Unit 4: Drama
Big Question Vocabulary—1

The Big Question: Is it our differences or our similarities that matter most?

Thematic Vocabulary

assumption: n. the act of supposing that something is true, without seeking proof; other form: assume
class: n. a group in society, separate from others, often based on jobs, income, or level of education; other forms: classify, classification
distinguish: v. to separate or classify according to special features or differences
represent: v. to personify a special quality or value; other forms: representative, representation
sympathy: n. a feeling of sorrow for someone who is in a bad situation; other forms: sympathize, sympathetic

A. DIRECTIONS: Write the Thematic Vocabulary word that best completes each sentence.

1. Because Carlos is very tall, I made the ___________________ that he was a basketball player.

2. How will the judges ___________________ between the very talented and the less talented singers?

3. John and Ramon ___________________ the highest level of academic achievement.

4. I felt a great deal of ___________________ for the player who was hurt during the game.

5. Members of each social ___________________ should have equal opportunities for quality education.

B. DIRECTIONS: Write the Thematic Vocabulary word that best completes each group of related words.

1. compassion, support, ___________________

2. group, division, ___________________

3. exemplify, embody, ___________________

4. divide, judge, ___________________

5. guess, idea, ___________________
Unit 4: Drama
Big Question Vocabulary—2

The Big Question: Do others see us more clearly than we see ourselves?

appearance: n. the way a person looks to other people; other forms: appear, appearing

focus: n. direction; point of concentration; other forms: focusing, focused

identify: v. to recognize and correctly name something; other forms: identification, identified

ignore: v. to act as if something has not been seen or heard; other forms: ignoring, ignorant

perspective: n. a special way to think about something, usually influenced by one's personality and experiences

A. DIRECTIONS: Write the vocabulary word that best completes each group of related words.
  1. avoid, neglect, forget, ____________________________
  2. attitude, viewpoint, thoughts, ______________________
  3. looks, image, personality, __________________________
  4. concentration, emphasis, attention, __________________
  5. classify, define, describe, __________________________

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. A person’s appearance is his or her innermost thoughts.

_____2. If the fire alarm goes off, the best course of action is to ignore it.

_____3. To board an airplane, you must carry a suitcase in order to identify yourself.

_____4. Activities that require focus include sleeping and daydreaming.

_____5. A person’s perspective is often based on opinions and attitudes.
Unit 4: Drama
Big Question Vocabulary—3

The Big Question: Is it our differences or our similarities that matter most?

Thematic Vocabulary
identify: v. to recognize or call out as being something; other forms: identifying, identified, identification
judge: v. to have or express a strong opinion as to the value of something; other forms: judgment, judging
separate: v. to move apart or divide two or more things into different groups
adj. different or apart from something else; other form: separation
tolerance: n. a willingness to accept and respect others, despite differences; other forms: tolerate, tolerant
unify: v. to bring things or people together into a workable group; other forms: unity, union

DIRECTIONS: Answer each question. Use the word or words in parentheses.

1. What are the most important aspects of friendship? (judge, identify)

2. If you were the President of the United States, what would you do to encourage different groups of people to work together? (unify, separate)

3. Why is it important to teach children the importance of respecting and accepting others, regardless of differences? (tolerance)
Writer's Toolbox

Sentence Fluency: Revising Sentences Using Participles

A **participle** is a verb form used as an adjective to modify a noun or a pronoun—for example, *a pot of boiling water* (present participle) or *grilled steak* (past participle). A **participial phrase** is made up of a participle and other words, such as modifiers. Participial phrases can add details to descriptions—for example, *a meal cooked by her aunt.*

You can use a participle to combine two short, choppy sentences:

I do not like this story. It bores me.
I do not like this boring story.

**A. DIRECTIONS:** Use a present participle or a present participial phrase to combine each pair of choppy sentences. Underline the present participle in your new sentence.

1. I love this story. It excites me. 

2. I don't like this story. It totally confuses me.

3. I like this character. She fascinates me.

4. I'm not sure how I feel about this character. In a delightful way, he irritates me.

**B. DIRECTIONS:** Use a past participle or a past participial phrase to combine each pair of choppy sentences from a short story. Underline the past participle in your new sentence.

**Example:** My dog Hollie was in our house. Our family had deserted the house.
My dog Hollie was in our *deserted* house.

1. The squirrel was excited by finding an acorn. The squirrel ran by the window.

2. The speedy squirrel startled Hollie. She jumped up on the couch.

3. The window was closed. Hollie jumped against the window and broke it.

4. The window was broken. Hollie jumped through the window.

5. She finally gave up trying to catch the speedy squirrel. The chase had exhausted Hollie.
Writer's Toolbox

Conventions: Revising to Combine Sentences Using Gerunds and Participles

A **gerund** is a verbal ending in *-ing* that acts as a noun. A **gerund phrase** is a gerund with modifiers, objects, or complements, all acting together as a noun.

<table>
<thead>
<tr>
<th>Gerund phrase as subject:</th>
<th>Baking cookies is Heather's hobby.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerund as direct object:</td>
<td>Lucille enjoys swimming.</td>
</tr>
</tbody>
</table>

A **participle** is a verbal that acts as an adjective, modifying a noun or a pronoun. **Present participles** end in *-ing*; **past participles** frequently end in *-ed*. A **participial phrase** is a participle and its modifiers, objects, or complements, all acting together as an adjective.

<table>
<thead>
<tr>
<th>Present Participle:</th>
<th>The chirping canary sang sweetly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Participle in Particpial Phrase:</td>
<td>Filled with hope, we entered the race.</td>
</tr>
</tbody>
</table>

Combine choppy or short sentences with gerunds and participles.

<table>
<thead>
<tr>
<th>Choppy Sentences:</th>
<th>The sisters enjoy music. They like to sing together.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined With Gerund:</td>
<td>The sisters enjoy music and singing together.</td>
</tr>
<tr>
<td>Combined With Participle:</td>
<td>Singing together, the sisters enjoy music.</td>
</tr>
</tbody>
</table>

**A. Directions:** Write gerund or participle to identify the word or phrase in italics.

1. Surprised by the results, I didn't realize we had won.
2. Winning the race is always fun.
3. Sometimes I learn more by losing.
4. Max is the most improved player on the team.

**B. Directions:** Combine the two short sentences by using a gerund or a participle.

1. The twins skate at the ice rink. They enjoy it.
2. Aimee races across the ice. She slips and falls.
3. Annie skates over to Aimee. She helps Aimee get up.
4. People have accidents. They skate too fast.