

Exercise 1 • Syllable Awareness: Segmentation

- ▶ Listen to the word your teacher says.
- ▶ Repeat the word.
- ▶ Write the number of syllables in the word.
- ▶ Write the letter for each vowel sound you hear.
- ▶ Add the correct diacritical mark (breve) over the word.

| | How many syllables do you hear? | First vowel sound | Second vowel sound |
|-----|---------------------------------|-------------------|--------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

Exercise 2 • Listening for Word Parts

- ▶ Listen to each word.
- ▶ Write the word part your teacher repeats.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

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Exercise 3 • Sort It: Short Vowels

- ▶ Sort the word parts from Exercise 2 according to their short vowel sound.
- ▶ Write the word parts under the correct sound.

| / ɛ / | / ɪ / | / ɔ / |
|-------|-------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Exercise 4 • Word Networks: Synonyms

- ▶ Write a synonym (same meaning) for the word your teacher says.
- ▶ Refer to the **Unit Vocabulary** on page 5 of the *Student Text* for your answers.

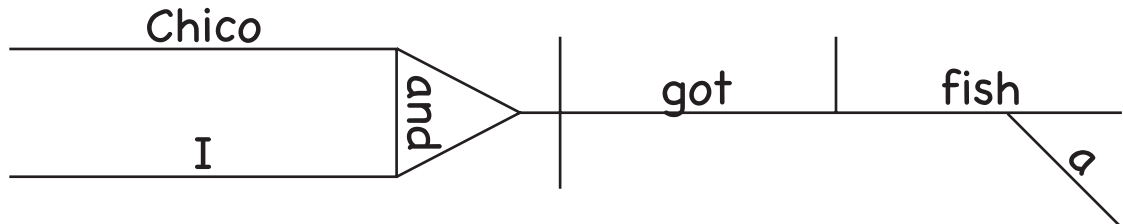
1. assist _____
2. go _____
3. stop _____
4. transmit _____
5. scent _____

6. obtain _____
7. earn _____
8. exam _____
9. certainly _____
10. fine _____

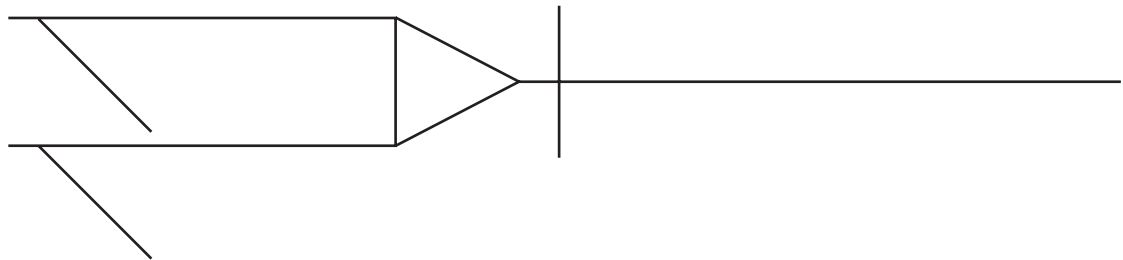
Exercise 5 • Diagram It: Subject + Subject/Predicate

- ▶ Review these areas of the diagram with your teacher:
 1. Subject: Who (or what) did it?
 2. Predicate: What did they (he, she, or it) do?
 3. Direct Object: What (or whom) did they do it to?
 4. Subject Describers: Which, what kind of, or how many?
 5. Predicate Describers: How, when, or where did they do it?
- ▶ Read the following sentences with your teacher.
- ▶ Note the compound subjects, which are underlined.
- ▶ Diagram each sentence.
- ▶ The first diagram is done as an example.

