Oral Report
Nov.

Intro
I am from Japan I live ~ ..
date - dimo + saurmi
Shotgun + temper
w/ dad

Journey (Body)

Journey starts at teahouse
~~see sp.~~
- dimo there wants tea
- sees startling expariance
- accuse papermaker
- find tunnel
- comes out at ..
- judge berrows me
- next adventure (new topic)

actors performing

judge — enjoy

gives me woden sword
innkeeper kills himself
explain honor of killing your self saumi
describe pologiety of judge (~~like~~ like Sherlock Holmes)
go to Ise + Edo
Ise was Holy place Amaterasu goddess of sun
see kabuki plays actors wonderful
- sword fight
- tell story

Meet kazuo or stage hand
look for head actor tamami
says actually saurmi p93
Sword fight, over in seconds
Was a krisishian
~~tack~~ sword
~~steep~~ give jewel offering, says tell master

got sword?

2

Judge left, Paper says follow correct path p156
meets up w/ actors again
finds out the Tomni was covered w/ mud in that town
~~as~~ Swarm fight for food p159
when crying for play he meets judge again
told him to continue on path
They are getting ready for love play
pla, about man who loves girl but gets married to another

city name

Tomomi

Saw real Kristian swords in Tomni's trunk

Seikei

After play, Tomini teach Seiki sword fighting, say his role in new play
Travel to Edo
Beat Tomi sappingly on trip
come into town at bon festevel p157
Follow Tomin into city depths go to Hosoki's house p161
Thought inkeepers aperit pursuing him p162
Tomi comes out sees Seikei and says that shogun will attend play at Husiki's house, laughs funny p168
Next morinting they rehersse the play seperatly, Seeiki was Tomni's younger self
As Sekki saw play unfold he knew it was the true story and it was to make fun of Hosiki in his own house infront of the shotgun
They prepare for play 182
people sit behind screens, open w/ fans
Everyone liked it except Hosiki!
At the end he makes fun of ", Hosiki gets mad + attacks
he draws his sword + so he needs to kill himself
Hosiki fights Tomni, Hosiki can't fight, + Tomni
dosn't kill him to disgrace him
Shot gun gives order to kill tomni, who returns sword

wakes up, judges assistant is dressing him for a tea cermony p196
goes to Shotguns palace + goes in hut for tea cermoney
inside is judge + Shotgun + pike
good tea
Shotgun was nice
Judge refuse tea cakes, afraid fat
Innkeeper was sarcastic + killed himself
Seiki went to live w/ judge who adopted him
judge ate another rice cake

3. Hephaestus

gods of smiths + fire

has Cyclops's to help him

made a robot

was strong

all gods liked him

he made the throns
of Olympus

5

Ares

god of war, hatred, violen

- Crule
- wanted to see blood
- everyone but Aprodite
  hates him
- when he was hurt
- he wald cry

9

Artemis

Bow + Arrows

Goddess of moon, singal
woman, hunting
and childbirth
hunt reason

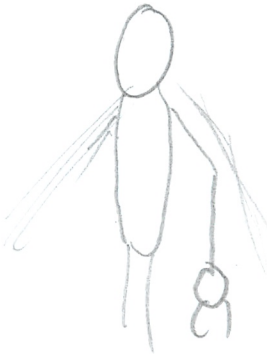
- wanted to remain yong
forever and never
marry

- man saw her bathing
so she turned him
into a deer.

merciless
helped kill Otes + Ephialtes
Orian loved her
had many other
stories

10

Hermes



Staff

winged
cap

goddess of love + beauty
goddess of sea

- rose out of sea
- Hefetus is husband
- irrestable
- every year goes back to water to renew herself
- no mother or father

4 Aphrodite

geddass of marriage + woman
Jealouse <u>Queen God</u>
hotever Zeus can't stop
her

She doen't like when
Zeus has affaires
and children
with other women
gets mad

2

Hera

Peacock

Michael Plasmeier

From: "Michael Plasmeier" <plasmeier180@msn.com>
To: "Teen Newsweek Editor" <editor@teennewsweek.com>
Sent: Monday, December 15, 2003 5:53 PM
Subject: Too Young To Die

Should teens be killed for serious crimes that they committed? Well in the US, this is happening. This is also happening in 6 other countries. They are all Middle Eastern or African countries, known for high poverty levels. Well then why is the US, first of all among these disadvantaged countries, let alone be at the top of the list for number of kids executed. Well I think that kids should die, only if as adults they feel sorry for their actions.

In more detail, I think that you should be first convicted guilty. Then they could delay the sentencing till you are an adult, when you can make proper decisions for yourself. Then they would find out if you were now sorry for what you have done in your "adult" sized brain. If you say that you still believe that you have done the correct thing, then you should die. Some people will still believe that they did the proper thing, others will now believe that they did make a mistake as a child. If you believe that you were sorry, then you should live.

This is what I believe should happen about the death penalty for kids. I got most of my reasoning from the article, when it said that children's brains are not developed yet. It says that their brains only fully develop, when they reach 21. I also got my information from various other places it the article, and other articles I read in addition.

-Michael Plasmeier
Havertown, PA

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Michael Plasmeier
Hershey, PA

No cursive plas

I can't really read this! sorry! 12/15

Too Young to Die

Michael Plasmeier

state your opinion on the matter!

Change

~~I think that kids should die for crimes that they commited only if they don't know demo cre. Everone else should live.~~

~~I think this because they said childrens brains don't fully develope till they are 21. They may make bad dicise before that age. Therefore, when they are 21 juveniles should look back and decide if they are sory for doing the crime now. If they still believe that they should have killed the person, then they should get the death penility. If now that they are grown, and they look back, they decide that they shouldn't have killed the people, then they should live.~~

Then people might just say they are sorry to get out of death penalty.

Rewrite

~~Beca~~

Re-word

This is what I think on the situation believe this because of ~~their~~ the state ment that childrens brame aren't developed and that some people are proud that they killed someone. That is why this would work. That is why if you are not sorry as an adult then you deserve to die.

Add believe its to!

+ brain reason

New Begining: Should kids be killed for serious crimes that they committed? In the US this is happening. It is also happening in 6 other countries. ~~the~~ Some Middle Eastern and 3rd world Africian countries. The US also kills the most kids. I created an opinion on ~~why this~~ the way

good intro!

this should work.

Mohammad + Malvo

12/12

10 murders
17 when did murders
7 treaties prevent death penalties, only nation said USA won't death penalty
2 countries killed kids (Afghan + Middle Eastern + USA)
more kids killed in US than any other
laws vary state to state (17 states banned kids) (12 don't have death)
75 kids on death row - 13 states
2% on death row are kids
Some have been on face 23 years
15 or younger is prohibited

Should Die	Should not Die
he confessed	says he was insane + brain wached
showed no remorsed	not adult - can't vote
killed for no reason	can't see consequences
he is proud of what he dow	most countries not law it

Conclusion.

I think that kids shouldn't be executed if when they are adults, they say that now they are sorry for their actions and they go through counseling. However now that Malvo is an adult he still doesn't seem sorry. That is why he should be executed.

(3)

Passer 3

Michael Plasmeier 1/5/04

Will and Jake were at the zoo when a stampeed of lions passed them. Will ran twords the lions with the sword he grabbed for the coroner cart. He started running, but Jake tripped. "Go on without me!" Jake yelled. So Will kept running. When Will got to his house, the ghost of St. Valentine's Day past appeared before him.

"You!" said the ghost. "You must buy new Lion-Away, or I'll tell Cupid to not let any girl fall in love with you!"

"What? I don't need Lion-Away! But then before his very eyes the ghost vanished. Even though Will didn't need the lion-away he went out to search for it. He searched everywhere. He went to CVS, Superfresh, M'Donalds, but he just couldn't find it until he went to Rite-Aid and Plas, who was working behind the counter said that they had just got another box of Lion-Away and that the powder inside would make the lions fall asleep if the sniffed it. So Will ran to Lou the Hot dog man & bought a million Hot dogs so that he could tempt the Lions. He ran back to the stampede and called mark to be his expert hot dog tempter. So Mark & Will tempted the lions with the

hot dogs. they all fell asleep. The the ghost of St. Val. Day present appeared. "Good work" he said," and with that he disappeared again. "Wow, Who was that?" Mark asked. But they had no time to explain because now there was a stampede of wild ducks that were chasing them. "The ducks were a species of bird," said Will. "They have feathers just like Mark and I". Will said. "Not nice," Mark said. "What, you have them on your head", Will yelled. "That's called hair" Mark said. "Woopsey Daisy" Will said. Close enough. Now the ghost of Valentines day future appeared. you must get duck-away for the ducks or you will never fall in love. Then he disappeared. All of the sudden Maura ran into Mark like a maniac. Then, a man named Wally the Wiba appeared and wisked them away to Buffalo, New York.

The End

Michael Plasmeier
PD 1/2

Boy: Tales of Childhood
by Roald Dahl
Bio

Harry Potter (Series)
by J. K. Rowling
? Adventure ?

The Ghost in the Tokaido Inn
by Dorothy Hoobler, Thomas Hoobler
Mystery, Historic Fiction

in no particular order

- Holes

Michael Plasmeier

READING COMPREHENSION
Details (Inferential)

1/14

In many ways, *I am the cheese* is a mystery story. Like any good mystery writer, Robert Cormier raises questions to increase the suspense in the mind of the reader.

Consider the facts presented below in six mysterious incidents from the novel. What questions did these incidents raise in Adam's mind?

1. When Adam was nine years old, he and his father were strolling to the library. Suddenly, his father stopped, startled. He ducked into an alley and ran into the woods, glancing fearfully over his shoulder.

   Who was he running from?

2. Adam and his family moved to Monument, Massachusetts, from Rawlings, Pennsylvania, the town in which Adam was born. A newspaper reporter, who lived in Rawlings all his life and visited Amy's father, said that he had never heard of the Farmer family in Rawlings.

   Why did he not know them.
   Did his parents budge the trught.

3. While looking through documents in his father's desk drawer, Adam found two birth certificates for himself, but each one had a different birth date.

   Why was this.
   Is something illeagle going on.

4. Every Thursday night at exactly the same time, Adam's mother made a mysterious telephone call. One night Adam listened in on the extension phone and heard the person on the other end of the line refer to Adam as her nephew. Yet Adam's father had told him that the family had no relatives, that Adam was "the last of the line."

