.  
**passive:** The ball is thrown by Nestor across the field.  
The Frisbee was thrown all afternoon. |
| make | **active:** Mrs. Tucci makes delicious muffins.  
My mother made a very good soup.  
**passive:** Some delicious muffins are made by Mrs. Tucci.  
A very good soup was made by my mother. |

Generally, you should use the active voice when you write. Your sentences will be more concise, or straight to the point. They will also probably be more entertaining or interesting. You may notice that the passive sentences above sound very awkward. Sentences in the passive voice can also be very wordy. However, at times you can use the passive voice for effect, when you want to emphasize the person or thing that is acted upon. For example, the sentence “Mr. Jones was inspired by his travels” draws attention to Mr. Jones, not to his travels.
Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write "correct as is."

1. At his mother’s request, the cat was taken by Bill into the house.

   Remember that in the active voice, the subject performs an action.

2. A slice of pizza is being eaten by Ari before he goes to the movies.

Which verb is in the passive voice in this sentence?

3. Fire nearly destroyed the White House in 1814.

4. Deshawn is being driven to football practice by his mother.

5. A museum employee stole the Mona Lisa and kept it for two years.

6. The dead leaves and trash were swept up by a small crew of workers.

7. Two turkeys were eaten by the extended family during their first Thanksgiving all together.

8. The great white whale was hunted by the sea captain for a long time but never caught.
Mood is the attitude a verb conveys in a sentence. If you change a verb’s mood, the tone of the sentence containing it will change as well. The mood also depends on the sentence’s purpose.

- The **indicative mood** is used to make a statement.
- The **imperative mood** is used for commands or direct requests.
- The **subjunctive mood** is used to speculate or express a wish.
- The **conditional mood** expresses an action or idea that is dependent on a condition.
- The **interrogative mood** is used to ask a question.

The chart below contains examples of mood in sentences.

<table>
<thead>
<tr>
<th>Mood</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicative</td>
<td>Al needs to clean his room today.</td>
</tr>
<tr>
<td>imperative</td>
<td>Al, clean your room today!</td>
</tr>
<tr>
<td>subjunctive</td>
<td>Al wishes he were finished cleaning his room.</td>
</tr>
<tr>
<td>conditional</td>
<td>If Al had cleaned his room, he could have played.</td>
</tr>
<tr>
<td>interrogative</td>
<td>Have you cleaned your room yet, Al?</td>
</tr>
</tbody>
</table>

- The indicative is the most commonly used mood. It may be used for many purposes.
- Imperative sentences do not need to end in exclamation points, but they often do. Writers use the imperative mood when they are trying to create a dramatic effect or when they are trying to be persuasive.
- Notice in the subjunctive example that the sentence uses the plural verb were, even though it refers to a singular subject, Al. Another example is, “She insists he wash his hands before dinner.” Notice the verb is wash, not washes.
- The conditional sometimes expresses hypothetical statements. For example, “If you ate fruit, you’d be healthier.” The past-tense verb ate is correct even though the sentence is about something that has not happened.
- You should always end interrogative sentences with question marks.
Thinking It Through 2

Lead the following sentences. Write them correctly on the lines provided. If the sentence is correct, write “correct as is.”

1. The water pipes froze during the winter storm?

   Hint: Remember that a sentence in the indicative mood does not end with a question mark.

2. Bake the loaf for twenty minutes before you are taking it out.

   Hint: Imperative voice sentences do not use gerunds often.

3. Myrna spends money as if she was the richest woman in town.

4. If Brett makes the team, he will be very happy.

5. Is it true that Mischa is moving to Hawaii for good!

6. I'm begging you, turn loose of that statue?

7. The rain continued for most of the afternoon.

8. Where do you think you're going, wearing that ridiculous hat.
Lesson Practice

This passage contains mistakes. Use the Reading Guide to help you find the mistakes.

Reading Guide

How would you rewrite sentence 6 to correct the error in mood?

How should sentence 9 be revised?

Is sentence 19 active or passive? How would you revise it to put it in a different voice?

Your Grandma Can’t Cook

(1) Colin winced when his grandmother said she had fresh cookies baking in the oven. (2) His friend Bridget looked at him strangely. (3) She was visiting Colin for the first time. (4) She waited until Colin’s grandmother stepped out of the kitchen.

