Buckle Down



English Language Arts

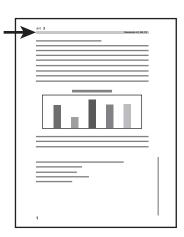
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To the Teacher:

Common Core Standards are listed for each lesson in the table of contents and for each page in the shaded gray bars that run across the tops of the pages in the workbook (see the example at right).





Lesson 1: Vocabulary and Fluency

Vocabulary

The *conifers* started to move—really move. They leaned over the path, *grappling* for the *hobbit* with their *scraggly* limbs as he *galumphed* through the *weald*.

You may be thinking, *Huh? What does this mean?* Take a look at this version:

The *pine trees* started to move—really move. They leaned over the path, *grasping* for the *small*, *human-like creature* with their *rough* limbs as he *walked clumsily* through the *forest*.

Well, why didn't you say so?

But we did! English is full of unusual words. You are sure to run into a few unfamiliar words while reading. Learning new words is one of the great things about reading!

So, are you supposed to learn the meaning of every word possible? No, but you do need a plan to figure out the meaning of words you don't know. And, as you encounter new words, you will also become a more fluent reader. The tips in this lesson will help you to figure out the meanings and pronunciations of unfamiliar words when you are reading a variety of texts.



TIP 1: Look for similar examples of the word in the text. Words in a series (or list) often give you clues to the meaning of an unknown word in that series.

As the morning passed, the hikers saw firs, cedars, maples, pines, and one tall <u>chinquapin</u>. They also observed many blue jays, swallows and robins, one <u>junco</u>, and two bald eagles.

- 1. What is the meaning of the word *chinquapin* in the passage?
 - A. a kind of tree
 - B. a kind of lake
 - C. a kind of river
 - D. a kind of town
- 2. What is the meaning of the word *junco* in the passage?
 - A. a kind of dog
 - B. a kind of cat
 - C. a kind of bug
 - D. a kind of bird

TIP 2: Look for other words that mean the same thing.

Sometimes the passage will use **synonyms**—other words that have meanings close to the word you are trying to figure out. Read the following passage and answer Numbers 3 and 4.

Brooke had planned the perfect escape: a tightrope stretched from her bedroom window to the huge oak tree outside. Now she would put her plan into action. She climbed out the window and gingerly stepped onto the rope—first one foot, then the other—carefully keeping her balance. If she walked very slowly, watching each and every step, she just might make it.

- 3. Underline any words or phrases in the passage that are similar in meaning to the word *gingerly*.
- 4. What is the meaning of the word *gingerly* in the passage?
 - A. boldly
 - B. quietly
 - C. secretly
 - D. carefully



TIP 3: Look for words that have the opposite meaning.

A word that is opposite in meaning to another word is called an **antonym**. If you can figure out an unknown word's opposite meaning, you can usually figure out its meaning. Read the following sentence and answer Numbers 5 and 6.

Although Brody is usually charming and polite, he saw his sister's wedding as the perfect chance for obnoxious behavior.

- 5. Underline any words in the sentence that might mean the opposite of *obnoxious*.
- 6. Which word is an antonym for obnoxious?
 - A. sad
 - B. pleasant
 - C. horrible
 - D. friendly



TIP 4: Look for words that look or sound the same, but have different meanings and spellings.

Words that are spelled the same but have more than one meaning are called **homonyms**. Take *bug*, for example. A bug might be a little creepy-crawly creature with glassy eyes and six fuzzy legs. Or it might be the way your little brother's actions affect you: "Mom! He's startin' to bug me!"

Words that sound the same but have different meanings and different spellings are called **homophones**. It's easy to mix up words such as *it's* and *its* or *to*, *too*, and *two*.

The key to answering questions about words is to ask yourself: *How is the writer using the word in the passage?* Go back to the passage and reread the sentence containing the unknown word.

Read the following passage and answer Number 7.

Isabelle continued to wave to her grandparents as the ship pulled out of the <u>bay</u>. She stood by the ship's rail for what seemed like a long time. She had hardly noticed the ship pick up speed or the spray of water that had begun to dampen her long skirt. She kept her eyes on the shrinking spot of land on the horizon. America would be a long way from Spain, a long way from home.

- 7. What is the meaning of the word *bay* in the passage?
 - A. a type of picture window
 - B. a body of water along a coast
 - C. an animal's long and loud howl
 - D. a place where cargo is kept on a ship

Read the following passage and answer Number 8.