   Why did dad lie?
   Why is everything so strangl

5. Adam tried to call Amy several times during his trip to Rutterburg. When he finally got through, a strange man's voice told him, "Amy who? There's no Amy here."

   Did he get the wrong number?
   Did Amy move out?
   Is a thief in there house now?

6. Every week, Mr. Grey visited the Farmers' home. Adam's father and Mr. Grey talked secretly in the basement room for about an hour each time.

   What are they talking about?
   Why?
   Who is Mr. Gray?

NAME

Michael Plasmeier

Similes and metaphors are figures of speech that compare people, objects, and actions to other things.
A simile contains the words *like* or *as:* Her smile was *as bright as the sun.*
Metaphors are comparisons that *do not* contain *like* or *as:* the Halfback was a *flash of lightning* running down the field.

S = like or as

Indicate in the spaces provided whether the following sentences contain similes (S) or metaphors (M).

1. S It's cold as I pedal along, the wind like a snake slithering up my sleeve and into my jacket.
2. S He was in bed . . . and his body was hot, his eyes like raw onions, head aching.
3. S The doors hissed like a snake when they opened.
4. M She looked so sad, purple half-moons under her eyes.
5. S Route 119 is a state highway with a faded yellow line in the middle of it like an old ribbon left out in the rain too long.
6. M I see the dog streaking away, down the road in pursuit of the VW, barking wildly, body arched and stretched, a furry arrow.
7. M A headache has begun; iron bars beneath the flesh of my forehead.
8. S Her eyes were beautifully blue, like the blue of her mother's best china.
9. S He jumped up and down like a figure in a cartoon.
10. S The car's grille looks like the grinning mouth of some metal monster.

On the lines below, write three original sentences, each containing a simile or a metaphor, describing:

A Scene (a city street or country setting, for example)
The building was as pretty as a banana.

An Action (such as person working or an animal moving)
The rabbit ran, like a speeding bullet down the road

A Person (what the person looks like or how the person acts)
The man moves gracefully, walking down, gliding, drifting.

NAME Michael Plasmeier

Saddam Justice

International

- also commited crimes against other countries
- should be international, iraq has big say
- % of people killed from that country - # of representatives

Parts of Speech Song

Es. This a sentence,
Sentance is made of
Nouns and Verbs
→ ~~Adjectives, Adverbs~~
The noun is the thing
Solo like pizza
Es. The verb is the action
Solo → like eating
Es Pronouns are
→ I, me, you, he, she, it, we, everbody, who
Describe the noun
→ thats the adjetive does
Preposition thats how
the words relate
→ ~~behind, in front of, for~~

Me Like When you have
a man in front of a bus
or a woman in a building

Shaf+Tan → Ah, thats a interjection

Dear, ~~P.~~ Sander

Say hi to Jetty and the boys

How is it going at Mr. Popes house? Again I am sorry you couldn't go with us to ring. We are in Worchester now and we recieved one of your letters asking for money help. Money is tight here too, but I think we can spare you something. Mr. Armin is going to be running the money to you. But, I guess you already know that because he is delerving this letter ☺ I was so ancious to give you help well that it for now Hope the plauge lessens up.

Add about hard life theft

I am helping Mr. Shakespeare Labors in Love Wen

Mr. Shakespere Bad arm

lots of other stuff

Put letter up top

p/97

Not so Cheerful

— Widge

Michael Plasmeier

From: Michael Plasmeier [plasmeier180@msn.com]
Sent: Thursday, February 19, 2004 5:13 PM
To: Teen Newsweek Editor (editor@teennewsweek.com)
Subject: My opinion on picking gender in newborn babies

Dear Teen Newsweek,

I think that you should be able to choose what gender that you want your baby to be if you want to. If you want a boy or a girl, go ahead. I f you don't care or it doesn't matter for you, then don't pick. You could also pick out of a hat. It is your baby, you can decide.

There are also not many arguments for the other side. Yeah, there might be not enough girls, but then a rule can be made up where certain people chosen at random, would not be able to choose the gender of their babies. Now there is the issue of religion. My view is that there is no god and some things are chosen by random, and others are survival of the fittest. Also, I don't know what you mean by sex-discrimination? This is what I think about letting people choose the sex of their babies.

-Michael Plasmeier
Havertown, PA

Below is a list of ten adjectives that Robert Cormier uses to describe some of the people and scenes in *I am the cheese*. Review the meaning of each adjective and write the word that best fits the context of each sentence and then write a sentence using the word.

agitated	excited and troubled; disturbed
banal	lacking freshness and originality; ordinary
claustrophobic	unusually afraid of being confined in a small or crowded place
inconspicuous	not noticeable; obscure
lucid	having full use of one's senses; clear and understandable
nauseous	sickening; disturbing
negligible	small and unimportant; not significant
resolute	bold; determined to act
solicitous	full of concern, of fear; anxious
unpretentious	not elegant or beautiful; modest and ordinary

1. Every time Adam went into a phone booth, he felt _____ because of the tight place.
2. Adam's mother worried a lot about him. She was _____ about his health and happiness.
3. Adam tried to make himself as _____ as possible so that no one would notice him.
4. While riding in the car, Adam felt _____ and he wanted to throw up.
5. Adam's house was _____ ; it looked like every other house on the street.
6. Once Adam decided to act, his actions were _____.
7. Adam's unimportant actions had a _____ effect on others.
8. Because he couldn't remember much about the past, Adam became _____.
9. Brint thought that time was too valuable for Adam to deal with _____ information.
10. Because he wanted clear information, Brint wanted Adam to think in _____ terms.

Sentences.

Michael Olosmeier

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10

1. Every time Adam went into a phone booth, he felt claustrophobic because of the tight place.
2. Adam's mother worried a lot about him. She was agitated about his health and happiness.
3. Adam tried to make himself as inconspicuous as possible so that no one would notice him.
4. While riding in the car, Adam felt nauseous and he wanted to throw up.
5. Adam's house was unpretentious; it looked like every other house on the street.
6. Once Adam decided to act, his actions were resolute.
7. Adam's unimportant actions had a banal effect on others.
8. Because he couldn't remember much about the past, Adam became solicitous.
9. Brint thought that time was too valuable for Adam to deal with negligible information.
10. Because he wanted clear information, Brint wanted Adam to think in lucid terms.

Sentences.
Clem is claustrophic
I am agitating the liquid.
The needle in the haystack is inconspicuous.
On some roller coasters I feel nauseous.
The man was unpretentious.
President Bush is resolute.
The bread was banal.
George is also solicitous
The announsment was small and negligible
When you are drugged, you don't feel lucid

Michael Plasmeier

The Man Who Was Poe Book Quiz

suppose to be also on map

Name:

Class: Language Arts

Period: 1-2

Date: 2/15/2004

This test consist of 3 parts: True/False, Multiple Choice and Short- Answer Essay Questions.

Part 1: True/False

Read each question carefully, then write T (true) or F (false) on the line next to the question.

---

1. _____ *The Hotel American House* is where Mr. Poe is staying.
2. _____ The mother of Edmund is dead.
3. _____ Poe writes when he is drunk.
4. _____ Mrs. Powers sees Edmund buy a coat.
5. _____ Mr. Rachett meets Peterson through a newspaper ad.
6. _____ The story takes place in Providence.
7. _____ Aunty Pru is from New York.
8. _____ Dupin fainted in the bank vault.
9. _____ Throck carries a gun.
10. _____ Edmund is rich.

Part 2: Multiple Choice

Read each question carefully, then print the letter of the correct answer on the line next to the question. There is only 1 correct answer.

---

1. _____ What is Mr. Poe's other name?
   a. Mr. Whiteman
   b. Mr. Dupin
   c. Mr. Arnold

2. _____ What is true about Poe's and Edmund's life?
   a. The both don't have a stepfather.
   b. They both have a sister who died.
   c. Sis plays a big part in both of their lives.

3. _____ How many sets of twins are in Edmund's life?
   a. 0
   b. 1
   c. 2

4. _____ Who was the watchmen set to guard *The Lady Liberty*?
   a. Fortnoy
   b. Throck
   c. Powers

5. _____ What book of Poe's did the secrete code between Peterson and Ratchet come from?
   a. The Gold Bug
   b. The Raven
   c. The Murders in the Rue Morgue

6. _____ What did "Sunrise" in the coded note refer to?
   a. A time of day
   b. A boat
   c. The name of a tavern

Part 3: Short - Answer Essay

Write a short paragraph in response to each of the following questions.

---

1. How does Dupin treat Edmund?

---

2. How was Edmund named?

---

3. How was the gold stolen from the vault and where is thought to be now.

4. How does Catherine treat Edmund when he visits?

5. How does the Poe that we read about in the story relate to the real life Poe.

Part 4: Bonus

7. _____ What year is the story set?
8. _____ What is Edmund's last name?

Plaz

The Man Who Was Poe Book Quiz

Name:	Answer Key
Class:	Language Arts
Period:	1-2
Date:	2/15/2004

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Class:	Language Arts
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   c. The Murders in the Rue Morgue

6. _____ What did "Sunrise" in the coded note refer to?
   a. A time of day
   b. A boat
   c. The name of a tavern

Part 3: Short - Answer Essay

Write a short paragraph in response to each of the following questions.

1. How does Dupin treat Edmund?

   Answers will vary

2. How was Edmund named?

   Answers will vary

3. How was the gold stolen from the vault and where is thought to be now.

   Answers will vary

4. How does Catherine treat Edmund when he visits?

   Answers will vary

5. How does the Poe that we read about in the story relate to the real life Poe.

   Answers will vary

Part 4: Bonus

1. _____ What year is the story set? 1848
2. _____ What is Edmund's last name? Brimmer

3. _____ How many sets of twins are in Edmund's life?
   a. 0
   b. 1
   c. 2

4. _____ Who was the watchman sent to guard The Lady Liberty?
   a. Fortnoy
   b. Tillock
   c. Jowers

5. _____ What book or Poe's did the secrete code between Peterson and Rancher come from?
   a. The Gold Bug
   b. The Raven
   c. The Murders in the Rue Morgue

6. _____ What did "Summer" in the coded note refer to?
   a. A time of day
   b. A boat
   c. The name of a tavern

Part 3: Short – Answer Essay

Write a sentence or paragraph in response to each of the following questions.