1. Chico and I got a fish.



2. The men and their helpers rested.

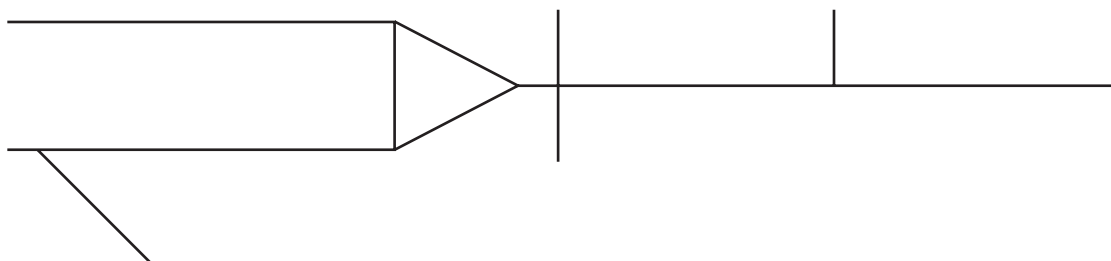


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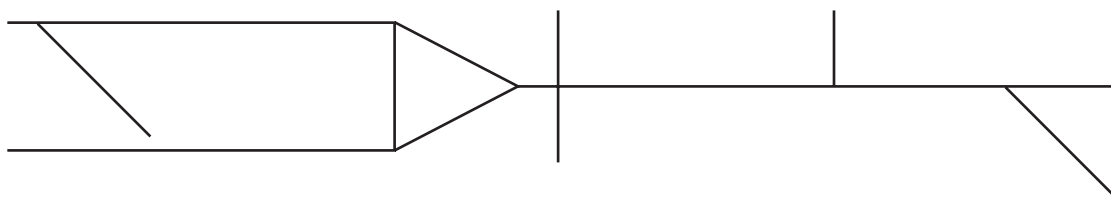
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Exercise 5 (continued) • Diagram It: Subject + Subject/Predicate

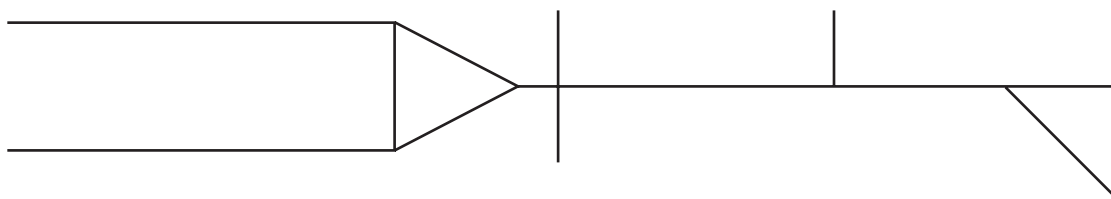
3. Tessa and her sister collected insects.



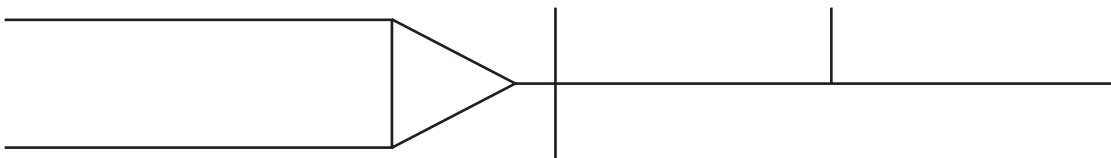
4. Their tent and raft passed the test.



5. Beth and Kim rented a van.



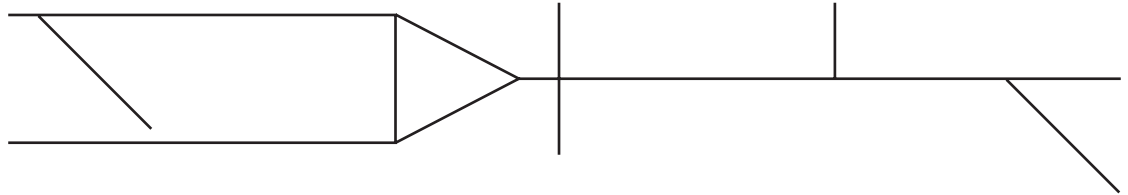
6. Sara and Julio smelled gas.



