Daily Bellringer Activities
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**Revision**

Students practice revising sentences that have common errors. The learning objectives in this strand include:

- correcting sentence fragments and run-on sentences
- identifying and editing misplaced modifiers
- analyzing and editing for subject/verb agreement

**Research**

Students explore the process of research with a variety of topics. The learning objectives in this strand include:

- identifying appropriate topics
- locating reliable sources in print and on the Internet
- avoiding plagiarism

**Sentence Combining**

Students practice how to best combine sentences by coordinating and subordinating related ideas. The learning objectives in this strand include:

- combining complete sentences
- combining sentences by changing the form of a word
- combining sentences to show a sequence of events or cause-and-effect relationship

**How to Use Bellringers**

All six Bellringer strands can be used in every unit of *Prentice Hall Literature*, so you may implement this part of the program in any way that best suits your students’ needs.

- **Days 1–4** of the Bellringers are designed to be used by individuals, partners, or small groups.
- **Day 5**, which is focused on Test Preparation, can also be used by individuals, partners, or small groups. In addition, it can be used in a test environment.

Simply photocopy each day’s activity or write it on the board, and give students 5 minutes to complete their work. These highly motivating activities will prepare them to read—and to learn.

The *Prentice Hall Literature Bellringers* can be used in many ways, but their primary purpose is to help students prepare to learn in your classroom.
Learning Objective
• Using comparison and contrast to make a critical evaluation

One important issue in Anglo-Saxon times and today is how—and if—people should remember the past. Describe a situation in which you made a decision after thinking about something you had already done.

Learning Objective
• Analyzing how a literary work reflects its historical period

Test Preparation Few people could read in early Britain, so most people listened to others tell them the news and stories, such as the ones you read in this unit. What do these selections tell you about the values and concerns of the people in this period of history?
Learning Objectives

- Recognizing the dependent and independent clauses in a sentence
- Identifying participial phrases
- Identifying items in a series
- Identifying past perfect verb tense

Reread the sentences you wrote yesterday. With a partner, discuss them. Zoom in on the sentences. How are they alike? How are they different? What else do you notice about them?

Learning Objectives

- Recognizing the dependent and independent clauses in a sentence
- Identifying participial phrases
- Identifying items in a series
- Identifying past perfect verb tense

Test Preparation

Read the following sentences. Choose the sentence that is closest to the model sentence.

The Geat people built a pyre for Beowulf, stacked and decked it until it stood four-square, hung with helmets, heavy war-shields, and shining armor, just as he had ordered.

- a. The Diaz family purchased, occupied, and renovated a fixer-upper in Middleton, fitting it with insulation, new wiring, and modern plumbing, just as the building inspector had specified.
- b. The Diaz family purchased a fixer-upper in Middleton; they occupied and renovated it until it appeared exquisite, and they fitted it with insulation, new wiring, and modern plumbing, just as the building inspector had specified.
- c. The Diaz family purchased a fixer-upper in Middleton, occupied and renovated it until it appeared exquisite, fitted with insulation, new wiring, and modern plumbing, just as the building inspector had specified.
- d. The Diaz family purchased a fixer-upper in Middleton, occupied and renovated it until it appeared exquisite; fitted with insulation, new wiring, and modern plumbing, it was what the building inspector specified.

Daily Bellringer Activities

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Day 4

Learning Objective
• Correctly using often misused words

The words in the following pairs are often confused: eminent, imminent; desert, dessert; stationery, stationary; led, lead; passed, past; than, then. Have each member of a small group select a pair, look up each word’s meanings, and write a question for each word. Have other members guess which word is the correct answer.

Example: loose, lose

1. Which word is an adjective that means “not tight”? (loose)
2. Which word is a verb that means “to fail” or “to misplace”? (lose)

Day 5

Learning Objective
• Answering a multiple-choice question

Test Preparation Answer the following questions by circling the letter of the correct answer.

Read these sentences, and decide the meaning of the underlined word from its context. Then, circle the letter that best gives the meaning of the underlined word.

1. The oil and water in a bottle of salad dressing will separate into two layers because these two liquids are immiscible.
   a. have different colors
   b. have different weights
   c. cannot be permanently mixed together
   d. can be dangerous if mixed together

2. It is important to be proud of your accomplishments and celebrate your singularity.
   a. individuality
   b. tendency to follow others
   c. leadership potential
   d. friends

Look up one of these words in a dictionary: contentious, requiem, munificence, or approbation, and use it to construct your own multiple-choice question like the ones above. Exchange questions with another student.
Day 4

Learning Objective
• Revising stringy sentences

Revise the sentences below following the model.
Example: *The Canterbury Tales* is a good collection of stories, and Chaucer also gives us a snapshot of the Middle Ages in England, and the characters on the pilgrimage come from all walks of life, and we get a cross-section of medieval society.