1. How does Colpin treat Edmund?

   Answers will vary

2. How was Edmund named?

   Answers will vary

3. How was the gold stolen from the vault and where is thought to be now.

   Answers will vary

4. How does Catherine treat Edmund when he visits?

   Answers will vary

5. How does the Poe that we read about in the story relate to the real life Poe.

   Answers will vary

Part 4: Fonus

1. _____ What year is the story set? 1848
2. _____ What is Edmund's last name? Brimmer

Poe Group Test

Study man

1. What is Dupin's real name?
2. Why did Poe's father fight w/ Poe
3. How did Edgar get his middle name
4. T or F Antoe Pru is from N.Y.
5. How are Sis + Edmun related
6. Why was it imp. that Mom + Antoe were twins
7. Why was it easy / how did it happen to steal the gold + break in vault
8. How many sets of twins are in Edmunds life.
9. where did this book take place.
10. What is the boats name where Sis was taken on a ride by Gadiett + Peterson
11. How did Poe know that Sis robbed the vault
12. Describe how Dupin treated Edmund
13. What would you have done if your Sis was missing
14. What were more similarities between Poe + Edmund
15. Why did Poe choose Dupin as his name when

Poe Group Test

Study man

1. What is Dupin's real name?
2. Why did Poe's father fight w/ Poe
3. How did Edger get his middle name
4. T or F Antoe Pro is from N.Y.
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14. What were more similerites between Poe + Edmund
15. Why did Poe choses Dupin as his name when

2

he went adventuring

16. What Book of Poe's did the secreat code between Peterson and Rachet.

17 Why do you think Poe drinks alot

18 Why did Poe want sis to die

19 Why did Edger send Edmund to Mrs. Whitmens

20 How would you describe Poe's fathers acting ability

21 Describe the boat chase ? See Below

22 Where did Edmund find his mom

23 What did Sunrise mean in the coaded note

24 what is the thing that Poe and John Allen keep fighting about

25 What is the name of Mrs. Whitemans mother

26 At the end of the book is Edmund's sis alice

27 What was Mr. Fadrey doing to prove he did'nt comit the murder

28 What was Poe's wife named?

3

24 How did Poe die - Congestion of the brain

30 How did Mr. Poe get into the bank vault

31 What did Poe mix up w/ reality his stories

32 What was the "moral" of the tell-tale heart

21 1st try to out run in wart
2nd Goat to ocean
3rd Sunrise goes south
4th. Peggy goes north
5 Sunrise went north
6 Surise came about
7 peterson tried to shot
8 Blind girl
9 Rachet loses control + ~~the~~
10 Girl jumps off
11 Boat Breaks
12 Edmund rescues Sis

Pratice Quiz Capitalization

2/23

Make each word capital in the paragraph, ~~For extra credit~~ Also tell why you capitalized ~~it~~ that word.

1st word

One day in the future, there will be a man named

name of person 1st word + I

Bob. I don't know what Bob will be like, but I

know the he like Domomes pizza. I also know

that he has a Aunt Rita who went to Palm Springs

Abreation

Fl. He also owns a copy of the Declaration of Independence

abbreation title

and a DVD of Holes. He is also a ~~member~~ troop leader

of the Boy Scouts and is friends with Greeks.

One day I see him eating French fries

and Swiss chocolate he will write a letter on

Friday, June 17 to his friend in Orlando, Fl. He

1st word salutation

will start it, "Dear Joe, "I have a dream" that

abbreation purpose lower

MLK said in his famous speech, "that my son

and daughter will be free..." Thats what letter redd

It ended w/ Very truly yours, Mr Bob

Add
p127
my mom
Mom
p124
less imp.
people
p132
the South
South
p133
less rec.
ages
p135
p137
word names lower

Capitals

Preparer: Michael Plasmeier

Name: _____
Class: _____
Period: 1/2
Date: _____

Read the paragraph below and correct capitalization mistakes. You also need to identify the rule why you changed the mistake.

---

once upon a time there was a man named dr. bob. i did not know him very well, but i know that he liked dominos® pizza. he also liked to listen to president clinton and go over his aunt clem's. he just likes her pie. in fact, the crust was from england. dr. bob also ate the pie all during history and algebra 1. the history teacher, mr. john, did not like dr. bob eating while he read the declaration of independence. dr. bob just wanted to tell mr. john that watching sesame street was more interesting then his lesson.

after dr. bob got home to 88 st. jack st. on friday, december 12, bob went to his boy scout meeting at the unitarian church. at the meeting, the boys ate french fries. one boy said, "let's go to the movies!" "too bad," the troop said, "we need to write letters. ok, at the top write 'dear mr. george. we are very happy that you are the president of our school. always yours, mark.'"

Capitals

Preparer: Michael Plasmeier

Name: _____
Class: _____
Period: 1/2
Date: _____

Read the paragraph below and correct capitalization mistakes. You also need to identify the rule why you changed the mistake.

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Capitals

Preparer: Michael Plasmeier

Name: Answer Sheet
Class:
Period: 1/2
Date:

Read the paragraph below and correct capitalization mistakes. You also need to identify the rule why you changed the mistake.

~~o~~Once upon a time there was a man named ~~d~~Dr. ~~b~~Bob. ~~i~~I did not know him very well, but ~~i~~I know that he liked ~~d~~Dominos® ~~p~~Pizza. ~~h~~He also liked to listen to ~~p~~President ~~C~~Celinton and go over his ~~A~~Aunt ~~C~~Celem's. ~~H~~He just likes her pie. ~~i~~In fact, the crust was from ~~E~~England. ~~D~~Dr. ~~B~~Bob also ate the pie all during history and ~~A~~Algebra 1. ~~T~~The history teacher, ~~M~~Mr. ~~J~~John, did not like ~~D~~Dr. ~~B~~Bob eating while he read the ~~D~~Declaration of ~~I~~Independence. ~~D~~Dr. ~~B~~Bob just wanted to tell ~~M~~Mr. ~~J~~John that watching ~~S~~Sesame ~~S~~Street was more interesting then his lesson.

~~A~~After ~~D~~Dr. ~~B~~Bob got home to 88 ~~S~~St. ~~J~~Jack ~~S~~St. on ~~F~~Friday, ~~d~~December 12, ~~B~~Bob went to his ~~b~~Boy ~~S~~Scout meeting at the ~~U~~Unitarian ~~C~~Church. ~~A~~At the meeting, the boys ate ~~F~~French fries. ~~o~~One boy said, "~~L~~Let's go to the movies!" "~~T~~Too bad," the troop leader said, "we need to write letters. ~~O~~Ok, at the top write '~~D~~Dear ~~M~~Mr. ~~G~~George. ~~W~~We are very happy that you are the president of our school. ~~A~~Always yours, ~~M~~Mark.'"

Comment [MEP1]: Beginning ... [1]
Comment [MEP2]: Name
Comment [MEP3]: Beginning ... [2]
Comment [MEP4]: I or 1st person
Comment [MEP5]: Brand Name
Comment [MEP6]: Beginning ... [3]
Comment [MEP7]: Name and Title
Comment [MEP8]: Name
Comment [MEP9]: Beginning ... [4]
Comment [MEP10]: Beginnin ... [5]
Comment [MEP11]: Place
Comment [MEP12]: Beginnin ... [6]
Comment [MEP13]: Name
Comment [MEP14]: School s ... [7]
Comment [MEP15]: Beginnin ... [8]
Comment [MEP16]: Name
Comment [MEP17]: Name
Comment [MEP18]: Document
Comment [MEP19]: Beginnin ... [9]
Comment [MEP20]: Name
Comment [MEP21]: Name
Comment [MEP22]: TV Show
Comment [MEP23]: Beginni ... [10]
Comment [MEP24]: Name
Comment [MEP25]: Abbreviation
Comment [MEP26]: Street Name
Comment [MEP27]: Abbreviation
Comment [MEP28]: Days of week
Comment [MEP29]: Month
Comment [MEP30]: Name
Comment [MEP31]: Organization
Comment [MEP32]: Pace
Comment [MEP33]: Beginni ... [11]
Comment [MEP34]: Proper Adj.
Comment [MEP35]: Beginni ... [12]
Comment [MEP36]: Beginni ... [13]
Comment [MEP37]: Beginni ... [14]
Comment [MEP38]: Beginni ... [15]
Comment [MEP39]: Interupted quote
Comment [MEP40]: Beginni ... [16]
Comment [MEP41]: Name
Comment [MEP42]: Beginni ... [17]
Comment [MEP43]: Beginni ... [18]
Comment [MEP44]: Name

Page 1: [1] Comment [MEP1]	**Michael Plasmeier**	**2/23/2004 5:10:00 PM**

Beginning of sentence

Page 1: [2] Comment [MEP3]	**Michael Plasmeier**	**2/23/2004 5:11:00 PM**

Beginning of sentence

Page 1: [3] Comment [MEP6]	**Michael Plasmeier**	**2/23/2004 5:11:00 PM**

Beginning of sentence

Page 1: [4] Comment [MEP9]	**Michael Plasmeier**	**2/23/2004 5:11:00 PM**

Beginning of sentence

Page 1: [5] Comment [MEP10]	**Michael Plasmeier**	**2/23/2004 5:11:00 PM**

Beginning of sentence

Page 1: [6] Comment [MEP12]	**Michael Plasmeier**	**2/23/2004 5:12:00 PM**

Beginning of sentence

Page 1: [7] Comment [MEP14]	**Michael Plasmeier**	**2/23/2004 5:15:00 PM**

School subject with a number

Page 1: [8] Comment [MEP15]	**Michael Plasmeier**	**2/23/2004 5:12:00 PM**

Beginning of sentence

Page 1: [9] Comment [MEP19]	**Michael Plasmeier**	**2/23/2004 5:12:00 PM**

Beginning of sentence

Page 1: [10] Comment [MEP23]	**Michael Plasmeier**	**2/23/2004 5:12:00 PM**

Beginning of sentence

Page 1: [11] Comment [MEP33]	**Michael Plasmeier**	**2/23/2004 5:12:00 PM**

Beginning of sentence

Page 1: [12] Comment [MEP35]	**Michael Plasmeier**	**2/23/2004 5:12:00 PM**

Beginning of sentence

Page 1: [13] Comment [MEP36]	**Michael Plasmeier**	**2/23/2004 5:18:00 PM**

Beginning of quote

Page 1: [14] Comment [MEP37]	**Michael Plasmeier**	**2/23/2004 5:12:00 PM**

Beginning of sentence

Page 1: [15] Comment [MEP38]	**Michael Plasmeier**	**2/23/2004 5:18:00 PM**

Beginning of quote

Page 1: [16] Comment [MEP40]	**Michael Plasmeier**	**2/23/2004 5:12:00 PM**

Beginning of sentence

Page 1: [17] Comment [MEP42]	**Michael Plasmeier**	**2/23/2004 5:13:00 PM**

Beginning of sentence

Page 1: [18] Comment [MEP43]	**Michael Plasmeier**	**2/23/2004 5:19:00 PM**

Beginning of salutation

What Went Wrong

- CIA made up or assumed too much
- I think political pressure from Bush forced mis-information
- Us should be more sure
- I think Saddam ~~hurt~~ purposly hinted at WMD to make ~~tolls~~ fools of US

Girl or Boy?