Jackie lay curled up in the corner of a cardboard box in the back of the alley. Tiny icicles were forming on the tips of her black fur. All she heard was the <u>bay</u> of hound dogs, the howl of other cats, and the pitter-patter of rain on top of the box.

- 8. What is the meaning of the word *bay* in the passage?
 - A. a type of picture window
 - B. a body of water along a coast
 - C. an animal's long and loud howl
 - D. a place where cargo is kept on a ship

9.	What is another way you can use the word <i>bay</i> ? Write a sentence in which you use the word <i>bay</i> , and write the definition of the word as it is used in your example sentence.
	My sentence:
	Definition:



TIP 5: Use the position and part of speech of a word in a sentence to get clues about its meaning.

You know that nouns, verbs, and adjectives are some of the most important parts of speech. If you are not sure of a word's meaning, think about its part of speech. Read the following sentence:

The <u>clingy</u> child would not leave his mother alone.

You can see that the word *clingy* is an adjective in this sentence because it comes before a noun. Therefore, it must be a word that describes the child. By combining this clue with the other clues in the sentence, you can guess that the word means "holding on to."

Read the following sentence.

The <u>collision</u> between the two cars made a horrible screeching sound.

- 10. What part of speech is the word collision?
 - A. noun
 - B. verb
 - C. adjective
 - D. adverb
- 11. Circle the part of the sentence that describes what the collision did.
- 12. Put a box around the part of the sentence that describes the collision.
- 13. What does the word *collision* mean?

Word Parts

Many words in the English language are made up of smaller parts. These parts may include a root word and one or more affixes. When a prefix or suffix (or both) is attached to a root word, the meaning of the word changes. It may change a little or a lot. Knowing the meanings of some common word parts will help you figure out the meanings of many difficult words.



TIP 6: The root word is the main part of a word.

Some words have more than one part. For example, the word *uncool* has two parts: *un-* and *cool*. The **root word** is the part of a word that has the most meaning. The root word in *uncool* is *cool* because it's the main part of the word. In each of the following examples, the root word is underlined.

Here are some common roots and their meanings:

Root	Meaning	Example
cycle	wheel	bi <u>cycle</u>
therm	heat	<u>therm</u> os
act	do	<u>act</u> ion
fac	make	<u>fac</u> tory
form	shape	<u>form</u> ula



TIP 7: The meaning of a root word can be changed by adding an affix.

Affixes are word parts that can be added to a root word to change its meaning. The two kinds of affixes are prefixes and suffixes. **Prefixes** are added to the beginning of a root word. **Suffixes** are added to the end of a root word. Sometimes, adding an affix hardly changes the meaning of the root word. Other times, adding an affix changes the meaning a great deal.

Adding a Prefix

Here's an example of a root word with a prefix:

By adding *un*- to *ready*, the meaning changes to its opposite. Now, instead of meaning prepared (ready), the new word means *not* prepared (*not* ready).

Adding a Suffix

This time, let's add a suffix:

By starting with *ready* and adding *-ness*, we didn't change the meaning very much. A person who feels *ready* is in a condition of *readiness*.

Adding a Prefix and a Suffix

What happens when we add both the prefix *un*- and the suffix *-able* to the root word *comfort*? Try it and see:

Which of the following phrases has the same meaning as the new word you just made? Circle your choice.

able to have comfort

not able to have comfort

By studying the common prefixes, suffixes, and root words covered in this lesson, you will be able to figure out the meanings of many new words.



TIP 8: Prefixes are added to the beginnings of root words.

Remember, when you add letters to the beginnings of words, the add-ons are called prefixes. Many words in the English language use prefixes. Here are some of the most common prefixes and their meanings:

Prefix	Meaning	Example		
anti-	against	<u>anti</u> freeze		
auto-	self	<u>auto</u> biography		
bi-	two	<u>bi</u> cycle		
co-	together	<u>co</u> operate		
de-	remove	<u>de</u> flate		
extra-	above, outside	<u>extra</u> ordinary		
im-	not/put into	impossible/impound		
in-	not	<u>in</u> exact		
inter-	through	<u>inter</u> state		
mis-	wrong	<u>mis</u> take		
multi-	many	<u>multi</u> million		
non-	not	<u>non</u> emergency		
over-	more than	<u>over</u> cooked		
pre-	before	<u>pre</u> historic		
semi-	part	<u>semi</u> darkness		
sub-	under	<u>sub</u> marine		
super-	beyond	<u>super</u> human		
tele-	at a distance	<u>tele</u> vision		
trans-	across	<u>trans</u> atlantic		
tri-	three	<u>tri</u> cycle		
un-	not	<u>un</u> loved		
uni-	one	<u>uni</u> cycle		



TIP 9: Suffixes are added to the ends of root words.