A good collection of stories, *The Canterbury Tales* also gives us a snapshot of the Middle Ages in England; since the characters on the pilgrimage come from all walks of life, we get a cross-section of medieval society.

1. The narrator begins the *Tales* with a General Prologue, and this narrator is probably Chaucer himself, and the Prologue establishes that the pilgrimage takes place in spring, and spring is the symbolic time of new beginnings.

Day 5

Learning Objective
• Recognizing agreement with collective nouns

In which sentence does the subject agree with the verb?

a. World economics bear directly on world peace.
b. Five years in a strange land seem like a long time.
c. The Knights of Columbus are sponsoring the carnival.
d. Three-fourths of the money has been recovered.
**Day 4**

**Learning Objective**
- Choosing the right type of report

With a partner, think of reports you might write for each of these organizational structures. Use these general topics for inspiration: Myths of Greece and Rome; Higher Education and Professional Training; Television Programs; Music.

1. Compare-and-contrast essay
2. Cause-and-effect essay
3. Problem-and-solution essay
4. How-to essay

Compare your answers with those of another set of partners. Explain your answers.

**Day 5**

**Learning Objective**
- Answering a multiple-choice question

**Test Preparation** Answer the questions by circling the letter of the correct answer.

1. Which is the best topic for a cause-and-effect essay?
   a. Bank Accounts and Mutual Funds
   b. Reasons to Deposit Money in a Savings Bank
   c. How to Open a Savings Account
   d. Save As Much As You Can

2. Which is the best thesis statement for a three-page persuasive essay?
   a. Andy Warhol created several paintings of soup cans.
   b. Andy Warhol was a strange person.
   c. Follow these simple steps to analyze a painting by Andy Warhol.
   d. Some people think the art of Andy Warhol is absolutely absurd.

Write a thesis statement for a persuasive essay you would like to write.
Learning Objective

• Combining three sentences to create compound-complex sentences

Follow the model to combine each pair of sentences below.
Example: Grendel grabbed Beowulf. He meant to eat him. Beowulf won the battle.
          Grendel grabbed Beowulf, and he meant to eat him, but
          Beowulf won the battle.
1. The elephants trumpeted. The lions roared. The tigers stayed asleep.
2. Josh won the hurdles. Mark won the 100-yard dash. Jake's pole broke during the vault.

Learning Objective

• Combining sentences to show related ideas

Test Preparation  Work with a partner to combine the following sentences. Then, explain why you combined them as you did.
The Knight had behaved nobly in war. He had defended his faith. He was always a gentleman.
Learning Objective
• Writing a persuasive speech

You are a monarch during one of the time periods in this unit. Write a speech that motivates your subjects to work toward a common goal.

Learning Objective
• Analyzing character

Test Preparation  Sometimes people are so focused on an idea that they do not see the dangers in front of them. Write a letter to an advice columnist in the voice of one of the characters in this unit that describes the “danger” you are in. Write the columnist’s answer, giving his or her advice on how to handle the situation.
Day 4

Learning Objectives

• Identifying introductory words
• Recognizing future and present tense verbs
• Recognizing the use of a colon before a restatement
• Identifying prepositional phrases

Reread the sentences you wrote yesterday. With a partner, discuss them. Zoom in on the sentences. How are they alike? How are they different? What else do you notice about them?

Day 5

Learning Objectives

• Identifying introductory words
• Recognizing future and present tense verbs
• Recognizing the use of a colon before a restatement
• Identifying prepositional phrases

Test Preparation Read the following sentences. Choose the sentence that is closest to the model sentence.

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me.

a. True, when I think about my dreams for a future in car racing, I will feel many misgivings: for people are against it; my family and my fiancée they oppose it.
b. True, when I think about my dreams for a future in car racing, I feel many misgivings; for people are against it, and my family and my fiancée oppose it.
c. True: when I think about my dreams for a future in car racing I will feel many misgivings; people are against it: my family and my fiancée they oppose it.
d. True, when I think about my dreams for a future in car racing, I feel many misgivings: for people are against it; my family and my fiancée oppose it.
Learning Objective

• Understanding the suffixes -eer and -ist

The suffixes -eer and -ist mean "one who does or participates in" or "one who believes." For example, an auctioneer is someone who runs an auction, and a capitalist is someone who believes in, and participates in, a capitalist system. Work with a partner. In 5 minutes, see how many words you can list that end with one of these suffixes.

Learning Objective

• Answering a multiple-choice question

Test Preparation

1. Circle the letter of the sentence in which the underlined word is used incorrectly.
   a. Thomas Paine was the pamphleteer who wrote Common Sense.
   b. The teacher criticized the noisy students for their quiescence.
   c. I did not want to move to a new town and forsake my old friends.
   d. I was embarrassed to notice that I was wearing mismatched socks.