I think you should choose what gender you want your kid to be if you want to I you want a boy go ahead. If you don't care or it doesn't matter then don't do it or pick out of a hat. It's your baby so you can decide. There is almost no aguments for the other side. Yeah it might be a problem that there will be more boys. And what do they mean by sex descrimination? The religon ushave does back to my religon they where there is no god and everything is by chance or survival of the fittest. Those are my views on the topic.

Accrostic Poem Plan

Brain storm

G gouerment, gods, Golden Age, games of Olympic, Greek, Greece, gymnasium, good, great

R Reformer, rich, republic, religon, ruins of Partanon recoorded, relasianship, romans, racing (olympics)

EE Euipiged, entetainer, events (olympics), every 4 years Olympics, Euclid economics, equal, education, explorer, eat...

K knolage, kings, knossos, kilometers, killing Persians

L Lyceum, law, legslative branch, learing (scientist + philosophy)

E ↗

G ↗

A Assembly, Aristotle, Athens, Aristoparx, Academy, Ares Alex the Great, Asecylus

C comedy, costume, contributions (explain), chorus, city-state, classisfaction, chariot

Y ?

Compare + Contrast

Rain

3/5

Joseph	Tengo
older	younger
more experience around apartheid	less experience...
wants to change it 1st	wants to study 1st
wants to protest	dosn't want protest, but still change
dosn't like millers	likes millers
total control of whites	equal control

from same family
don't like apartheid
black
live in same house in township

Oom Koos	Dr. Miller
thinks ~~slaves~~ black should work harder	thinks blacks should be free
and not be lazy	
lives in the farm	lives in the city
gives less ¢ to Tengo	gives more ¢ to Tengo
dosn't have kids	has kids
racists	not racists
thinks blacks should not be edu	thinks blacks should be edu.
likes black workers	white liberal
White	
don't want ~~slaves~~ blacks (but indifferent ways)	
have black workers work for them	
Give money to blacks (different amounts)	
relasion w/ Tengo	

Sissie	Claire
likes Apartheid	Doesn't like Apartheid
doesn't like blacks	respectful to blacks
stays away from Tengo	says Tengo should study Art
would never think of sharing books	shares books w/ Tengo
a snitch + crybaby	not one

White
has family w/ blacks
girls · teenagers · goes to school

Township	Farm
dirty, smelly	clene, green
more people	less people
only blacks	mix of blacks + white.
blacks live in shacks	blacks live in huts
many police	not many police
crowded	open
poor	richer
violence	peaceful

Tengo has lived there + has family
blacks live in both

Rain Quotes

Michael Plasmeier 3/1/04

QUOTES

1. "They (vultures) can smell blood," Frikkie said. "Someone is out hunting. Look at them - waiting untill it's safe for them to drop down and feast when the killing's over." p.43

2. "You must never let a kaffier boy in your room again, you silly girl. D'you understand me! You have to be careful." p58

3. Turning the pages, he was stirred not by that same feeling, he recognized it, while not knowing what it was that he felt. p46

EXPLANATION

1. Vultures are commonly the sign of death. They also piggy back on others and clean the world. They get rid of the dd. Vultures are usually a bad omen. There are many things you can compare them with.

2. This is another example of black racism the wife is warning the girl not to have a black person in your room or talk to blacks. They must hate blacks very hard to say that

3 This quote is about Jengo's reaction to seeing the art books. He must really like art and might become an artist when he grows up. He is smart enough to discover the true meaning behind the paintings

Grammer / Notes

Nouns
- Common + Proper
- Abstract + Concrete
- Predicate nouns
- Direct Objects
- Indirect Objects
- Appositives

Questions

1. Study p 25-29
2. Is the hint for indirect objects correct? - sort of

Verbs
- Helping
- Active
- Linking

Qu
- Is to a of a linking verb?
- Study 3 types!
- Helping #1 is it correct? + #3 + #4 (over)
- finished 6 is it

Michael Plasmeier

Nouns Review Test

3/5

- Common + Proper

Write Common if the word is a common noun. Write Proper if the word is a Proper noun

1. St. Louis _____
2. car _____
3. Abe Lincoln _____
4. feather _____

- Abstract + Concrete

Write Abstract is the word is a abstract noun. If its not, write Concrete

1. forgetfulness _____
2. success _____
3. desk _____
4. hat _____

- Predicate Nouns

Underline the predicante nouns + circle the linking verb

1. The Raven is a poem
2. The Raven is the most popular poem in anthology
3. Alaska became part of the US.
4. The principle is the chair person

- Direct Objects

Underline the direct object

1. ABC sent reporters to the scene
2. Dad wants the car asap.
3. I won the championship.
4. The man sold every shirt he had

- Indirect Objects

Underline the indirect object

1. Paul told him the bad news
2. I sent Barbra a postcard.
3. The book won her fame.
4. Dr. Rouldd taught us a new song

(Over →)

Appositives

Under line the appositives

1. Kerri, my younger sister, left immedlity
2. The boat, a big cruise ship, left port
3. Did you see the movie at Stella 23, the movie theat
4. My least favrite actor, George Slupinhammer, was staring in the movie.

Noun Review Answers

3/6

- Common + Propper
  1. Propper
  2. Common
  3. Proper
  4. Common
- Abstract + Concrete
  1. Abstract
  2. Abstract
  3. Concrete
  4. Concrete
- Predicate Nouns
  1. poem (is)
  2. poem (is) after you add the fluff, it stays the same
  3. part (became)
  4. chairperson (is)

  Hint: The linking verb can be replaced w/ a = sign
- Direct Objects
  1. Reporters
  2. car
  3. Champion-ship
  4. shirt

  - Its who or what the sentance is about.
- Indirect Objects
  1. him
  2. Barbara
  3. her
  4. us

  - Its to whom or for whom the direct object does.

  ↳ Say easier to link action ver
- Appositives
  1. my younger sister
  2. a big cruise ship
  3. the movie theater
  4. George Stimbrenner

  The appositive is usuly in quotes and can be removal. It gives more

Verbs Review Test

3/8

Underline each action verb

(1) I did my schoolwork, (1) and I ate cookies. (1) After this, I am going to the concert. (2) All of my favorite stars are playing there. (3) I didn't have a good time and I left. I drove home

Under line the verbs that are linking verbs. There doesn't need to be one

1. His troops look tired
2. Winter made them old.
3. The soldiers can't taste their food
4. It is the day after Christmas
5. These men are cold
6. Trenton is across the river

Underline the helping verbs. There doesn't need to be one
Circle the action verb

1. Soon it will be time to leave
2. I could have had freedom
3. We'll not have had [illegible]

4. No one will ever see the Swamp Thing

5. I might eat pizza

6. I shall drive to NY

Verbs Review
Answers

3/3

- Verbs so actions or state of being

7 did / Hate 1. going 2. playing 3. left 4. drove

Linking

1. Look
2. None
3. None
4. is
5. are
6. is

- A linking verb can be replaces w/ (=)

Helping

1. will (be)
2. Would have had (freedom)
3. would have had (been)
4. will ever? (see)
5. might (eat)
6. shall (drive)

[illegible] per chap

Demon Teahouse

JE's

p1 1st Shooting Bow + preface - review so far
end w/ note from Judge all going to help

2nd Flowers means fire, many fires in short time
Judge investigates (tell how good he is) find person who
says fire started in her shop brown kimono w/
cranes p22 gisha set fire - real picky

25 | 3 Next day, going to floating world (describe it +
dreams, Gisha, nightetainment, adults only)
see house were someone died, a servent w/ no family
was wearing brown kimono like before (now stolen), kill her
had terror on face

36 | 4 took bath after death viewing, visiting fortune teller p41, tells of
2 other deaths, were 2 geshas (from same teahouse)
Judge leaves, leaves Seiko, Umoe how at new falling cherry blossom

46 | 5 go to Cherry Blossom teahouse, gets job, Oba Koko Owner mean + slave driver
meets 2 girls, no one wants to be little sister (apprentice) of
Umoe, asks him to steal a permission for her, then
doesn't want it, I am a thief

57 | 6 Judge comes to teahouse, question Owner + other servants
Judge tells him to keep looking, Owner doesn't like
Seiko, washed closes to prepare for evening, stole
clotes, now wearing dirty set

67 | 7 Night time, Umoe comes, real beautiful (60) + most famous
+ important people try to win their favor + make lots of gifts
go to house to get 2 other gishas, help also helped
[illegible]

78 | 8 Real busy escorting guests into house, past midnight watch gishas, take older Diamo to privy p80, tells not to be wrapped up in this beauty, people have lost ~~lost~~ lots of money, beard-el' sauron, returns, calles Fotusshu, gives gift of brown kimono

88 | 9 Umae leaves, everyone else leaves, people don't want to be w/ Umae because of bad luck, tell about deaths, 1 appereantly poisned, 1 killed in fire, ~~kill~~ other where gishia who worked w/ Umae, 1 as before dumped in river w/ brown kimming come back to teahouse, see someone who stole his clothes and set fire. guard thinks I set fire.

101 | 10 chained to post, waiting to be examined, Judge Odozo doesn't like (aka ~~Okoe~~ Other Judge + Seiker examing) Odozo too self-important p105, ~~to~~ Bunzo sets me free

110 | 11 Tell story to Bunzo, go back to teahouse, chase Kiro, the one that set fire, ~~to~~ a house owner get him back night again, watch Umae p117

121 | 12 Umae take Nui as her younger sister, one guest coments how bad it is to try to plese a gisha, party over for night

130 | 13 ~~Wh~~ find Kiro hiding, says he started fire to get job backe.