(5) “What’s the matter with you,” she asked. (6) “If your grandma makes cookies, it would be a good thing!”

(7) Colin shook his head. (8) “It would be a good thing if she was a good cook. (9) I’m telling you, she can burn water.”

(10) “Stop that, Colin. (11) That’s really mean. (12) What if she hears you?”

(13) Colin stared at the door of his grandmother’s refrigerator. (14) It was covered with crayon drawings. (15) The pictures had been drawn by him when he was five years old. (16) Even though every paper was stained and curling at the edges, his grandmother had continued to display them proudly on the door. (17) If Colin had felt any smaller at that moment, he will disappear.

(18) Just then, his grandmother returned. (19) She slipped on two oven mitts, and the tray was pulled out of the oven. (20) They were irregularly shaped and burned.

(21) His grandmother smiled and said, “Just a tad overdone.” (22) Colin smiled, too. “They’re perfect,” he said.
Answer the following questions.

1. How should sentence 5 be revised?
   A. "What's the matter with you," she asked.
   B. "What's the matter with you!" she asked.
   C. "What's the matter with you?" she asked.
   D. "What's the matter with you" she asked.

2. Which sentence from the passage is imperative?
   A. She was visiting Colin for the first time.
   B. It was covered with crayon drawings.
   C. "That's really mean."
   D. "Stop that, Colin."

3. Which is the BEST way to revise sentence 15?
   A. He had drawn when he was five years old the pictures.
   B. He had drawn the pictures when he was five years old.
   C. The pictures were drawn by him when he was five years old.
   D. When he was five years old, the pictures had been drawn by him.

4. Read this sentence from the passage.
   If Colin had felt any smaller at that moment, he will disappear.
   Choose the correct way to revise this sentence.
   A. If Colin felt any smaller at that moment, he would be disappearing.
   B. If Colin had felt any smaller at that moment, he would have disappeared.
   C. If Colin was feeling any smaller at that moment, he would have disappeared.
   D. If Colin were feeling any smaller at that moment, he will disappear.
Capitalization, Punctuation, and Spelling

Getting the Idea

**Capitalization** is the use of capital, or uppercase, letters in writing.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>proper names</td>
<td>Amelia Earhart, Mr. Olsen, Mom, Uncle Tim</td>
</tr>
<tr>
<td>days of the week</td>
<td>Monday, Tuesday, Wednesday</td>
</tr>
<tr>
<td>names of months</td>
<td>January, August, December</td>
</tr>
<tr>
<td>major words in titles</td>
<td>&quot;Casey at the Bat&quot;</td>
</tr>
<tr>
<td></td>
<td>(Do not capitalize words like &quot;a/an,&quot; &quot;the,&quot; &quot;of,&quot; &quot;and,&quot; &quot;in,&quot; and &quot;for.&quot;)</td>
</tr>
<tr>
<td>organizations</td>
<td>Fish and Wildlife Service, American Red Cross</td>
</tr>
<tr>
<td>names of places</td>
<td>Main Street, Harlem River, the Himalayas</td>
</tr>
<tr>
<td>languages</td>
<td>English, Spanish, German, Cantonese</td>
</tr>
<tr>
<td>names of holidays</td>
<td>Memorial Day, New Year's Day</td>
</tr>
</tbody>
</table>

**Punctuation** is the use of the correct marks to make sentences more readable. Use a **comma** to separate coordinate adjectives. For example: Maria's blouse had **large, colorful** flowers. The words **large** and **colorful** are coordinate adjectives that equally modify the noun **flowers**. Do not put a comma between noncoordinate adjectives. He owned **several blue** jackets. Adjectives are coordinate if you can insert the word **and** between them. They are also coordinate if you can switch the order of adjectives. He owned **blue several jackets** does not make sense. Commas also create a pause in a sentence. For example: The puppy, **after playing in the mud**, was dirty.

Both the **em-dash** and the **ellipsis** indicate a pause or break in a sentence. For example: My computer—if anyone cares—is broken. I... uh... have no idea how it happened.

