Unit 2 Types of Nonfiction
Big Question Vocabulary—1

The Big Question: How much information is enough?

Thematic Vocabulary

accumulate: v. to gradually get more and more of something; other form: accumulation
devolution: n. the process by which someone or something grows or is built up; other forms: develop, developing
discrimination: n. the act of treating a person or group differently, in an unfair way; other forms: discriminate, discriminating
reveal: v. to uncover a secret or make something known; other forms: revealing, revealed
valuable: adj. useful, helpful, or important; other forms: value, valued

A. DIRECTIONS: From the words in the box, choose the correct synonym and antonym for each Thematic Vocabulary word. You will not use every word in the box.

<table>
<thead>
<tr>
<th>hide</th>
<th>gather</th>
<th>growth</th>
<th>treasured</th>
<th>fairness</th>
<th>pride</th>
</tr>
</thead>
<tbody>
<tr>
<td>prejudice</td>
<td>expose</td>
<td>deterioration</td>
<td>worthless</td>
<td>scatter</td>
<td></td>
</tr>
</tbody>
</table>

1. accumulate  Synonym:  Antonym: 
2. development  Synonym:  Antonym: 
3. discrimination  Synonym:  Antonym: 
4. reveal  Synonym:  Antonym: 
5. valuable  Synonym:  Antonym: 

B. DIRECTIONS: Complete each sentence by writing the correct Thematic Vocabulary word on the line.

1. The ___________ of a plant begins with the sprouting of a tiny seed.
2. As a stamp collector, my goal is to ___________ a large quantity of valuable stamps.
3. This beautiful portrait is ___________ because it was painted by a famous artist.
4. The candidate vowed that she would rule fairly and avoid all forms of ___________.
5. When will the judges ___________ the identity of the new champion?
Unit 2: Types of Nonfiction

Big Question Vocabulary—2

The Big Question: What should we learn?

discover: v. to uncover information that you did not know before; other forms: discovery, discovered, discovering

evaluate: v. to decide how good, useful, or successful something is; other forms: evaluation, evaluating, evaluated

experiment: n. a test that shows why things happen or why something is true

v. to perform a test to gather new information; other form: experimenting

explore: v. to discuss or think about something thoroughly; other form: exploration

inquire: v. to ask someone for information about a topic; other forms: inquired, inquiring

A. DIRECTIONS: Underline the synonym (the word or phrase closest in meaning) to each vocabulary word.

1. discover a. test b. try to see c. find out
2. evaluate a. judge b. criticize c. uncover
3. experiment a. find b. visualize c. test
4. explore a. overlook b. analyze c. decide
5. inquire a. question b. consider c. respond

B. DIRECTIONS: Complete each sentence by writing the correct vocabulary word in the blank space. Three possible choices are shown in parentheses.

1. To begin his research on the rings of Saturn, Ramon went to the school librarian to __________ about the facts. (experiment, inquire, evaluate)

2. Cheryl performed two tests to __________ the purity of the water. (experiment, inquire, evaluate)

3. You can __________ many facts about animals by studying how they interact. (experiment, discover, explore)

4. To __________ for clues about its meaning, Jeb and I examined the strange painting carefully. (explore, evaluate, inquire)

5. To make his salad more delicious, the chef decided to __________ with different seasonings. (discover, explore, experiment)
Unit 2: Types of Nonfiction
Big Question Vocabulary—3

The Big Question: What should we learn?

examine: v. to look at something carefully in order to learn more about it; other forms: examined, examining, examination, exam

information: n. facts and details about a topic; other forms: informative, inform

investigate: v. to try to find out the truth about something, such as the details of a crime; examine thoroughly; other forms: investigation, investigating, investigated

question: v. doubt; wonder about; other forms: questioning, questioned

understand: v. to know how or why something happens or what it is like; other forms: understood, understanding

A. DIRECTIONS: Review the vocabulary words and their definitions. Then, write the one that belongs in each group of related words.

1. knowledge, wisdom, truths, ____________________________
2. check, explore, inquire, ____________________________
3. inspect, study, watch, ____________________________
4. know, learn, grasp, ____________________________
5. challenge, debate, ask, ____________________________

B. DIRECTIONS: On the line before each sentence, write True if the statement is true, or False if it is false. If the statement is false, rewrite the sentence so that it is true.

_____ 1. Most information is based on opinions that cannot be proved true.

_____ 2. If you examine the stars through a telescope, you will see them clearly.

_____ 3. If you don’t understand the question, you’ll probably get the right answer.

_____ 4. A person who investigates a crime is often guilty.

_____ 5. It is rude and unnecessary to question the claims in an advertisement.
Unit 2 Language Study Workshop—1
Word Origins: Latin Root Words

Many words that we use every day come from Latin. Familiarity with Latin roots can help you define unfamiliar words.