Outline

Frikei / Tengo

1. Intro
   - family + background + friends
   - personality + values
   - Intrest
2. Body
   - Family + background
     - black / white
     - Tengo more fam + friends
     - both have people that love

   - Intrest
     - ~~Like~~ Ok / Against Apartheid
     - likes ~~to~~ / doesn't like farm + school
     - didn't know Apartheid ~~at 1 point~~ when young

   - Personality
     - dont want / wants to learn
     - wants / don't want change
     - kind (+) dont like violence

3. Conclusion
   - Sum it up
     - list 3 body paras
     - closing sentence

Adjectives

Michael Plasmeier 3/10

Once upon a olfd time, where red fire breathing Dragons ruled, I was high king. I was a smart and genorous king who ruled over all thoes people and all the big and small animals that lived. One bleak rainy day, a small plump man come into very big stone casel. I bellowed "What do you want, poor man."

"My small wooden house burned down in a big tragic fire. Will you please give me lots of green money." the small poor man said.

"Too bad" I said

The small poor man left my big bright brown castel with a sad look on his face.

Compare/Constrast

Tengo	Frikei
black	white
againt apartheid	for apartheid - sort of
loves school	hates school
hates farm	loves farm
hate soldiers + police	a solidger
poor	well to do
educated about aphartheid	not edu. about apartheid
made fun of / treaded badly	not made fun of
has lots of friends + fam	don't have much fam

Both

around same age
both didn't know of apartheid as kids
friends when little
in township at 1point
good education
had parents around
had hopes for feature

Tips.
- underline
  - main ideas
  - key words in directions
- skip around
- read question
- read all choices
- look for trick words
  - all
  - not
- Think Why they ask qu.

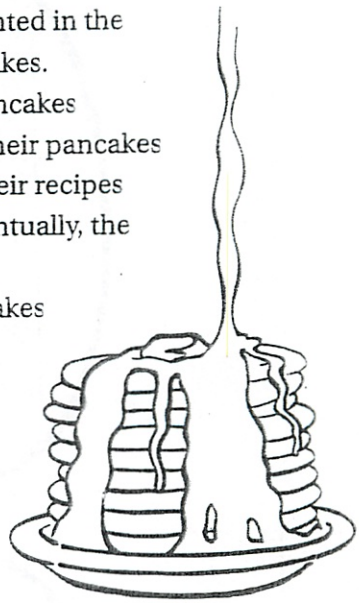
Stack 'em High

Next time you hear the expressions "flat as a pancake" or "selling like hotcakes," keep in mind that these flat disks of cooked dough have their place in American history.

In Colonial times, pancakes were popular food items. Sometimes called griddlecakes or johnnycakes, pancakes were made by mixing flour or cornmeal, eggs, milk or buttermilk, and butter to make a batter. Then the batter was cooked on a hot griddle or flat pan. Today we use soda to make pancakes rise, but colonists let a small amount of batter sit out overnight to turn "sour." They used this sourdough to make the fresh batter rise. They always remembered to keep some of the fresh batter to "sour" for the following day.

As settlers moved to the West, pancakes continued to be an important food. One of the first crops that settlers planted in the Midwest was corn, which was used in cornmeal pancakes. Lumberjacks ate hearty breakfasts of sausages and pancakes smeared with bacon grease or molasses. They called their pancakes "sweat pads." Miners heading for Alaska took along their recipes for making pancakes and bread from sourdough. Eventually, the miners were even called "sourdoughs."

A hundred years later, in the 1950s and '60s, pancakes were so popular that pancake houses began appearing throughout the country. Offering a variety of pancakes, syrups, waffles, and other breakfast treats all day, these restaurants continue to be popular. Today we can buy special fancy pancake mixes, or microwave a stack of pancakes in minutes. We're still flipping for flapjacks.



A Graphic Organizer for "Stack 'em High"

The passage describes how pancakes have changed throughout America's history. Use the graphic organizer to organize the information from the passage. In the blanks above the pancake stacks, write the time periods of three different stages of pancake development. Then, underneath the time period, on the lines provided, list all the information from the passage about that specific kind of pancake phase.

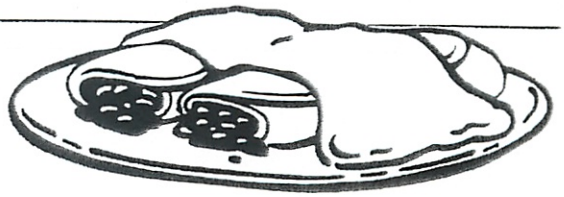
Colonial	Exploration Times	Today
called griddel cakes or honey cakes	Out west corn=cornmeal cakes	Pancake houses appear
Used sour dough to rise	lumberjacks ate pancakes smeared w/ grease	can microwave them
Cooked on hot griddle	Taken to Alaska	have premade mixes

Blini are the Russian version of pancakes. They are made from wheat, rye, or buckwheat flour, with yeast added. Blini are smaller and thinner than what we are accustomed to. They are eaten with a variety of spreadable toppings such as caviar, anchovies, herring, and smoked salmon, and are served with lots of sour cream and melted butter.

Blini are an important part of the Russian Orthodox celebration known as the "Little Fast" or "Butter Festival." In fact, Russians will often host blini parties where the savory pancakes are eaten in great quantities.

Blini date back to ancient times in Russia, when the spring solstice was celebrated by making the round, golden, fried flat cakes. Blini represented the return of the sun after the dark winter.

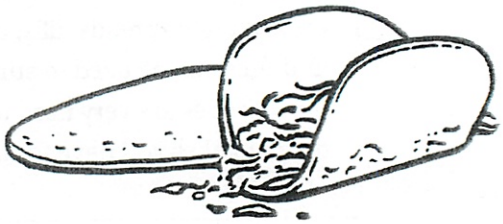
Crepes have been made in France for hundreds of years. They are the French version of pancakes. They are very thin and delicate, and are made out of flour and eggs. Crepes are used in all parts of a meal: as appetizers, entrees, and desserts. It all depends on what one spreads, fills, or flavors them with. They can be rolled, folded, or left flat, and they can be used to surround or display fruits, vegetables, or meats. Many people think crepes are very hard to make. In fact, they can be made as quickly and as easily as the pancakes you have for breakfast!



Tortillas are an unleavened, flat, round bread made of either corn or flour and are typically associated with Mexican food. Tortillas are an ancient type of bread and are known to have existed at the time of the Mayan Indians, who inhabited the area now known as Mexico. In fact, when the Spanish explored Mexico in the 1500s, they saw tortillas being eaten.

Originally, tortillas were made by the Indian tribes of Mexico from corn that had been cooked in water and lime. The corn was ground by hand with stone *manos* and *metates*. The dough was formed into flat, round pancakes and cooked.

Flour tortillas were introduced to the American Southwest by Spanish settlers from Northern Mexico. Flour tortillas became quite popular because they were quick and easy to make, as well as versatile; they could be used as utensils or as plates to hold food. Tortillas can be used in many different ways. They can be eaten plain, with butter, or topped with a variety of ingredients. They can be wrapped, rolled, or kept flat. In fact, according to the Tortilla Industry Association, approximately 75 billion tortillas were eaten in America in 1998!



Comparison Chart

Criteria	Pancakes	Blini	Tortillas	Crepes
Nationality	US	Russia	Mexico	France
History	See other page Colonies and Exploration	From celibration of spring solstice holiday + blini party	Myan Indians Invente Corn, Spanish brough flour	Made for 100's of years
Ingredients	flour, cornmeal, eggs, milk, buttermilk, butter, sour dough	Wheat, rye, buckwheat yeast	flour or corn preced	Flour, eggs
Toppings	syrup, butter, chocolate	spread bul, caviar, anchovies, herring, smoked salmon	all kinds of things	Anything
When eaten	breakfast	During Buttle Festivle	Lunch + Dinner	Any time

If the Author Says...

If the author says . . .	We can conclude . . .
"Elizabeth put on her warmest sweater."	The weather is cold.
"The airplane's engine was sputtering."	The plane was breaking or old
"Jerome hid a smile as he answered the last quiz question."	He got the qu right
"The conductor lightly tapped his baton to get the attention of the orchestra."	They were going to start a pratice or preformance
Exusted, the campers saw their camp site	The campers are coming in from a long hike.
Sara cheered as she stepted to the top of the winers podium.	Sarah won first prize.
Outside, high rises toward, and cars and busses passed the small	The story takes place in a city. streets
A ring slid down the drain	She was convinced that the ring was lost forever.

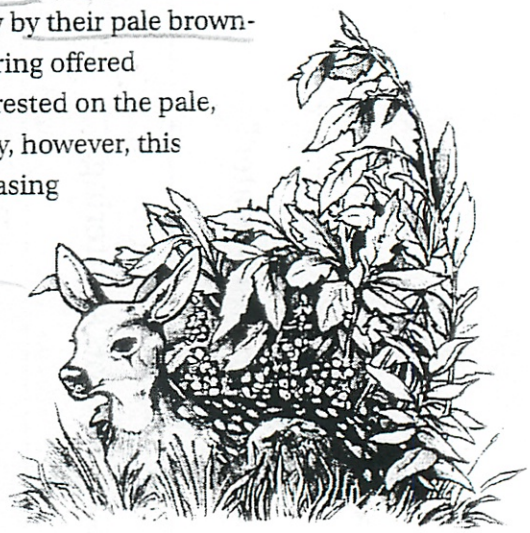
The Best Defense

Walking through the woods or a meadow, we probably pass by many different animals and insects without ever seeing them. Most living things have developed some means of protecting themselves from their enemies. For many animals, not being noticed at all is the best defense.

A common means of concealment is to blend in with the background. An example of this kind of concealment is the spotted fur of a newborn fawn. When the fawn remains motionless, it cannot be seen among the sun-dappled trees and leaves. Many fish, like the flounder, change their colors almost instantly to match their surroundings. Other creatures, especially insects, have transparent wings and other body parts that transmit the color and pattern of whatever background they are near.

Some animals hide by mimicking larger, more ferocious creatures. The lantern fly from the jungles of Brazil has developed a false head with decorations that look like glaring eyes, huge nostrils, and sharp teeth. The head is hollow and shaped like a peanut. These features make the fly look very much like a small alligator. Some scientists believe the unusual features of the lantern fly protect it from potential enemies.

The process by which these protective mechanisms develop and change can clearly be seen in the peppered moth. Peppered moths at one time could be identified mainly by their pale brown-and-white-spotted coloring. The coloring offered excellent protection when the moths rested on the pale, lichen-covered bark of trees. Gradually, however, this habitat became darker from the increasing pollution in the air. In these areas, peppered moths with darker coloring survived and reproduced, while those with lighter coloring became prey for birds. Today, near large industrial areas, most peppered moths match the darker color of the trees on which they live.