Remember, when you add letters to the ends of words, the add-ons are called suffixes. Here are some common suffixes that you should know:

Suffix	Meaning	Example
-able	able to be	lov <u>able</u>
-dom	state of being	wis <u>dom</u>
-en	made of/become	earth <u>en</u> /sweet <u>en</u>
-eous/-ious	full of/having	gas <u>eous</u> /relig <u>ious</u>
-est	most	cool <u>est</u>
-ful	full of	joy <u>ful</u>
-hood	state of being	false <u>hood</u>
-ian	one who does	music <u>ian</u>
-ic	relating to	electron <u>ic</u>
-ish	relating to, like	girl <u>ish</u>
-ist	one who does	scient <u>ist</u>
-ity	state of being	simplic <u>ity</u>
-ize	cause to be	crystall <u>ize</u>
-like	like a	cat <u>like</u>
-ment	state of being	excite <u>ment</u>
-most	most	inner <u>most</u>
-ness	state of being	kind <u>ness</u>
-or	one who does	operat <u>or</u>
-ous	full of/having	joy <u>ous</u>
-tion/-ion	the act of	educa <u>tion</u> /rebell <u>ion</u>



TIP 10: Use prefixes, suffixes, and roots to take words apart and figure out their meanings.

Once you've studied common word parts and their meanings, you can use what you know to figure out the meanings of larger words by breaking them down into parts.

For example, let's take apart the word *unknowable*:

unknowable = un - + know + -able

Un- means "not," and *-able* means "able to be," so *unknowable* must mean "not able to be known."



Practice Activity 1

Prefixes and Suffixes

1.	Add a prefix to the root word <i>sweet</i> to make a word that means "partly sweet."
2.	Add a prefix to the root word <i>cook</i> to make a word that means "cook before."
3.	Add a prefix to the root word <i>like</i> to make a word that means "not like."
4.	Add a prefix to the root word <i>count</i> to make a word that means "make a wrong count."
5.	Add a suffix to the root word <i>good</i> to make a word that means "the state of being good."
6.	Add a suffix to the root word <i>employ</i> to make a word that means "the state of being employed."
7.	Add a suffix to the root word <i>mother</i> to make a word that means "the state of being a mother."
8.	Add a suffix to the root word <i>child</i> to make a word that means "like a child."



Practice Activity 2

Directions: Break up the given word into its root and affix(es). Then give the meaning of the word.

1.	enjoyable
	Meaning:
2.	antisocial
	Meaning:
3.	discouragement
	Meaning:
4.	misconduct
	Meaning:
5.	antibacterial
	Meaning:
6.	adaptability
	Meaning:
7.	autograph
	Meaning:
8.	Write your own example of a word that uses a prefix, suffix, or both.
	Write down the word and underline the affixes.
	My Example:
9.	Now write the definition and use the word in a sentence that shows the meaning of the word.
	Definition:
	Example sentence:



TIP 11: Pay attention to shades of meaning.

Many words mean almost the same thing. Think about the words *attempt* and *struggle*. Both words describe trying to do something. But each word has a different shade of meaning. In other words, there are small differences between the two meanings. *Attempt* simply means "to make an effort." *Struggle*, on the other hand, means "to do something with great effort." When you read, pay attention to shades of meaning. They will help you understand how the writer feels.

Think about the relationship between the two underlined words in the following passage. Then answer Number 15.

15. Explain the way the words *frowned* and *scowled* are similar and different.

I <u>frowned</u> when I heard that we were not attending the picnic. I was sad, but I also knew that my mother was feeling sick and needed to rest. When I told my little brother, he <u>scowled</u> and stomped his foot. Then he kicked one of his toys in the living room.