2. Circle the letter of the sentence in which the underlined word is used incorrectly.
   a. The flood waters receded, and the roads became dry again.
   b. A populist candidate is one who is interested in the rights of the common people.
   c. Jeremy is popular with everyone because he is a misfit.
   d. Grandmother's tenacious memory enables her to remember childhood experiences.

With a partner, go over your answers to the questions, explaining why and how you chose your answers.
Day 3

Learning Objective
• Using subordinate clauses to revise faulty coordination

Revise the sentences below following the model.
Example: William Shakespeare had an astonishing vocabulary and knowledge of history, and he had little formal education. Although he had little formal education, William Shakespeare had an astonishing vocabulary and knowledge of history.
1. The present order of Shakespeare's sonnet cycle tells a rather incoherent story; scholars have tried to reorganize the 160 sonnets.
2. Scholars have also tried to name the individuals in these sonnets, and there are no convincing answers about who they were.

Day 4

Learning Objective
• Capitalizing and using quotations and italics with titles of works

Revise the sentences below following the model.
Example: Sir Thomas More presents a heroic monarch in Utopia.
Sir Thomas More presents a heroic monarch in Utopia.
1. Christopher Marlowe's plays tamburlaine the great and doctor faustus made him the first major Elizabethan dramatist.
2. Pastoral poems, such as Marlowe's passionate shepherd and Sir Walter Raleigh's nymph's reply celebrate pleasures of country life.

Day 5

Learning Objective
• Using possessive nouns

Test Preparation Which underlined possessive noun is spelled correctly?
   a. In her stirring speech, Queen Elizabeth I raised her troop's spirits.
   b. The Queen was well aware of her peoples' respect and reverence.
   c. Elizabeth scorned the Spanish navie's threat to invade her realm.
   d. She also recognized her men's need for rewards for their service.
Day 3

Learning Objective
• Finding sources for research

With a partner, consider these topics for a research report. Come up with three good sources for each. 1. The Most Popular Movies of the 1980s; 2. The Agricultural Products of Kansas; 3. The Gulf War.

Day 4

Learning Objective
• Understanding suffixes on URLs

Circle three suffixes that would be reliable sources. Explain why.
.biz .com .edu .gov .net .org

Find three reliable sites for information about the platypus. Write their URLs, and explain why they are reliable.

Day 5

Learning Objective
• Answering a multiple-choice question

Test Preparation  Circle the letter of each correct answer.
1. Which is the best source for a report on the Great Depression?
   a. John Steinbeck’s novel The Grapes of Wrath
   b. a movie featuring characters who experience the Great Depression
   c. an essay comparing economic depressions and recessions
   d. an interview with an economist who studied the Great Depression

2. Which is a primary source?
   a. a memoir by a retired baseball player
   b. a television documentary about the history of baseball
   c. an article that compares two baseball stars
   d. the song “Take Me Out to the Ballgame”

Decide which sources are secondary and which are primary.
**Day 4**

**Learning Objective**
- Combining sentences by joining adverbs

Follow the model to combine each pair of sentences below.

Example: Macbeth thinks that actions should be done well. They should also be done quickly.
Macbeth thinks that actions should be done well and quickly.

1. Pepe crossed the street slowly. He also crossed carefully.
2. My mom cut the radishes quickly into rose shapes. She also cut them expertly.

**Day 5**

**Learning Objectives**
- Combining sentences by logically coordinating ideas
- Answering a multiple-choice question

**Test Preparation** Which choice represents the best way to combine the following sentences? Explain your answer.
Lady Macbeth washes her hands. She tries to wash away her guilt.

a. Lady Macbeth washes her hands and her guilt away.
b. Lady Macbeth washes her hands but tries to wash away her guilt.
c. Lady Macbeth washes her hands. She tries to wash her guilt away, too.
d. Lady Macbeth washes her hands and tries to wash away her guilt.
Learning Objectives

• Analyzing setting in texts
• Explaining how an author creates mood

Some of the writers in this unit create "worlds" in their work. Work with a partner to create a "set design" for a movie made from one selection. Be sure to include details that would help the director bring this story to life.

Learning Objective

• Using comparison and contrast for critical analysis

Test Preparation Many of the poems in this unit were written about love. Choose two poems, and compare what the speakers of the poems thought about love.
Day 4

Learning Objectives
• Identifying compound sentences
• Recognizing a predicate nominative after a linking verb
• Recognizing commas that set off appositive phrases
• Recognizing parallelism

Reread the sentences you wrote yesterday. With a partner, discuss them. Zoom in on the sentences. How are they alike? How are they different? What else do you notice about them?

Day 5

Learning Objectives
• Identifying compound sentences
• Recognizing a predicate nominative after a linking verb
• Recognizing commas that set off appositive phrases
• Recognizing parallelism

Test Preparation  Read the following sentences. Choose the sentence that is closest to the model sentence.