An ellipsis also indicates an omission of content, as in a quotation from a book or other source. For example: "As Hodges states repeatedly in his essay, 'The people... will always defend their rights.'"
Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write "correct as is."

1. I'm going to my Aunt's house on the fourth of July.

   HINT: You should always capitalize the names of holidays.

2. We had a really good time last Tuesday, didn't we?

   HINT: Days of the week are also capitalized.

3. My letter—if you bothered to read it—told you what happened in Chicago.

4. My friendly, new neighbor, Mrs. Napoli, is teaching me to speak Italian.

5. My favorite book is... let's see... Charlotte's Web by E. B. White.

6. Captain Bly always had a kind word for the second Mate but never for the Cook.

7. You'll need to eat earlier the lunchroom is only open until 1:30 today.

8. The typhoon started far out in the Pacific ocean and made its way toward Hokkaido.
Spelling is an important part of writing. Understanding spelling rules can help you spell correctly. Study the chart below.

<table>
<thead>
<tr>
<th>Spelling Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make regular verbs past tense, add the suffix -ed to a verb that ends with a vowel. Example: glue → glued. Add the suffix -ed to a verb that ends with a consonant. Example: wash → washed.</td>
</tr>
<tr>
<td>To add a suffix to a word that ends in -y, look at the letter that comes just before the y. If it is a consonant, change the y to an i. Example: cry → cried (the letter r is a consonant). But, if the suffix begins with i, as in -ing, keep the y. Example: cry → crying.</td>
</tr>
<tr>
<td>In most cases, if a word ends in -e, drop the e to add a suffix that begins with a vowel. Example: dance → dancing. When the suffix begins with a consonant, keep the e. Example: divine → divinely.</td>
</tr>
<tr>
<td>In most cases, if a word ends in -f, change the f to a v and add -es to make it plural. Example: knife → knives. If a word ends in -ff or -fe, add -s to make it plural. Examples: cliff → cliffs; giraffe → giraffes.</td>
</tr>
<tr>
<td>When a one-syllable word ends in a consonant after one vowel, double the final consonant before adding a suffix that begins with a vowel. Examples: bat → batting; slip → slipped.</td>
</tr>
</tbody>
</table>

Watch out for commonly confused words like there, their, and they're. These words sound similar, but they have very different meanings.
Thinking It Through 2

Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write "correct as is."

1. Ashley orderd custom shelves for her prized book collection.

2. Sean was debating weather he should attend the meeting or stay home.

3. Bethenny was not satisfied with her swimming performance that day.

4. Luke was quiete, but he apreciated the difficultie of the situation.

5. I didn't recieve apologys from either of them, and I am not pleasd.

6. After a few smal bumps, the plane was rolling along toward the gate.

7. The officers knocked on the door two or three times, but no one answerd.

8. They had waited their entire lives for an opportunity like this.
Forces of Nature

(1) There are some things not even the smartest strongest humans can prevent. (2) Often, those things arise from nature. (3) Earthquakes are, literally earth-shattering and sometimes life-changing natural events. (4) They're certainly events beyond human control, or even human anticipation in some cases.

(5) Though their effects are felt on Earth's surface, earthquakes actually originate far often several miles—below it. (6) Earthquakes occur when the giant plates of Earth, the plates that carry Earth's continents and oceans, move together. (7) Fortunately, the process is an extremely, slow one. (8) These plates move much more slowly than your fingernails grow. (9) It can take hundreds of years for these plates to press together with enough force to cause an earthquake.

(10) Most earthquakes occur where Earth's plates meet. (11) At these boundaries, the brittle outer layer of Earth—the crust breaks, causing faults. (12) There are, of course, different kinds of faults. (13) "Strike-slip" faults occur when two plates slide past each other, much in the same way as cars pass each other on roads. (14) The famous San Andreas Fault, where the north American and Pacific plates meet, is a fault of this type. (15) The second type of fault is a "dip-slip fault." (16) As its name suggests, this type of fault results when blocks of crust slide up or down a slope.
Answer the following questions.

1. Which revision corrects the error in sentence 1?
   A. There are some things not even the smartest, strongest humans can prevent.
   B. Their are some things not even the smartest strongest humans can prevent.
   C. There are some things not even the smartest, strongest Humans can prevent.
   D. There are some things not even the smartest, strongest humans can prevent.