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	Now think about the words <i>newfangled</i> and <i>cutting-edge</i> . Let's say you are discussing a new computer that you want for your birthday. What kind of a computer is <i>newfangled</i> and who might refer to it as that? What kind of a computer would be called <i>cutting-edge</i> and who might refer to it as that?
	A newfangled computer:
	A cutting-edge computer:

Duplicating any part of this book is prohibited by law.

Reference Sources



TIP 12: Know how to use word reference sources to learn the meanings of words in specific subject areas.

As a student in school, you learn a lot of new words that are related to certain topics or subject areas. For example, the word *harmony* has a specific meaning in music class that is different from the meaning when you are reading a social studies unit on the civil rights movement. As you read and respond to your different school subjects, be sure to think about word meanings in the correct context.

Glossary

A **glossary** is an alphabetical list of important words used in a book, and their meanings. Glossaries generally appear at the back of textbooks and other reference books. They list words related to a certain topic. For example, many of the books you use in school have their own glossaries. In these glossaries you will find definitions of words that are unique to that subject area.

Here is part of a glossary from a 5th-grade science book.

absorb: to take up or soak up, like a sponge (page 18)

adapt: to change in a way that helps a species to survive; it usually takes a long time and many generations for organisms to fully adapt to their environment (pages 47, 51)

amphibian: a cold-blooded vertebrate that lays eggs, has three stages of life, and can live on land or in water (pages 50, 54)

attract: the action of an object pulling or drawing something toward itself using a force such as magnetism (pages 12, 33, 40)

axis: the imaginary line around which a body rotates; Earth rotates on its axis (pages 41, 79)

bar graph: a picture using horizontal or vertical bars to compare like kinds of data (pages 13, 41, 76)

boiling: the process of changing a liquid to a gas by applying heat energy (page 17)

- 17. What is the meaning of the word *attract* as it is used in this science book?
 - A. to be charming or beautiful
 - B. to convince someone
 - C. to use force in pulling something
 - D. to connect the North Pole to the South Pole

Dictionary

A **dictionary** is a book filled with definitions of the words that make up a language. An American English dictionary contains the English words that are spoken in the United States. A German/English dictionary gives German words and their English definitions.

Use a dictionary to find:

- correct spellings
- pronunciations (how to say a word)
- syllable divisions
- definitions
- parts of speech (such as whether a word is used as a verb, a noun, or an adjective)
- word origins (what other language or languages the word came from)

Some dictionaries may show examples of how to use the defined word in a sentence.

Guide words appear at the top of pages in dictionaries, encyclopedias, and other reference books. These words describe what information is included on each page. In a dictionary, the guide words are the first and last words defined on that page. They let you know that words alphabetically in-between the guide words are listed there, as well.

fame • fantastic 148

ā ä e ē	bat ape car beg enough verb	ī o ō	is rice cop over cord	ou u ü	boil ouch luck foot mule	ng sh th	chop song shoe thick then treasure	Э	=	e i o	in alone in waken in stencil in custom in supply
er	verb					zh	treasure				

fame (fām) [from Latin *fama*] *noun* known by many; having been talked or written about.

familiar (fə-mil'-yər) [from Latin *familiaris*] ¹ *adjective* easily recognized, as in *Her face is familiar to me.* ² easily understood, as in *I'm familiar with a computer.* ³ close in a personal way, as in *The two boys were familiar with each other's hobbies.*

family (fam'-ə-lē) [from Latin familia] ¹ noun father, mother, and offspring.

² children of parents. ³ people living in the same house. ⁴ all of someone's relatives. ⁵ group of related people, plants, animals, or related things. (plural = families)

famous (fā'-məs) [from Latin *famosus*] *adjective* known by many, as in *The famous chess player signed autographs at the mall.*

fan (fan) [from Latin fann] ¹ noun machine or tool that stirs the air to make one comfortable, as in *She stood in front of the fan to cool off.* ² verb to blow on or stir, as in *He fanned the flames by blowing on the fire.* ³ noun a person really interested in something, as in *She was a big fan of Avril Lavigne.*

fancy (fan'-sē) [from Latin *phantasia*] ¹ *verb* to like or want, as in *I fancy an ice cream sundae*. ² *adjective* not plain, as in *Her skirt had a fancy design*. ³ *adjective* high quality or unusual kind, as in *He put a lot of fancy footwork into his dance*.

fang (fang) [from Old High German *fang* (seizure)] *noun* a long tooth with a point at the end, usually on an animal or some imaginary monster.

fantastic (fan-tas'-tik) [from Greek *phantastikos*] *adjective* wild, strange, or odd.