<table>
<thead>
<tr>
<th>Latin Root</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>-scrib-</td>
<td>to write</td>
</tr>
<tr>
<td>-script-</td>
<td></td>
</tr>
<tr>
<td>-gress-</td>
<td>to walk, to step</td>
</tr>
<tr>
<td>-tract-</td>
<td>to pull</td>
</tr>
<tr>
<td>-port-</td>
<td>to carry</td>
</tr>
<tr>
<td>-trans-</td>
<td>across, over</td>
</tr>
</tbody>
</table>

DIRECTIONS: Select the appropriate word to complete each sentence below. Use the roots given above to help you define the words. If necessary, you may consult a dictionary.

digress    portfolio    progress    subscribe
subscript  traction  transcend  transport

1. I have made a lot of ________________ toward my goal of raising $100.
2. Did you ________________ to that magazine?
3. The doctors put her leg in ________________, which will pull on the muscle to relieve pressure.
4. When you write a chemical formula, the style describing numbers written below the line is called ________________.
5. Instead of moving forward with her presentation, it seems as though she has ________________ed.
6. Tom quickly put his drawings into his ________________ to take them to the meeting.
7. The film was so meaningful that it ________________ed all my expectations.
8. The driver continued on for three days without pause in order to ________________ the goods cross country.
Unit 2 Language Study Workshop—2
Word Origins: Greek Roots

With knowledge of root words, it is often possible to figure out the meanings of words you have never heard before.

<table>
<thead>
<tr>
<th>Greek Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-phil(e)-</td>
<td>loving; having a fondness for</td>
</tr>
<tr>
<td>-biblio-</td>
<td>Bible; book</td>
</tr>
<tr>
<td>-sophos-</td>
<td>wise; clever</td>
</tr>
<tr>
<td>-anthropos-</td>
<td>human being</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Match the following words to their descriptions. Use the Greek roots above to help you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>philanthropist</td>
</tr>
<tr>
<td>2</td>
<td>bibliophile</td>
</tr>
<tr>
<td>3</td>
<td>philosopher</td>
</tr>
<tr>
<td>4</td>
<td>anthropologist</td>
</tr>
</tbody>
</table>

A. a person who studies human beings  
B. a collector of books  
C. a person who studies the principles underlying conduct, thought, knowledge, and the nature of the universe  
D. an altruistic person who is concerned with human welfare and advancement

Choose the person listed above who is most like you. Explain. Your explanation should show that you understand the definition of the word you choose.
Writer's Toolbox

Conventions: Revising to Combine Sentences Using Conjunctions

A series of short sentences can sound choppy. In addition, the relationships among those sentences may be unclear. You can solve both problems by using conjunctions to combine sentences with related ideas. Study this chart to choose conjunctions that make the relationship clear.

<table>
<thead>
<tr>
<th>Type of Conjunction</th>
<th>Conjunctions</th>
<th>What They Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>coordinating</td>
<td>and, or, nor</td>
<td>equal relationships</td>
</tr>
<tr>
<td>coordinating</td>
<td>but, yet</td>
<td>contrasting relationships</td>
</tr>
<tr>
<td>subordinating</td>
<td>although, though, even though, while</td>
<td>contrasting relationships</td>
</tr>
<tr>
<td>subordinating</td>
<td>because, since, so that</td>
<td>cause-and-effect relationships</td>
</tr>
<tr>
<td>subordinating</td>
<td>after, as soon as, when, until</td>
<td>time relationships</td>
</tr>
<tr>
<td>subordinating</td>
<td>where, wherever</td>
<td>spatial relationships</td>
</tr>
<tr>
<td>subordinating</td>
<td>if, unless</td>
<td>conditional relationships</td>
</tr>
</tbody>
</table>

Identifying Conjunctions to Combine Choppy Sentences

A. DIRECTIONS: Circle the conjunction that combines the two clauses into one sentence by better expressing the relationship between the clauses.

1. Melons taste good, (and, but) most types are very healthy.
2. Bananas are more fattening than other fruits, (or, but) they are also more filling.
3. You can eat apples raw, (or, since) you can bake them.
4. You can lose weight (if, until) you eat low-calorie fruits and vegetables.

Fixing Choppy Sentences

B. DIRECTIONS: For each item, combine the two choppy sentences into a single sentence that shows the relationship in parentheses. Write your new sentence on the line provided.

1. (cause-and-effect) Many dieters eat vegetables. Vegetables are low in fat.
   
2. (contrast) Raw carrots are rich in vitamin A. Cooking them loses some vitamins.
   
3. (equal) You can eat spinach raw. You can cook it in a little olive oil.
   
4. (time) You must wash and dry raw spinach thoroughly. You add it to a salad.
Writer's Toolbox
Conventions: Revising Verbs for Mood

The **mood** of a verb shows the speaker's attitude toward the action or condition expressed by the verb. The **indicative mood** is used to make statements of fact: *My sister travels by train.* The **interrogative mood** is used to ask a question: *Does your sister travel by train?* The **imperative mood** is used to make a command: *Take the noon train.*

The **conditional mood** is used to express something that has not yet happened. It uses a helping verb such as *could, would, should, may,* or *might.*

Ana *could* leave tonight.                                          She might take a bus.

The **subjunctive mood** is used to express a wish, a hope, or a condition contrary to fact. It generally occurs in clauses beginning with *if or that* and uses *were* or the base form of the verb regardless of the subject.

I asked that she *take* the train.                                    If she were late, she would *drive.*

A. **Practice:** On the line before each sentence, write whether the verb in italics uses the indicative, interrogative, imperative, conditional, or subjunctive mood.

1. Have you **been** to the supermarket lately?
2. The prices on many items **seem** very high.
3. Alicia **would** save money if she could.
4. *Look* for weekly specials.
5. I requested that the store **give** me a rain check.

B. **Writing Activity:** Rewrite these sentences, correcting errors in mood by changing the underlined verbs. If a sentence is correct as is, write correct.

1. Carla insisted that her brother **leaves** early.

2. If he were a lawyer, he **be** a good one.

3. Mrs. Abrams requests that the bus **makes** special stops.

4. If Raul **were** playing, the Tigers would probably win.