2. Which is the BEST way to revise sentence 3?
   A. Earthquakes are literally and earth-shattering sometimes life-changing natural events.
   B. Earthquakes are literally, earth-shattering and sometimes life-changing natural events.
   C. Earthquakes are literally earth-shattering and sometimes life-changing natural events.
   D. Earthquakes are literally earth-shattering, sometimes, and life-changing natural events.

3. Which sentence is the correct revision of sentence 11?
   A. At these boundaries, the brittle outer layer of Earth—the crust—breaks, causing faults.
   B. At these boundaries, the brittle outer layer of Earth the crust—breaks, causing faults.
   C. At these boundarys, the brittle outer layer of Earth the crust breaks, causing faults.
   D. At these boundaries, the brittle outer layer of Earth—the crust—breaks, causing faults.

4. Choose the correct way to revise sentence 14.
   A. The famous San Andreas Fault, where the north American and Pacific plates meet, is a fault of this type.
   B. The famous San Andreas Fault, where the North American and Pacific plates meet, is a fault of this type.
   C. The famous San Andreas Fault, where the North American and Pacific plates meet, is a fault of this type.
   D. The famous San Andreas fault, where the North American and Pacific Plates meet, is a fault of this type.
Finding Word Meanings

Getting the Idea

When you read, you often come across unfamiliar words. There are two main ways that you can figure out a word’s meaning: through context and by looking it up in a reference book, such as a dictionary or thesaurus.

Context refers to the words, phrases, and sentences that appear before and after a particular word in a text. For example, read the following sentence.

After he broke three phalanges in an accident, Andre could only type with one hand.

Suppose you don’t know what phalanges means. The second phrase in the sentence, or the context, tells you that Andre could only type with one hand. Your logical conclusion is that Andre hurt his other hand. The first phrase tells you that he broke three phalanges. So, you can figure out that phalanges must refer to either fingers or hand bones, because he would be unable to use his hand only if he broke those bones. Indeed, phalanges are the bones in the fingers and toes.

Some words mean different things depending upon the way they are used. Context can help you determine how a multiple-meaning word is being used in a sentence. Look at the sentence below.

Mrs. Dawson’s health had declined, but her spirit was strong.

The word declined can mean “politely refused” or “deteriorated.” If you remove the word declined from the sentence and replace it with each meaning in turn, only the word deteriorated makes sense in this sentence. By using context, you figure out that the author means that Mrs. Dawson’s health had gotten worse.

Some words are only used to talk about certain subjects. Writers use the word longitude, for instance, when they are talking about geography. For example: Judging by the longitude, the captain realized they had gotten way off course. The context tells you that the captain was using longitude to figure something out. It also tells you the longitude made the captain think he was lost. So, longitude is a means of determining direction, according to the sentence.
If the context of a word doesn’t tell you its meaning, you can always look it up in a dictionary or thesaurus. A **dictionary** is an alphabetical listing of words that provides their meanings, pronunciations, and origins. Read this dictionary entry.

**specious** \\spē-шəs\\ adj. 1. appearing to be true but actually false 2. superficially attractive but actually of no real interest or value [14th C. From Latin **speciosus** “good looking,” from species “appearance.”]

-**specious**-ly adv. -**specious**-ness n.

The stress mark, the long vowel e, and the upside-down letter tell you how to pronounce the word; **adj.** tells you that it is an adjective; the information in brackets is the word’s origin, in this case Latin. The entry also lists other forms of the word.

A **thesaurus** is an alphabetical listing that gives numerous synonyms of words. Here is an entry from a thesaurus.

**clever** adj. gifted, keen, cunning, smart, brilliant, inventive, astute, adept

Again, the abbreviation **adj.** in italics right after the entry tells you that the word is an adjective. Next, several words that mean the same thing as clever are supplied.

In some cases, you may look a word up in a glossary. A **glossary** is an alphabetized list of important words in a text, along with their definitions. Sometimes, a glossary will list the page on which a word appears.

**Thinking It Through**

**Read the following sentence, and then answer the question that follows.**

For his paper on mollusks, Ian looked at pictures of snails, squid, and oysters.

What is a mollusk?