18. Read this sentence.

The fan blushed as his favorite baseball player shook his hand.

In this sentence, the word fan means

- A. a machine that stirs the air.
- B. to blow on.
- C. a long tooth with a point.
- D. a person really interested in something.



TIP 13: Use vocabulary clues to understand idioms.

When you say that you're so hungry you could eat a horse, you don't really mean what you say. You couldn't actually eat a 1,000-pound animal. You just mean that you are very hungry. When you use idioms, you are not using literal language. You are using figurative language. Here are just a few of the hundreds of idioms in the English language.

Idiom	What It Means
We need to clear the air.	We need to talk this over.
Gasoline costs an arm and a leg.	Gasoline is expensive.
We each coughed up a dollar.	We each paid a dollar.

When you come across an idiom in your reading, use the tips you've learned in this lesson to help you figure out its meaning. Pay close attention to the words and sentences around the idiom.

Read the following paragraph, and then answer Number 19.

Janice, Markus, and Henry were walking home from school discussing how much they had to do. First, Mr. Sullivan assigned them a group assignment that required doing volunteer work. Then, their track coach announced their spring training schedule, which included a practice or a meet each day of the week! To top it off, they needed to practice their instruments before the final band concert. Markus said, "I just don't know how we're going to get all this done!" Henry said, "I can't believe we haven't even started our project!" Janice said, "At least we're all in the same boat!"

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_	e paragrapi	e paragraph neip you	e paragraph help you understand	e paragraph help you understand the idiom	e paragraph help you understand the idiom she uses?



TIP 14: Use vocabulary clues to understand adages and proverbs.

Ronnie is sitting at the kitchen table talking to his father. Ronnie explains that when he starts his dog-walking business, he will become rich. He even tells his father that he plans to buy a computer with all his earnings. Ronnie's father shakes his head and says, "Don't count your chickens before they hatch."

What is Ronnie's father talking about? Ronnie is walking dogs, not hatching chickens!

The statement Ronnie's father makes is called a proverb or an adage. **Proverbs and adages** are short sayings that contain a piece of wisdom or advice. A proverb usually has no known origin.

To understand a proverb or adage, pay attention to the context in which it is said. Notice, also, the surrounding words and sentences.

In Ronnie's case, his father is not really advising him about chickens. Instead, he is responding to Ronnie's big ideas about making and spending money. Ronnie's father is suggesting that until an egg hatches, you have no way of knowing that there is a live chicken inside. He is advising Ronnie not to plan on making a lot of money before he has gotten the dog-walking business started.

20. Complete the chart below by explaining what each proverb means. Write your answer in the right-hand column.

Proverb/Adage	Meaning
A picture is worth a thousand words.	
An apple a day keeps the doctor away.	
A closed mouth catches no flies.	

Fluency

Every good team goes into a game with a plan. In basketball, the plan may simply be to use a zone defense or to give the ball to Zoey. Individual athletes have game plans, too. For example, a tennis player may try to hit shots he knows his opponent has trouble handling.

When you are reading, you can have a plan for attacking the selection. The following tips will help you smoothly read almost any type of reading passage.



TIP 15: Apply vocabulary skills to read familiar words.

So far, you've learned many skills to help you understand what words mean. That's fine, but suppose you can't figure out how to even *say* the word? Luckily, you can use these same vocabulary building strategies to help you.

- Think back to Tips 6–10 about roots and affixes. You learned how to break apart words into their most basic parts and how to add affixes to words to make new words. Well, if you come across a word with affixes, locate the root word first, and then find the affixes. This will help you pronounce the word when you read it.
- In Tip 12, you learned about dictionaries. Did you know that dictionaries also give you the pronunciation and syllabication of a word? The syllabication just tells you where a syllable of a word ends. Look at the sample dictionary page on page 21. Notice the key on the top of the page. The symbols in the key represent the sounds in words. Also notice that after each entry is the pronunciation of each word. Use the key to help you sound out each word. Practice pronouncing the words on the dictionary page.

When you come across a word in your reading, and you don't know how to pronounce it, consult a dictionary. This is particularly helpful with words with many syllables.



Practice Activity 3

Directions: Try these methods with the following words. If you can't break the word down into its main parts or you are still having difficulty pronouncing the words, use a dictionary. With a partner, say these words aloud.