Making a Graphic

Complete the outline for "The Best Defense" according to how the information is organized in the passage.

The Best Defense

I. Concealment

A. New born Fawn

1. Colors look like surrounding + ? ~~[illegible]~~ doesn't move

B. Flounders

1. Change color

C. Insets

1. Transparent Wings

II. Mimicking

A. Lantern Fly

1. False Head

2. Looks like an alligator

III. Development of mechanisms

A. Pepeped Moths

1. Were once white-light colorded

2. Trees got darker, and new dark-Colored Moths rule

FOR BEST DEFENSE

Reading Strategies

Unlocking Vocabulary

Complete the following chart for the meaning of two words you don't know or are unsure of.

Word	Guessed Meaning	Dictionary Meaning
dappled	spots	Spotted

Asking Questions

First, write down two questions you have after reading the passage. Then, try to answer the questions with your best guess.

Question: Why did the moths change color?

Guessed Answer: Because of evelution

Question:

Guessed Answer:

Where Do They Go?

Miss Jackson, an English teacher, was preparing to post sentence strips for four paragraphs on the bulletin board. Unfortunately, the window was left open during lunch break. Some of the sentence strips fell to the floor; others blew away. Help her put the sentence strips back into the paragraphs where they belong. The first sentence of each paragraph has been done for you. From the list of strips, add at least two sentences to each paragraph. Then write your own concluding sentence.

Start by writing the letter **A** on the sentence strips that go best with **Paragraph A.** Write the letters **B, C,** and **D** on the sentence strips that go best with **Paragraphs B, C,** and **D.** Then add your own concluding sentence to end the paragraph.

Paragraph A	Paragraph B
It was a dark and stormy night.	**The students met in the library after school to study for the upcoming test.**
The window blew open. . .	They chose a table in Ref. Section.
The candles went out. . .	They spread out books.
Dust swirald making it hard to see	They study toghter quietly
The storm stoped	After 50 min, They leave
Paragraph C	**Paragraph D**
They climbed the narrow stairway to look for their grandfather's box in the attic.	**A student committee met to plan school lunch menus.**
The door slamed shut	They had taken a survy.
A noise came from atick.	They were suprised by results
They found the box.	They planned new item
They came back down	The principle approved it.

Where Do They Go?

2 ✓ They spread books and papers out on the table.

3 ____ They were surprised by the answers.

4 ____ The door slammed shut behind them.

1 ✓ The candle on the table went out.

2 ✓ They chose a table in the back of the reference section.

1 ✓ The wind picked up outside, blowing the window wide open.

3 ✓ They had taken a survey to find out what students liked best.

1 ✓ Clouds of dust swirled around them, making it hard to see.

2 ✓ They studied the class materials together quietly.

4 ____ A high-pitched whining sound seemed to come from somewhere above them.

In the paragraph below, underline the sentence fragments and the errors in spelling and subject-verb agreement.

Correct Me If I'm Wrong

I never make any mistake. Just tell me what to right, and I can right it correctly. I like to help my fellow students with they're assignments. I tell them to give the assignments to me. Because I has a weigh with words. For one assignment, the teacher told us to rite about a favorite relative. I rote about my aunt. How she's an English teacher. She like me the best. I know this cause she told me that I am the nephew who need her the most.

Correct Me If I'm Wrong.

Write the word or phrase that has an error under the proper heading.
Then correct the error in the shaded space below it.

		Fragment	Spelling	Subject-Verb Agreement
1.	Error Correction			mistake mistakes
2.	Error Correction		right write	
3.	Error Correction		"	
4.	Error Correction	On	they're their	
5.	Error Correction	page		has have
6.	Error Correction	2	rite write	
7.	Error Correction		rote wrote	
8.	Error Correction			like likes
9.	Error Correction			need needs

		Fragment	Spelling	Subject-Verb Agreement
10.	Error	Because I has...		
	Correction	Don't start w/ because		
11.	Error	How she's an	english teacher	
	Correction	I wrote about my aunt, and how she's an...		
12.	Error	I wrote about	my aunt.	
	Correction			

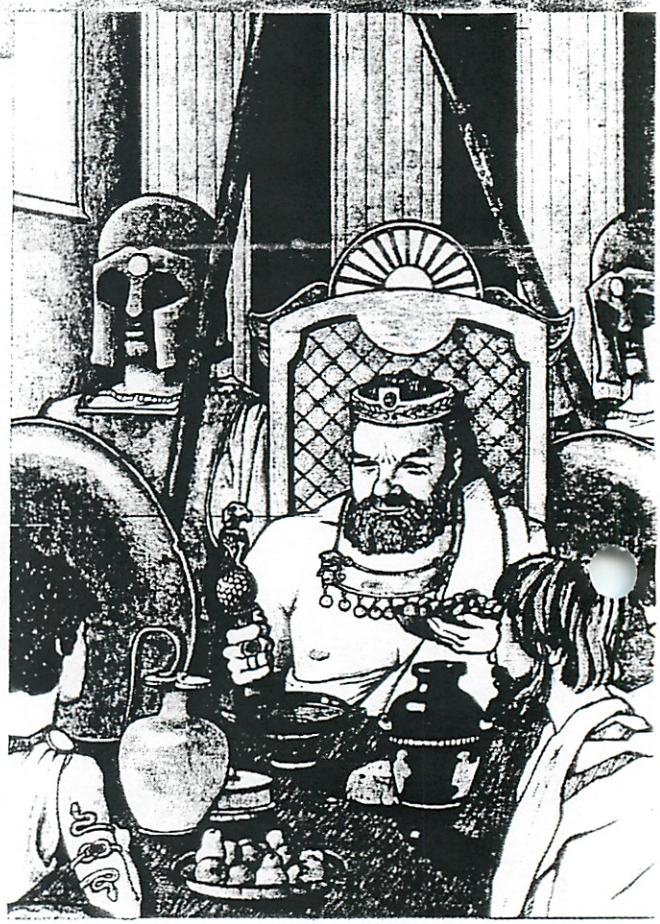
Student Name _____

Directions

Here is a story from ancient times, retold by Connie Nordhielm Wooldridge. Read the story. Then do Numbers 1 through 8.

The Sword of Damocles

retold by Connie Nordhielm Wooldridge



"Would you care to share your thoughts with the rest of us at the table?"

King Dionysius's question startled Damocles out of his reverie and sent a cold chill up his spine. His thoughts were the same ones that had occupied his mind ever since he had become a courtier.[1] They were envious, bitter thoughts toward this ruler who, as king of the wealthy city of Syracuse, had everything his heart desired while he, Damocles, had to be content with what the king chose for him to have.

"I was thinking that you must be the happiest man alive, Sire," stammered Damocles. "You eat only the finest food, you have riches beyond measure, your subjects wait to do your bidding—"

"Happy?" interrupted Dionysius. For a brief moment, Damocles thought he saw a flicker of emotion on the king's stern face. But even as he looked, Dionysius's eyes became cold and impenetrable again. "You shall have a chance this very day to be happy, as I am happy, Damocles," Dionysius continued. "At this evening's feast, you shall occupy my place and wear my crown. And I will order all in attendance to treat you as they would me."

The courtiers in the great hall caught their breath in a collective gasp. But for Damocles, surprise quickly gave way to delight. For a few hours, this very evening, he would eat what he pleased, do what he pleased, and expect everyone to obey his slightest wish. For a few hours, he would be the happiest man alive.

That evening Dionysius, true to his word, removed his golden crown, set it upon Damocles's head, and escorted him to the royal seat at the head of the table. Then the king move to the seat usually occupied by his courtier.

[1]courtier: an attendant in the court of a king

Damocles was giddy with his new power. He gorged himself on the delicacies that were set before him and ordered his cushions rearranged each time he shifted position. He gazed at the splendid statues and ornaments that adorned the banquet hall and which, for the time being, were his.

Looking up at the ceiling in search of more finery to which he could temporarily claim ownership, Damocles's eyes suddenly fixed on a terrifying sight. Suspended just inches above his head was a sharp, gleaming double-edged sword. It hung by a single horsehair thread that Damocles feared would break if he so much as moved.

"I see you have finally noticed the sword," observed King Dionysius from his place at the foot of the table. "I do hope it won't spoil your happiness. But, you see, such a sword hangs over the head of anyone who wields great power."

Damocles was unable to move or speak, so the king continued. "The ruler of a neighboring kingdom, a disgruntled subject, or"—the king's eyes narrowed— "a jealous courtier—any one of these might sever the thread and cause the sword to come plunging down."

Still, Damocles sat with eyes transfixed on the menacing sword above his head. King Dionysius strode to the head of the table and took Damocles by the arm. "Until you learn that power carries with it not only privilege but responsibility," said the king, "you had better remain in your usual seat." He escorted Damocles to the foot of the table, placed the crown back on his own head, and resumed his rightful place without so much as a glance at the sword, which still dangled from the ceiling.

As for Damocles, he felt greatly relieved to be back in his accustomed place. In fact, he felt as though he were the happiest man alive!

---

1 **Which of these best describes what happens in the story?**

A A courtier learns a lesson about power.
B A courtier enjoys the luxuries of leadership.
C A king loses a valuable weapon.
D A king conducts an important meeting.

2 **The story says that Damocles is startled out of his reverie. *Reverie* means about the same as**

F nap
G celebration
H concentration
J daydream

3 The main reason Damocles wants to be king is so that he can

A wear the royal crown
B experience the luxuries of wealth
C rule the people of Syracuse
D understand the privilege of responsibility

4 What is the setting for this story?

F a busy marketplace
G a modern-day castle
H the home of Damocles
J the great hall of Dionysius

5 **Which of these best describes how Damocles's mood changes throughout the story?**

A first bitter, then afraid, then surprised, and finally happy
B first afraid, then surprised, then content, and finally bitter
C first happy, then terrified, then envious, and finally delighted
D first envious, then delighted, then terrified, and finally content

6 Which of these best describes the main idea of the story?

F Control leads to happiness.
G Wealth is the result of power.
H Power carries responsibility.
J Generosity is the partner of control.

7 In this story, the sword is a symbol of

A great admiration
B overwhelming anger
C serious responsibility
D apparent jealousy

8 **Which sentence best combines these two sentences into one?**

Damocles envied Dionysius's wealth and power.

Dionysius decided to teach Damocles a lesson.