**Hint:** Another type of context clue is the use of examples.
Coached Example

Read the passage and answer the questions.

"Jonathan, you are a very impertinent young man! Do you have no respect for the classroom?"

Jonathan was awakened from his daydreams about the battle at Fort Sumter by Mrs. Kittredge, who was standing over him, with a deep, unmoving frown on her face. "Huh? Wha...?" was all he could say. It wasn't much of an answer, but it was all he could manage.

"I don't mean to deprive you of your rest, but we have studies to attend to here, serious subjects. Are you part of this class or not?"

"Yes, ma'am," Jonathan gulped.

By this point, the other students were chuckling at him. How could they be so cruel? Didn't they know that he had a vast knowledge of Civil War history? If the subject they were discussing was the Civil War, and not some poem by this guy Wordsworth, he would have been leading the class by now. Instead, he chose to rest his eyes. Could that be so wrong?

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1. The word *impertinent* MOST LIKELY means
   A. curious.
   B. understanding.
   C. disrespectful.
   D. amusing.

   **Hint:** Replace the unfamiliar word with each answer choice. Choose the one that makes the most sense in the sentence.

2. What is the MOST LIKELY definition of *deprive*?
   A. grant
   B. take part in
   C. allow to enjoy
   D. keep from possessing

   **Hint:** Reread the surrounding sentences. Use the context to figure out the meaning.
Lesson 29: Finding Word Meanings

Lesson Practice

Use the Reading Guide to help you understand the passage.

**Reading Guide**

Use context clues to figure out the meaning of the word *immense*.

What is a *guayavita*?

What does the word *oblige* mean in paragraph 3?

Excerpted from

**The Voyage of the Beagle**

*by Charles Darwin*

October 8, 1835—I will first describe the habits of the tortoise (*Testudo nigra*, formerly called *Indica*), which I have referred to so often. These animals are found, I believe, on all the islands of the archipelago, certainly on most of them. They prefer to live in the high damp parts, but they also live in the lower, more *arid* districts. I have already shown, from the numbers which have been caught in a single day, how very numerous they must be. Some grow to an *immense* size: Mr. Lawson, an Englishman and vice-governor of the colony, told us that he had seen several so large that it required six or eight men to lift them from the ground; and that some had afforded as much as two hundred pounds of meat. The old males are the largest, the females rarely growing that large: the male can easily be distinguished from the female because his tail is longer.

The tortoises which live on those islands where there is no water, or in the lower, arid parts of the others, feed mainly on the *succulent* cactus. Those which frequent the higher, damp regions, eat the leaves of various trees, a kind of berry (called *guayavita*) which is sharp and dry in taste, and also a pale green lichen (*Usnea plicata*), that hangs from the boughs of the trees.

The tortoise likes to drink large quantities of water and wallow in the mud. Only the larger islands possess springs, and these are always near the central parts, fairly high up. The tortoises, therefore, who live in the lower areas are *obliged* to travel from a long distance away when thirsty. They leave broad and well-beaten paths, branching off in every direction from the wells down to the sea-coast; the Spaniards discovered the watering-places by following these paths.

When I landed at Chatham Island, I could not imagine what animal travelled so *methodically* along well-chosen tracks. Near the springs these huge creatures made a curious spectacle, one set eagerly travelling onwards with outstretched necks, and another set returning, after having drunk their fill. When the
tortoise arrives at the spring, quite regardless of any spectator, he buries his head in the water above his eyes, and greedily swallows great mouthfuls, about ten in a minute. The inhabitants say each animal stays three or four days near the water, and then returns to the lower country; but their estimations of how often they visited were different. The animal probably visits more or less often depending on what food it can get. It is, however, certain, that tortoises can subsist even on these islands that have no other water than what falls during a few rainy days in the year.
Answer the following questions.

1. Read this sentence from the passage.
   They prefer to live in the high damp parts, but they also live in the lower, more arid districts.
   Based on the context, the word *arid* means
   A. stormy.
   B. chilly.
   C. moist.
   D. dry.