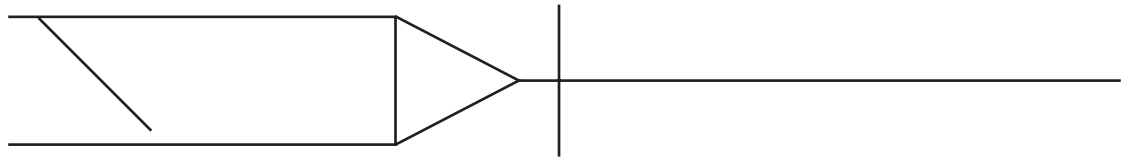
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Exercise 5 *(continued)* • **Diagram It: Subject + Subject/Predicate**

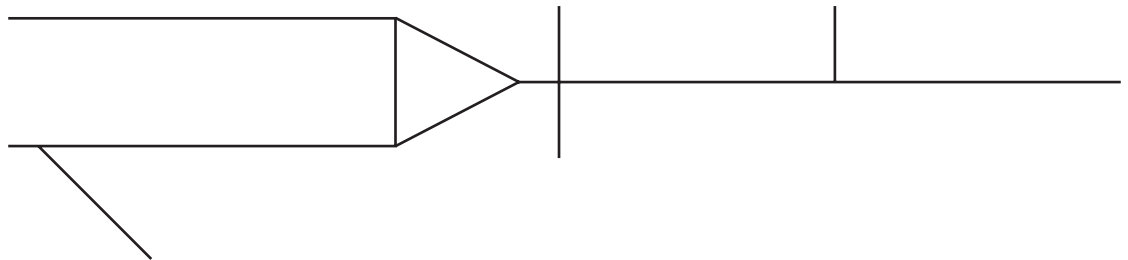
7. The vet and I inspected the pets.



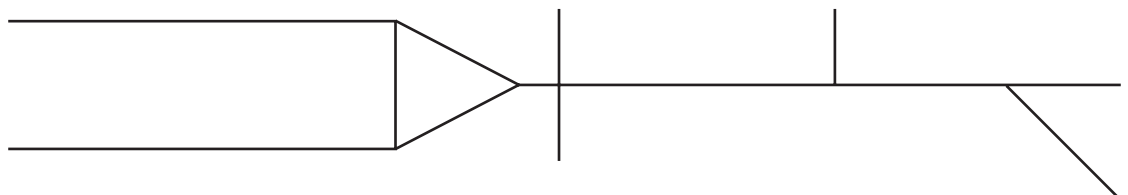
8. The egg and dish cracked.



9. Carlo and his dad had jet lag.



10. Ken and Diego helped the vet.



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Exercise 6 • Use the Clues

- ▶ Use word substitutions to define the word **film**.
 - Underline the vocabulary word.
 - Read text surrounding the unknown word.
 - Underline the words that help define the unknown word.
 - Circle pronouns that follow the unknown word.
 - Draw an arrow to link the surrounding words and pronouns to the unknown word.

Caught in a Web of Lies. It was this summer's hottest movie! You've all heard about it. It had six of Hollywood's hottest stars. One of them was Jenny Liu. It had a multi-million dollar budget. *Web of Lies* was predicted to become a top moneymaker. It was going to be a film classic. Last night, I went to see it.

- ▶ Discuss the other uses of the pronoun **it** to give examples of **film**.
- ▶ Write a definition of **film** based on the context clues.
- ▶ Verify your definition with the dictionary or www.yourdictionary.com.

Define It

film: _____

Exercise 7 • Answer It

- ▶ Answer each question in a complete sentence.
- ▶ Check for sentence signals—capital letters and end punctuation.

1. **List** two types of articles found in newspapers.

2. **Name** the author of the movie review of *Caught in a Web of Lies*.

3. **Where** did Emilio García work?

4. **Choose** whether “**Web of Lies**” is a factual article or an opinion article.
Explain your answer.