F Because Damocles envied his wealth and power, Dionysius decided to teach him a lesson.
G The wealth and power of Dionysius was envied by Damocles when Dionysius taught Damocles a lesson.
H Envying his wealth and power, Dionysius decided to teach Damocles a lesson.
J Dionysius decided to teach Damocles a lesson, while Damocles envied his wealth and power.

Directions

Here is a paragraph written by a student interested in the story of Damocles. There are some mistakes that need correcting. Read the paragraph. Then do Numbers 9 through 11.

> [1] Damocles was a real person who served in the court of the King of Syracuse about 2,400 years ago. [2] The story about Damocles and the dangling sword is first told by Marcus Tullius Cicero, an official of the Roman government. [3] He knew about the dangers of power, but he was not a king. [4] In fact, he paid with his life for his strongly held political beliefs.

9 Choose the best way to write Sentence 2.

A The story about Damocles and the dangling sword was first being told by Marcus Tullius Cicero, an official of the Roman government.

B The story about Damocles and the dangling sword was first told by Marcus Tullius Cicero, an official of the Roman government.

C The story about Damocles and the dangling sword will be first told by Marcus Tullius Cicero, an official of the Roman government.

D Best as it is

10 Which of these is the best way to write Sentence 3?

F Although Cicero was not a king, he knew about the dangers of power.

G Cicero was not a king when he knew about the dangers of power.

H Cicero was not a king, so he knew about the dangers of power.

J Best as it is

11 Choose the best way to write Sentence 4.

A In fact, he paid with his life for his strong held political beliefs.

B In fact, he paid with his life for his stronger held political beliefs.

C In fact, he paid with his life for his strongest held political beliefs.

D Best as it is

12 **Think about the story "The Sword of Damocles" as you read the following quotation from the play *King Henry IV*, by William Shakespeare. King Henry, who in one scene is having trouble sleeping, says:**

> *"Uneasy lies the head that wears a crown."*

Explain what King Henry means by this statement and compare it with the lesson Damocles learns in the story.

It means that the person who wares a crown or King alwas has problem this was like the sword dangling over head as if he alwas has lots of problems and his life is on the line.

Directions

Read the passage. Then do Numbers 13 through 19.

Sojourner Truth

On a hot day in 1843, a thin, black woman wearing a gray dress, white turban, and sunbonnet left New York City. She left with a bag of clothes, twenty-five cents, and a new name. Born a slave named Isabella Baumfree, she had been freed in 1827 by New York State's Emancipation Act. As a slave, she had worked long, hard days in the fields. After being freed, she had been a house servant. She had helped slaves who escaped to the North find homes and jobs. Now she had changed her name to Sojourner Truth and was setting out to preach and sing about God, the evils of slavery, and the joy of being free.

Even though she could not read or write, Sojourner Truth was a powerful speaker. She was over six feet tall and had a booming voice and expressive, appealing eyes. Her simple words and songs attracted huge crowds. She influenced many people to join the fight against slavery.

When the Civil War began in 1861, Sojourner Truth raised money to buy gifts for Union soldiers by giving lectures and singing. She went into the camps and distributed the gifts herself. While traveling from one Union camp to another, she often gathered information about the Confederate troops, which she passed along to the next Union camp.

Chicago Historical Society, ICHi-22022

After the Civil War, Sojourner Truth continued her public speaking. Now, however, she spoke about women's rights, a cause she had worked for since she attended the first Women's Rights Convention in Worcester, Massachusetts, in 1850. She inspired women to work for the vote, equal pay, and equal rights under the law. At eighty years of age, ill health forced Sojourner Truth to give up her lecture tours. However, her message continued to inspire people everywhere.

13 This passage is mostly about the

A talents of a gifted public speaker
B struggle of a freed slave
C adventures of a Confederate informer
D work of a civil rights activist

14 **Sojourner Truth helped escaped slaves by**

F bringing them food and clothes
G finding them places to live and work
H enlisting them in the Union army
J teaching them to read and write

15 **What did Sojourner Truth do after the Civil War?**

A She began preaching about freedom.
B She looked for work as a house servant.
C She inspired women to work for equal rights.
D She gathered information about Confederate troops.

16 **Which of these statements expresses an opinion?**

F Sojourner Truth was over six feet tall.
G Sojourner Truth was a powerful speaker.
H Ill health forced Sojourner Truth to give up her lecture tours.
J Sojourner Truth left New York City with a bag of clothes, twenty-five cents, and a new name.

17 **In which section of a public library would you most likely find books to help you learn more about Sojourner Truth?**

A drama
B fiction
C biography
D periodicals

18 Choose the sentence that is complete and written correctly. *Doesn't need to be true*

F Born in New York in 1797, Isabella Baumfree grew up speaking only Dutch.

G The New York State Emancipation Act legally freed Isabella, she had run away six months earlier.

H Isabella having changed her name to Sojourner Truth in 1843.

J The story of Sojourner Truth's life, she dictated it to a friend, was published in 1850.

19 **Here is a paragraph that a student wrote. It has three mistakes in grammar, capitalization, and punctuation. Draw a line through each part that has a mistake, and write the correction above it.**

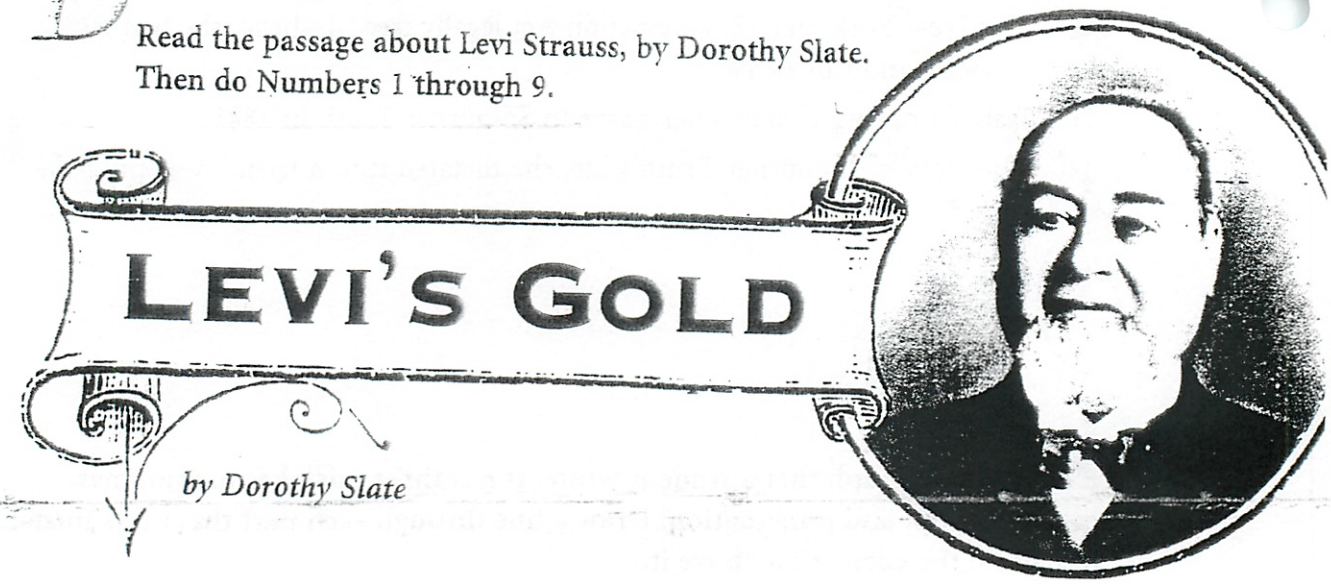
One time, Sojourner Truth went to see President Abraham Lincoln. She said that she has never heard of him before he was elected president. Lincoln told Sojourner Truth, That he had known about her for a long time. Some people doubt the truth of this story.

fragment

Student Name _____

Directions

Read the passage about Levi Strauss, by Dorothy Slate. Then do Numbers 1 through 9.



LEVI'S GOLD

by Dorothy Slate

When the clipper ship sailed through California's Golden Gate that March day in 1853, twenty-four-year-old Levi Strauss rushed to the deck, eager to see San Francisco. The Gold Rush, started in 1848, still drew men by the thousands to seek their fortunes. Strauss was one of them.

Six years earlier, he had left Bavaria in Germany to escape unfair laws against Jews and to join his older brothers Jonas and Louis in New York. They taught him English and told him peddling was an honorable occupation in the United States. Now he faced a new challenge. In his baggage were goods to sell. His brothers had helped select them in New York before he left on his long voyage around Cape Horn to California. Gold miners were sure to need thread, needles, scissors, thimbles, and rolls of canvas cloth for tents and wagon covers.

As Strauss looked toward the city, he saw several small boats approaching the ship. When they came close, some of their passengers clamored for news from the East. Others climbed aboard to see what merchandise the ship had brought. In a short while, Strauss had sold almost everything he had brought with him. Only the rolls of canvas remained.

Stepping ashore, he saw a bustling city with many "stores" that were merely tents or shanties. Among the ironworks, billiard-table manufacturers, dry-goods stores, breweries, and hundreds of saloons stood some stranded ships serving as hotels.

With gold dust from his sales aboard ship, Strauss bought a cart. He loaded his rolls of canvas and pushed the cart along wood-planked sidewalks. He parked on Montgomery Street, waiting for miners to pass by.

A prospector stopped to look at his canvas.

"It's for tenting," Strauss explained.

"Shoulda brought pants," the prospector told him. "Pants don't wear worth a hoot in the diggin's. Can't get a pair strong enough to last."

Instantly, the young entrepreneur sought out a tailor and created the first pair of jeans. Pleased with them, his customer strutted around San Francisco. "Doggone, if a man ever had a pair of pants as strong as Levi's before," he said.

The demand for "Levi's" grew so fast that Strauss could hardly keep up with it. When the brown canvas was gone, he switched to a sturdy fabric, *serge de Nimes*, from Nimes, France. The name was quickly shortened to "denim," and Strauss adopted the indigo blue familiar today.

Levi's brothers Jonas and Louis were his partners, as was David Stern, who had married Levi's sister Fanny. They decided to call their firm Levi Strauss & Company, agreeing that Levi was the "business head" in the family. Years went by, and the business grew.

Then, in July 1872, a letter arrived from Jacob W. Davis, a tailor in Reno. The letter explained that he was now reinforcing pants pocket corners with copper rivets. Rivets strengthened the seams, which tore out when miners and other workers stuffed their pockets with gold nuggets and tools.

Davis was flooded with orders but worried that someone would steal his idea. If Levi Strauss & Company would take out a patent in his name, Davis would give them half the right to sell the riveted clothing.

