Unit 5: Themes in American Stories
Big Question Vocabulary—1

The Big Question: Are yesterday’s heroes important today?

Thematic Vocabulary

admirably: adv. in a way that earns respect and high praise; other forms: admire, admiration

bravery: n. courage and confidence in the face of danger; other form: brave

emphasize: v. to stress or show that something is very important; other forms: emphasis, emphasizing

endure: v. to continue to exist for a long time; other forms: endurance, endurable, enduring

outdated: adj. not useful or valuable anymore

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>old-fashioned</th>
<th>strong</th>
<th>survive</th>
<th>heavily</th>
<th>excellently</th>
<th>fearlessness</th>
<th>downplay</th>
<th>highlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>poorly</td>
<td>die</td>
<td>modern</td>
<td>cowardice</td>
<td>pride</td>
<td>pretend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. admirably  Synonym:  Antonym: 
2. bravery     Synonym:  Antonym: 
3. emphasize   Synonym:  Antonym: 
4. endure      Synonym:  Antonym: 
5. outdated    Synonym:  Antonym: 

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

1. The soldier received a medal for his outstanding _______________________.

2. Use an exclamation point to ______________________ your character’s strong feelings.

3. My love for the beauty of this island will ______________________ for the rest of my life.

4. Even though he lost the contest, he performed _______________________.

5. Grandma writes letters on a computer, but Grandpa still uses his _______________ typewriter.
Unit 5: Themes in American Stories
Big Question Vocabulary—3

The Big Question: Are yesterday’s heroes important today?

Thematic Vocabulary

cultural: *adj.* belonging or relating to a particular society and its way of life; other form: *culture*

influence: *v.* to have an effect on the thinking or behavior of another person; other forms: *influential, influencing*

overcome: *v.* to successfully control or do away with a harmful feeling or problem; other form: *overcame*

suffering: *v.* having serious mental or physical pain; other forms: *suffer, suffered*

symbolize: *v.* to represent something large or intangible; other forms: *symbol, symbolized*

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

1. The people of many different societies use a dove to ______________ peace.

2. If you want to be a successful actor, you will have to ______________ your stage fright.

3. My kindergarten teacher worked hard to ______________ us to have a lifelong love of reading.

4. In Great Britain, the queen’s birthday is a widely celebrated ______________ holiday.

5. Many students in our school are ______________ from colds this winter.

B. DIRECTIONS: *Answer each question.*

1. Which animal would you choose to *symbolize* strength and courage? Explain.

2. If a friend were *suffering* from a lack of confidence, what would you do to help him or her *overcome* this problem?

3. What is your favorite holiday, and what *cultural* tradition makes it so special?

4. What family member, famous person, or historical figure has *influenced* your thinking or values? Explain.
Unit 5: Themes in the Oral Tradition
Big Question Vocabulary—1

The Big Question: Community or individual: Which is more important?

**common:** adj. shared with others, such as mutual ideas or interests

**community:** n. a town or neighborhood in which a group of people live; other forms: communal, communities

**culture:** n. the ideas, beliefs, and customs that are shared by people in a society; other forms: cultural, cultured

**individual:** n. a person; other form: individually

**unique:** adj. single, one of a kind

**A. DIRECTIONS:** Follow each direction.

1. Explain the difference between something that is **common** and something that is **unique**. Provide an example of each.

2. Explain the relationship between an **individual** and his or her **community**.

3. Provide three examples of **culture**—ideas, beliefs, or customs shared by people living in your community or in the United States at large.

**B. DIRECTIONS:** Provide an example of each of the following.

1. a common interest shared by you and a friend:

2. a community in which you would like to live someday:

3. a foreign culture of your family, neighbors, or friends:

4. an individual whom you admire:

5. a characteristic or feature that makes you unique:
Unit 5 Language Study Workshop—1
Figurative Language

**Figurative language** is vivid, imaginative language that is not meant to be interpreted literally. This chart shows three types of figurative language that are used to make comparisons.

<table>
<thead>
<tr>
<th>Type of Figurative Language</th>
<th>What It Is</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>metaphor</td>
<td>a comparison that is made by stating that one thing is another thing</td>
<td>That football player is a real tiger.</td>
</tr>
<tr>
<td>simile</td>
<td>a comparison using <em>like</em> or <em>as</em></td>
<td>He was so happy that he felt as high as a kite.</td>
</tr>
<tr>
<td>analogy</td>
<td>an explanation of something unfamiliar through comparison to something familiar</td>
<td>Bake the bread until its crust resembles the color of a penny.</td>
</tr>
</tbody>
</table>

**Directions:** Identify the type of figurative language appearing in each sentence. On the line, write metaphor, simile, or analogy.