2. Which dictionary meaning of *afforded* does Darwin use in paragraph 1?
   A. provided
   B. could buy
   C. put up with
   D. managed to spare

3. Read this sentence from the passage.
   The tortoises which live on those islands where there is no water, or in the lower, arid parts of the others, feed mainly on the succulent cactus.
   The word *succulent* MOST LIKELY means
   A. dried out.
   B. chunky.
   C. moist.
   D. tough.

4. What does *methodically* mean in paragraph 4?
   A. with ordered precision
   B. full of mystery
   C. disorganized
   D. fearfully

5. What does the word *subsist* mean in paragraph 4? Explain how you know. Use examples from the passage in your response.
Words often have more than one part. The **root** is the main part of a word. An **affix** is a set of letters attached to the beginning or the end of a root word. A **prefix** is an affix added to the beginning of a root word that changes its meaning. A **suffix** is an affix added to the end, changing the meaning as well. Many of the roots and affixes we use to speak English come from Latin and Greek. Look at the charts below for some examples of roots and prefixes.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>aud</td>
<td>hear, listen</td>
<td>audition, auditory</td>
</tr>
<tr>
<td>cede</td>
<td>go</td>
<td>precede, secede</td>
</tr>
<tr>
<td>chron</td>
<td>time</td>
<td>chronicle, chronology</td>
</tr>
<tr>
<td>omni</td>
<td>all, every</td>
<td>omnipotent, omnivore</td>
</tr>
<tr>
<td>spect</td>
<td>look</td>
<td>inspect, spectacle</td>
</tr>
<tr>
<td>ject</td>
<td>throw</td>
<td>project, reject</td>
</tr>
<tr>
<td>sensus</td>
<td>thought, feeling</td>
<td>sentiment, sensitive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>not</td>
<td>disagree, disobey</td>
</tr>
<tr>
<td>en-</td>
<td>cause to be</td>
<td>enrage, enrich</td>
</tr>
<tr>
<td>il-, im-, in-</td>
<td>not</td>
<td>illegal, impossible, insecure</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>interlibrary, interstate</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td>misinterpret, misdirect</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>prearrange, preregister</td>
</tr>
<tr>
<td>pro-</td>
<td>before, in favor of</td>
<td>proactive, pro-war</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>redistribute, reclaim</td>
</tr>
<tr>
<td>sub-</td>
<td>under, below</td>
<td>submarine, subzero</td>
</tr>
<tr>
<td>super-</td>
<td>above</td>
<td>superhuman, superintendent</td>
</tr>
<tr>
<td>ultra-</td>
<td>more</td>
<td>ultraviolet, ultrasound</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unexpected, untrue</td>
</tr>
</tbody>
</table>
Here are some common suffixes.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>worthy or capable of</td>
<td>believable, sensible</td>
</tr>
<tr>
<td>-ful</td>
<td>having or being</td>
<td>tactful, beautiful</td>
</tr>
<tr>
<td>-ist</td>
<td>one who does something</td>
<td>activist, dentist</td>
</tr>
<tr>
<td>-ize</td>
<td>to make or act</td>
<td>mechanize, authorize</td>
</tr>
<tr>
<td>-less</td>
<td>lacking</td>
<td>thoughtless, ageless</td>
</tr>
<tr>
<td>-ly</td>
<td>attributes a quality</td>
<td>humorously, kindly</td>
</tr>
<tr>
<td>-ness</td>
<td>state of something</td>
<td>happiness, neatness</td>
</tr>
<tr>
<td>-ous</td>
<td>full of, characterized by</td>
<td>joyous, spacious</td>
</tr>
<tr>
<td>-ology</td>
<td>the study of something</td>
<td>zoology, biology</td>
</tr>
</tbody>
</table>

Use roots and affixes to figure out the meaning of words. First determine the meaning of the root. Then look at the way the root's meaning changes when an affix is added.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

Erosion gradually wears away many natural landforms. Some of them have disappeared beneath the sea. Some volcanoes have become submerged, turning into, in essence, underwater mountains.

Explain the meaning of the word submerged.

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*The prefix sub- is attached to the root.*
Coached Example

Read the passage and answer the questions.