Strauss immediately saw profit potential. Instead of nine or ten dollars a dozen, the riveted pants could bring thirty-six dollars—just for adding a penny's worth of metal. It was a good risk.

The U.S. Patent Office took its time in granting Strauss a patent. It took ten months and many revisions and amendments before the Patent Office agreed that the idea of riveted pockets was unusual enough to be patented.

When Davis moved his family to San Francisco, Strauss put him in charge of production. Soon a force of sixty women stitched Levi's on a piecework basis. The orange thread still used today was an attempt to match the copper rivets. Another still-used trademark is the leather label featuring two teamsters whipping a pair of horses trying to tear apart the riveted jeans.

Successful in business, Levi Strauss still found time to participate in many civic organizations and was well liked in San Francisco's business

community. He never married, saying, "I am a bachelor, and I fancy on that account I need to work more, for my entire life is my business."

Although he had no children of his own, Strauss established many scholarships at the University of California, and when he died in 1902, he left money to Protestant, Catholic, and Jewish orphanages. He left his business to his sister Fanny's children.

Levi Strauss found gold not in streams or mines, but in fulfilling an everyday need. Today presidents, movie stars, and millions of other people wear Levi's and other brands of jeans, clothing created by an entrepreneur who responded to the needs of the market.

1 **Which of these best describes what the passage is about?**

A how a young man started a successful business after coming to America

B why blue jeans are superior to pants made by other manufacturers

C how clothing styles were affected by the work of the gold miners

D why immigrants came to America to improve their lives

2 **According to the passage, which of these were not seen by Levi Strauss when he first arrived in San Francisco?**

F hotels

G schools

H merchants

J craftsmen

3 **In the passage, Levi Strauss is called a young entrepreneur. An *entrepreneur* is a person who**

A explores new lands

B seeks out fame

C sells imported goods

D pursues business opportunities

4 **Miners of the gold rush liked the pants made by Levi Strauss because they were**

F very fashionable

G cheap and available

H strong and durable

J made of blue denim

5 Look at the diagram showing some of the events in the passage.

Which of these should go in the empty box?

A Strauss learns to speak English.
B Strauss sails around Cape Horn.
C Strauss gets a patent for riveted pants.
D Strauss founds Levi Strauss & Company.

6 Choose the sentence that is complete and written correctly.

F The popularity of Levi's jeans, today worn everywhere around the world.
G Coming in many styles and colors now; not all Levi's jeans are blue.
H Levi's jeans are no longer just for work they are worn for many kinds of activities.
J Some people like prewashed Levi's because they are softer and more comfortable.

7 Choose the sentence that best fills the blank in this paragraph.

> The gold rush brought thousands of people to California. _____. More fortunes were made by people who sold goods to miners than by the miners themselves.

A California became a state in 1850.
B Few gold seekers got rich, however.
C Mining technology has changed since then.
D Moreover, some came across the Great Plains.

8 Here is a paragraph that a student wrote. It has three mistakes in grammar, capitalization, and punctuation. Draw a line through each part that has a mistake, and write the correction above it.

> My friends and ~~me~~ I all wear Levi's. I have several pairs. New jeans are for wearing to school. When they get old and faded, I wear them for doing chores or just hanging around home. I don't like any other pants as much as my Levi's.

9 Much of Levi Strauss's success was the direct result of his personality and character. Write a short paragraph explaining how Levi Strauss's personal qualities and character traits led to his success in American business.

☑ For this answer, make sure you write at least three complete sentences and check your work for correct spelling, capitalization, and punctuation.

His success was a part of his personality. He was a fortune seeker so that gave him the opertunity. His willingnes to try something new led to taking the man suggestione

Directions

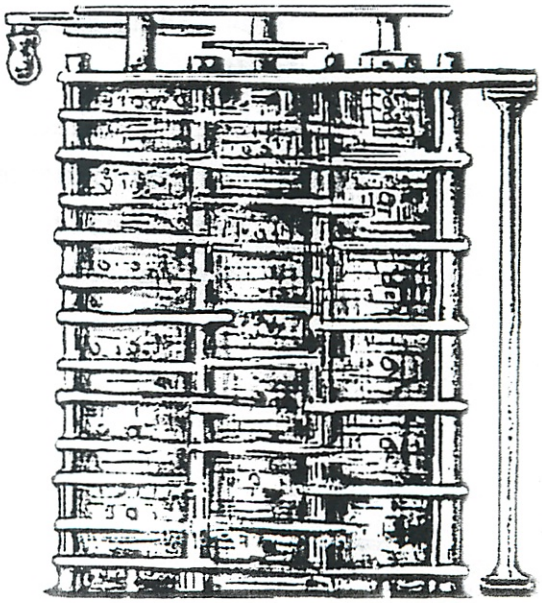
Here is a passage about inventor Charles Babbage. Read the passage. Then do Numbers 10 through 19.

Charles Babbage

"Babbage Rhymes with Cabbage," a London newspaper headline announced one morning in the 1860s. Even newspapers had begun to make fun of the brilliant inventor.

In the early 1820s, Charles Babbage designed a machine that could work mathematical problems. The machine was called a "difference engine." This machine was far ahead of its time, and Babbage had to develop the tools with which to build its many parts. The "difference engine" interested scientist Sir Humphry Davy, who encouraged Babbage in his work. The machine would take much time and money to build. Sir Humphry Davy helped Babbage by persuading government leaders to pay some of the costs.

In 1834 Babbage planned and began building a more complicated, steam-powered computer. This was to be a machine that could quickly solve long and difficult problems. Babbage worked hard on this and other inventions. But many of his new inventions were not accepted. He became discouraged and angered.



Babbage's bitterness influenced his relations with people. Once he became very upset with the organ grinders who played in the street near his home. They disturbed his train of thought. He began a long court battle to silence them. But the organ grinders only bothered him more. They came from miles around to play beneath his windows.

Finally, government leaders became angry with Babbage's ways and withdrew their support of his projects. Though Babbage had little money, he worked on his steam-powered computer for most of the rest of his life. However, he never finished it and died an unhappy, disappointed person. His death delayed what might have been the beginning of the computer revolution. It was nearly 100 years later, in 1944, that the world's first practical computer was finally built. Then another newspaper headline read "Babbage's Dream Comes True."

10 **According to the passage, "Babbage's bitterness influenced his relations with people." The word *bitterness* means about the same as**

F enthusiasm
G nervousness
H intelligence
J dissatisfaction

11 **Organ grinders came from miles away to play under Babbage's windows because**

A he enjoyed their music
B he tried to silence them
C they wanted to show their support
D they wanted to learn about his work

12 **Which of the following best describes Charles Babbage?**

F shy but persuasive
G interested but lazy
H angry but friendly
J talented but frustrated

13 **Which of these sentences from the passage expresses an opinion?**

A In 1834 Babbage planned and began building a more complicated, steam-powered computer.
B Government leaders became angry with Babbage's ways and withdrew their support of his projects.
C His death delayed what might have been the beginning of the computer revolution.
D Sir Humphry Davy helped Babbage by persuading government leaders to pay some of the costs.

14 Sir Humphry Davy helped Charles Babbage because Davy

F admired Babbage's work

G hoped to sell Babbage's ideas

H needed to follow government orders

J wanted to help design the "difference engine"

15 **The information in this passage could help you answer which of these questions?**

A How did Babbage build the difference engine?

B What kind of academic training did Babbage receive?

C What did Babbage expect the difference engine to do?

D Who wrote the newspaper articles about Babbage?

16 **Read the following sentences related to the passage. Choose the answer that best combines the two sentences.**

Charles Babbage was a man ahead of his time.

Charles Babbage invented the first computer, which he called the "difference engine."

F A man ahead of his time Charles Babbage, invented the "difference engine," which was the first computer.

G Charles Babbage, a man ahead of his time, invented the first computer, which he called the "difference engine."

H Charles Babbage was, a man ahead of his time, who invented the "difference engine," which he called the first computer.

J The "difference engine," also know as the first computer, was invented by a man ahead his time Charles Babbage.

Here is part of a student report on Charles Babbage. There are some mistakes that need correcting.

[1] Charles Babbage's "difference engine" was a great idea. [2] Computers are part of everyday life people use them for work and play. [3] I spend many hours playing computer games. [4] I also enjoy sending e-mail messages to my best friend he live in los angeles. [5] Mr. Babbage would be proud of his work if he knew how popular the computer has become.

17 **Choose the best way to write Sentence 4.**

A I also enjoy sending e-mail messages to my best friend he lives in Los Angeles.

B I also enjoy sending e-mail messages to my best friend who lives in los angeles.

C I also enjoy sending e-mail messages to my best friend who lives in Los Angeles.

D Best as it is

18 **Which of these should be rewritten as two complete sentences?**

F Sentence 1

G Sentence 2

H Sentence 3

J Sentence 5

19 According to the passage, Babbage designed a machine that "was far ahead of its time." Using details from the passage, explain what is meant by this statement.

☑ For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

The statement means that his machine was new and revlounary. It was very complex and a big improvent over the time it was invented

Directions

For Numbers 20 and 21, read the complete paragraph. For each numbered blank, there is a list of words with the same number. Choose the word from the list that best completes the meaning of the paragraph.

> Some early immigrants to America were sailors from Norway. At first, they established a **(20)** _____ in Greenland. Later, they **(21)** _____ as far as the east coast of what is now the United States.

20
- **F** resort
- **G** property
- **H** dealership
- **J** settlement

21
- **A** toured
- **B** ventured
- **C** inhabited
- **D** originated

Directions

For Numbers 22 and 23, choose the answer that is written correctly and shows the correct capitalization and punctuation.

22
- **F** I'll never forget the day I got my skates.
- **G** Theres a fellow that knows what he likes.
- **H** Haven't you ever missed an appointment.
- **J** Its never too late to learn something new.

23
- **A** My friend Jordan is originally from Austin Texas.
- **B** When she went to Europe, I took her to the Airport.
- **C** Life here in Eagle River is dull without her.
- **D** She wrote to say she had met the mayor of denver.

Directions

For Numbers 24 and 25, read the phrases. Find the phrase containing an underlined word that is not spelled correctly. If all the words are spelled correctly, mark "All correct."

24
- **F** a conscientious effort
- **G** an eloquent speech
- **H** a potential disaster
- **J** All correct

25
- **A** annoying distraction
- **B** lush vegatation
- **C** stinging sarcasm
- **D** All correct