1. Life is just a bowl of cherries.
2. Talking to Jake reminds me of trying to calm a barking dog.
3. The abstract painting looked like a bowl of green spaghetti.
4. To do simple waltz steps, make little squares with your feet.
5. He was as hungry as a bear.
6. We had a mountain of homework last night.
7. Unlike most birds, the starling has a fairly unpleasant call that brings to mind the screech of a rusty screen door.
8. Our opinions on this issue are as far apart as the North Pole and the South Pole.
Unit 5 Language Study Workshop—2
Figurative Language

Another lively form of figurative language is the **idiom**. These are popular expressions that are unique to a language, a culture, or a geographic region. Like other forms of figurative language, they are not meant to be taken literally. For example, if you said that a joke was so funny that you “almost died laughing,” you would not mean that you were literally near death!

**B. Directions:** Write a definition for each of the following idioms. Then use each in a sentence that clearly shows its meaning.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. catch her eye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. in the mean time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. kind of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. over the hill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. threw a fit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. under the weather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. happy-go-lucky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. no sweat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. what’s up?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. never mind</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writer’s Toolbox

Conventions: Revising Incorrect Use of Commas

A comma signals a brief pause. You should use a comma in these situations:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>before a conjunction that separates two independent clauses in a compound sentence</td>
<td>Our library is full of books, but it also has many other materials.</td>
</tr>
<tr>
<td>between items in a series</td>
<td>The library offers magazines, CDs, and DVDs.</td>
</tr>
<tr>
<td>between adjectives of equal rank that modify the same noun or pronoun (if the word and can replace the comma, the adjectives are of equal rank)</td>
<td>The old library was a large, ugly building.</td>
</tr>
<tr>
<td>to set off introductory words, phrases, or clauses</td>
<td>Entering the library, you turn left for fiction.</td>
</tr>
<tr>
<td>to set off words, phrases, and clauses that interrupt a sentence</td>
<td>Mrs. Lee, the librarian, is very helpful.</td>
</tr>
</tbody>
</table>

Identifying Correct Use of Commas

A. Directions: Circle the letter of the sentence that uses commas correctly.

1. A. The Internet offers users instant information, communication, and entertainment.
   B. The Internet offers users instant information, communication and entertainment.
2. A. However many users find that the fast efficient Internet, is not always reliable.
   B. However, many users find that the fast, efficient Internet is not always reliable.
3. A. Mr. Torres, our librarian, has helped me find useful, reliable Internet sources.
   B. Mr. Torres our librarian, has helped me find useful reliable Internet sources.

Fixing Incorrect Use of Commas

B. Directions: Rewrite this paragraph with commas inserted or removed wherever necessary.

To search out the news you will have to be curious, and alert. Look carefully at local newspapers posters, and bulletin boards. You can also watch for changes in your city, or neighborhood and you can talk to people, about issues that matter to them. Finally develop sources, by making friends with people who are in positions to know things. When you call on these people always keep a notebook handy.
Writer's Toolbox

Conventions: Revising to Correct Comparative and Superlative Forms

The **comparative form** is used to compare two items. The **superlative form** is used to compare three or more items. The most common way to form these degrees is by adding *-er* or *-est* to words with one or two syllables. *More, most, less,* and *least* are used with longer modifiers and most adverbs ending in *-ly.*

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>higher</td>
<td>highest</td>
</tr>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>heaviest</td>
</tr>
<tr>
<td>exciting</td>
<td>more exciting</td>
<td>most exciting</td>
</tr>
<tr>
<td>nutritious</td>
<td>less nutritious</td>
<td>least nutritious</td>
</tr>
</tbody>
</table>

The patterns of irregular adjectives and adverbs must be memorized.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad or badly</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>good or well</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>many or much</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>far (distance)</td>
<td>farther</td>
<td>farthest</td>
</tr>
<tr>
<td>far (extent)</td>
<td>further</td>
<td>furthest</td>
</tr>
</tbody>
</table>

**A. DIRECTIONS:** Underline the correct word for each set of choices in the sentences.

1. Of my three sisters, Ginny is (close, closer, closest) to me in age.
2. Jason is a (good, better, best) friend than Paul.
3. Toby writes well, but Mickey writes (well, better, best).
4. My two-year-old brother speaks (clearer, more clearly, most clearly) than this child.

**B. DIRECTIONS:** On the lines provided, rewrite these sentences using the correct comparative or superlative form.

1. Fries and a soda make one of the less nutritious lunches of all.
2. For a healthiest lunch than fries and a soda, try a salad.
3. Of all these desserts, carrot cake has the more calories.
4. To lose weight, you must exercise most seriously than you do now.