- unstoppable
- discriminatory
- infinitesimal
- granular



TIP 16: Pay attention to the context of the sentence.

When you read aloud (as opposed to reading silently), you are more likely to "hear" if you've mispronounced a word. Don't worry, though! Sometimes, you'll know right away how to say the word. Other times, you'll have to rely on the context of the sentences to figure it out.

Take the word *record*. When you just read that sentence, did you say the word with the long or the short *e* sound? There is no context here to indicate which is correct. Now, read the following sentences:

- My teacher will <u>record</u> our speeches so that we can listen to them later.
- My parents have boxes of <u>records</u> in the attic; later I will add my collection of CDs to the pile.

In which sentence did you say the word *record* with a long vowel sound? A short vowel sound? In these examples, you can use the context to know how to pronounce the words.

Purpose for Reading

If you know why you are reading, you will know a little bit about what to expect from the passage. There are many reasons to read. Some are listed below. Can you think of others?

- to be entertained
- · to find out and understand
- to appreciate the writer's craft
- to get ideas for your own writing
- to write a response
- to do everyday tasks, such as completing forms, responding to letters, and so on
- to interpret ideas
- to solve problems
- to make informed suggestions to others about a topic

If you are reading to be entertained, you can probably read a little more quickly than if you were reading to find information or solve a problem. If you are reading to be entertained, it's probably fine if you miss a detail, but if you read too quickly when looking for information, you could really miss out on something important! Think about your purpose for reading and adjust your pace.



TIP 17: Determine the genre of the passage.

Later in this book you will learn about fiction, poetry, and drama. You will use a different reading rate and expression when you read each type of passage.

- Reading fiction: When you read prose (fiction), pay attention to punctuation. Come to a complete pause when you see end punctuation (a period, question mark, or exclamation point). Come to a short pause for commas, semicolons, and colons. Fiction is usually read for entertainment—so enjoy it! Pay attention to dialogue and use a voice and expression that you think the character may use.
- **Reading poetry:** Poetry is written as a series of lines and stanzas. When you come to the end of a line of poetry and there is NO punctuation, don't stop! Keep reading to the next line, or until you see punctuation. A lot of poems follow a set rhythm and rhyme, so reading poetry should be fun!
- **Reading drama:** Dramas are written to be performed. That means there is a lot of dialogue. Stage directions are included to tell the characters how to say their lines. As you read, read the stage directions which will tell you how the characters feel and how they will express their lines.



Practice Activity 4

Directions: With a classmate, read the following passages aloud. Each partner should have a turn reading each passage aloud. When it is your turn to read aloud, pay attention to punctuation, context, and dialogue. Self-correct and reread as necessary. When your partner is reading, encourage your partner to self-correct and reread.

Passage A

Ships

by Mickey Toom

The white clouds are tall clipper ships With sails filled and billowed. I watch their prows as each ship plows Through sky-seas, softly pillowed.

The black clouds are bold pirate shipsOn dark horizons looming.I see the flash and hear the crashOf their great cannons booming.

Passage B

Soon, all the children's pots were being fired in the kiln. It was almost time for the class to go back to Miss Hoffman's room. But just then, Tom smelled something burning. A black snake of smoke was slithering up from the kiln. Then Tom saw the fire. The dry grass around the kiln was alight with flames. Somebody screamed. It was Tom.

Now all the children could see the fire. They began to scream, too. They ran every which way. Some went into the art room. Some went up the hill to the playground. Others were galloping toward the parking lot on the other side of the school. Mr. Martinez was shouting to them, "Everybody please calm down! Please go inside!" He ran after the kids who had run to the playground.

Passage C

from

Don Quixote

(Enter QUIXOTE in rusted armor, accompanied by PANZA. The two men are arguing. The INNKEEPER watches them, amazed.)

Panza: But master, your armor is rusted through and the face plate on

your helmet will not stay up—and look, master, you've lost one of

your spurs.

Quixote: (*ignoring* Panza) Why are there no trumpets? You, keeper of this

castle, do you not recognize me? I am Don Quixote, defender of this land and all who live in it. Is it too much to ask for trumpets to

play upon my arrival?

Innkeeper: (astonished) Trumpets? Keeper of the castle? Are you crazy, sir?