Allison tried to calm her nerves as she waited for Mr. O’Brien to call her name. Most of the other kids had already auditioned for the school play. Allison had watched one student after another take the stage and read his or her lines perfectly. They were all so good that Allison began to reevaluate her decision to try out. What if she misread her lines? Suddenly, Mr. O’Brien called out Allison’s name. Trying to keep her knees from shaking, Allison walked up the steps to the stage. Mr. O’Brien nodded his head, and Allison began to read the lines from the play she had worked all week to memorize. She had barely started when Mr. O’Brien raised his hand. "Allison, you’re barely audible. Try again. And relax." Allison nodded. She took a deep breath and started over. When she finished, Mr. O’Brien smiled and told her he had the perfect part for her.

1. The word misread means
   A. read again.
   B. read quickly.
   C. read wrongly.
   D. read carefully.

   Use your knowledge of the prefix mis- to figure out the meaning.

2. When Mr. O’Brien tells Allison that she is “barely audible,” he means that he can hardly
   A. see her.
   B. believe her.
   C. trust her.
   D. hear her.

   Think about the meaning of the root aud.
Between 1933 and 1944, President Franklin Delano Roosevelt gave a series of radio broadcasts. These broadcasts were called the Fireside Chats. Their purpose was to educate the public about the economy, World War II, and other important issues of the time.

excerpted and adapted from

Franklin Delano Roosevelt’s Fireside Chat, February 23, 1942

This generation of Americans has come to realize, with a present and personal realization, that there is something larger and more important than the life of any individual or of any individual group—something for which a man will sacrifice, and gladly sacrifice, not only his pleasures, not only his goods, not only his associations with those he loves, but his life itself. In time of crisis when the future is in the balance, we come to understand, with full recognition and devotion, what this nation is and what we owe to it.

The Axis propagandists have tried in various evil ways to destroy our determination and our morale. Failing in that, they are now trying to destroy our confidence in our own allies. They say that the British are finished—that the Russians and the Chinese are about to quit. Patriotic and sensible Americans will reject these absurdities. And instead of listening to any of this crude propaganda, they will recall some of the things that our enemies have said and are still saying about us. Ever since this ration became the arsenal of democracy—ever since enactment of Lend-Lease—there has been one persistent theme through all Axis propaganda.

From Berlin, Rome and Tokyo we have been described as a nation of weaklings—“playboys”—who would hire British soldiers, or Russian soldiers, or Chinese soldiers to do our fighting for us.

Let them repeat that now!
Let them tell that to General MacArthur and his men.
Let them tell that to the sailors who today are hitting hard in the far waters of the Pacific.
Let them tell that to the Marines!
The United Nations constitute an association of independent peoples of equal dignity and equal importance. The United Nations are dedicated to a common cause. We share equally and with equal zeal the anguish and the awful sacrifices of war. In the partnership of our common enterprise, we must share in a unified plan in which all of us must play our several parts, each of us being equally indispensable and dependent one on the other.

We of the United Nations are agreed on certain broad principles in the kind of peace we seek. The Atlantic Charter applies not only to the parts of the world that border the Atlantic but to the whole world; disarmament of aggressors, self-determination of nations and peoples, and the four freedoms—freedom of speech, freedom of religion, freedom from want, and freedom from fear.

The task that we Americans now face will test us to the uttermost. "These are the times that try men's souls."

Tom Paine wrote those words on a drumhead, by the light of a campfire. That was when Washington's little army of ragged, rugged men was retreating across New Jersey, having tasted (nothing) but defeat.

And General Washington ordered that these great words written by Tom Paine be read to the men of every regiment in the Continental Army, and this was the assurance given to the first American armed forces:

"The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered, yet we have this consolation with us, that the harder the sacrifice, the more glorious the triumph."
Answer the following questions.

1. What is the root of the word sensible in paragraph 2?
   A. sible  
   B. sen  
   C. sensi  
   D. -sensus

3. What is the prefix in the word disarmament?
   A. dis  
   B. ment  
   C. disarm  
   D. ament

2. Based on the prefix in-, you know that independent describes something that
   A. depends on someone else.  
   B. does not depend on someone else.  
   C. changed before.  
   D. is always changing.

4. What does the word glorious mean in the last paragraph?
   A. full of glory  
   B. without glory  
   C. act of giving glory  
   D. because of glory

5. What are the root, prefix, and suffix in the word enactment? Explain what the word means.