1.	Which passage was the most difficult to read aloud? Why?
2.	Which one was the easiest to read aloud? Why?

Directions: This passage is about health habits from the past and present. Read the passage. Then answer Numbers 1 through 7.



by Rob Morrisson

A fad is something that becomes popular very quickly, stays popular for a while, and then vanishes. Health fads in America became very popular about a hundred years ago. At that time, many people lived to be only about 40 years old. Doctors did not have to be as carefully trained as they are today, and medicine was not as advanced as it is now. In addition, most men and women smoked. People rarely bathed. Bed sheets were not changed often. Homes had bugs. The streets were filthy. There were no refrigerators or electric lights. Food was not preserved to keep it fresh and free from germs and disease. All of these factors together led to major health problems.

Many of the health fads were actually healthful. In the 1830s, Dr. Sylvester Graham said that most people were misinformed. He said major health problems could be solved if people ate less meat and less refined white flour. This was quite a statement, because those were eaten at almost every meal. He said fruits, vegetables, and whole-grain wheat were what people needed to be healthy. He made his own whole-grain flour, which came to be known as "Graham flour." From this flour, Dr. Graham made a thin brown cracker. Although this was the first "graham cracker," it tasted nothing like today's graham crackers. It wasn't until after Dr. Graham's death, at age 58, that the crackers were made a bit crisper and sweeter.

In 1894, Dr. John Harvey Kellogg, along with his brother, Will Keith Kellogg, invented another health food, the corn flake. These original flakes tasted like cardboard and were not popular right away. It wasn't until Will thought of adding a touch of sugar to the flakes that they really took off. Today, there are many varieties of corn flake cereal. But it was two brothers who started a craze in the cereal business and helped make the corn flake a current success.

Not all early health fad inventors are so memorable. Most of their products, too, have been forgotten. You've probably never heard of Painless Parker. He was a California dentist whose work was anything but painless. He traveled with a small circus, including a brass band, an elephant, and a tattooed lady. While Painless Parker pulled teeth on street corners, the band played to drown out the screams of his patients.

Another forgotten fad creator is Bernard MacFadden. During his lifetime, his ideas were considered much too strange to be taken seriously. Today, they are part of our everyday lives. He said people should exercise and wash their entire bodies every day. He believed in walking rather than riding everywhere. He also believed in eating a varied diet. He thought houses should be kept at 70 degrees in both winter and summer. By following his own beliefs, MacFadden outlived many of his peers. He lived to be 88 years old.

Today, many Americans think they should be healthier. Most know that the basics of cleanliness, food preservation, eating right, and getting exercise will help. But the next fad to come along will certainly get attention. You never know—it just might be the best thing since corn flakes.

1. Read the following sentence from the passage.

"A fad is something that becomes popular very quickly, stays popular for a while, and then vanishes."

What does the word vanishes most likely mean?

- A. disappears
- В. brightens
- C. gets bigger
- gets smaller

Read the following sentence from the passage. 2.

"Many of the health fads were actually healthful."

The word healthful means

- not healthy. A.
- В. full of health.
- C. cause to be healthy.
- D. a state of health.

Read the following sentence from the passage. 3.

"In the 1830s, Dr. Sylvester Graham said that most people were misinformed."

The word misinformed means

- not informed. A.
- В. fully informed.
- C. partly informed.
- badly informed. D.

4. Read this dictionary entry for the word refined.

refined (ri-FIND) adjective ¹socially well trained ²pure ³carried to a fine point ⁴precise or exact

Which definition represents the meaning of refined as it is used in the second paragraph of the passage?

- A. Definition 1
- В. Definition 2
- C. Definition 3
- D. Definition 4

Duplicating any part of this book is prohibited by law.

Read the following sentence from the passage.

"Not all early health fad inventors are so memorable."

The word memorable means

- able to be remembered. A.
- В. like being remembered.
- C. result of being remembered.
- D. cause to be remembered.

Read the following sentence from the passage. 6.

"Most know that the basics of cleanliness, food preservation, eating right, and getting exercise will help."

The root word of cleanliness is

- A. cleanly.
- line. B.
- C. clean.
- D. ness.

7. Read the following sentence from the passage.

"Most know that the basics of cleanliness, food preservation, eating right, and getting exercise will help."

What does the word preservation mean?

- the state of being perfected A.
- В. the state of being prevented
- C. the state of being reserved
- D. the state of being preserved