No man is an island, entire of itself; every man is a piece of the continent, a part of the main.

a. No event, devoid of meaning, is an accident; every incident, an element in life’s drama, is a progression in the play.

b. No event is an accident, devoid of meaning, but an element in life’s drama and a progression in the play.

c. No event is an accident, devoid of meaning; every incident is a progression in the play, an element in life’s drama.

d. Devoid of meaning, no event is an accident; in life’s drama, every incident is a progression in the play.
Learning Objective
• Using synonyms and antonyms

Make a two-column chart. Label the first column *Synonyms* and the second column *Antonyms*. Then, as quickly as you can, list synonyms and antonyms for the word *grow*. Share your lists with classmates.

Work with a partner. But first, working separately, write the word *thoughtful* at the top of a sheet of paper. One partner should list synonyms on his or her paper, and the other person should list antonyms.

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Learning Objective
• Answering a multiple-choice question

**Test Preparation** Circle the letter of the **correct** answer.

1. Choose the word or phrase that is the best *synonym* for the underlined word in this sentence.
   The pet store stocked food, toys, training tools, and other sundry items for pets.
   a. related to dogs or cats  
   b. used for cleaning  
   c. miscellaneous  
   d. discounted

2. Choose the word that is the best *antonym* for the underlined word in this sentence.
   Being credulous, Amy was easily taken in by the salesman's phony claims.
   a. gullible  
   b. skeptical  
   c. believable  
   d. careless

Choose one of these words to make up a multiple-choice question testing synonyms or antonyms: *perturbation, avarice, multitudinous, prevarication, or obdurate.*
Day 3

Learning Objective
• Avoiding inappropriate shifts in verb tense

Revise the sentences below following the model.
Example: A Puritan, John Milton was a deeply religious man; he studies the Bible intensely and bases many of his beliefs directly on it.
A Puritan, John Milton was a deeply religious man; he studied the Bible intensely and based many of his beliefs directly on it.
1. Work and constant study strained Milton's weak eyes, and he becomes blind in 1652; blindness, however, did not stop his creative output, and he even writes a sonnet about his blindness.
2. Milton composed his greatest work, Paradise Lost, after he loses his sight, and according to legend, he dictates this epic to his daughters.

Day 4

Learning Objective
• Avoiding split infinitives

Revise the sentences below following the model.
Example: I had intended to as soon as the movie was over read the assigned passage from Gulliver's Travels.
I had intended to read the assigned passage from Gulliver's Travels as soon as the movie was over.
1. Gulliver's Travels was meant to in the form of a fanciful story satirize English beliefs and practices.
2. As Jonathan Swift points out, it is difficult to even when the evidence is overwhelming convince some people.

Day 5

Learning Objective
• Recognizing the future perfect tense

Test Preparation In which sentence are the underlined words used correctly?
   a. By the time you get there, they will go.
   b. They will spend all their money long before the first of next month.
   c. On September 1, we will be studying here for a year.
   d. I will have quit work before Labor Day.
Day 4

**Learning Objective**
- Using an atlas

Form small groups and see which group is first to find the answers to these questions. Use a world atlas, either printed or online.

1. What countries in South America do not border on Brazil?
2. Which group of islands is closer to the International Dateline: the Aleutians or the Kurils?
3. What countries share a coastline on the Aral Sea?

Day 5

**Learning Objective**
- Answering a multiple-choice question

**Test Preparation** Answer the questions by circling the letter of the correct answer.

1. Which reference work would be the best for finding antonyms for the word *blithe*?
   a. thesaurus  
   b. atlas  
   c. encyclopedia  
   d. dictionary

2. Which reference work would be the best for learning what lake lies at the southeastern corner of Niger?
   a. thesaurus  
   b. atlas  
   c. encyclopedia  
   d. dictionary

Use the reference sources to find the answers to both questions.
Learning Objective
• Combining sentences by changing the form of a word (-ly)

Follow the model to combine each pair of sentences below.
Example: The face of London was now altered. It looked strange.
	The face of London was now strangely altered.

1. The sun shone in the kitchen window. It shone in a brilliant way.
2. Bolts of lightning flashed outside the window. The brightness of the flashes was alarming.

Learning Objective
• Combining sentences by changing the form of a word

Test Preparation Work with a partner to combine the following sentences. Then, explain why you combined them as you did.

The Lilliputians tied Gulliver to the ground. He was frightening to them.
Learning Objectives
• Using poetic forms and conventions
• Creating similes and metaphors

Poetic language, such as “Tyger, Tyger burning bright” or “lonely as a cloud,” paints pictures with words. Create three word pictures in which you communicate something about a person or thing by comparing it to something else.

Learning Objectives
• Analyzing the characteristics of a setting
• Explaining how an author creates mood

Test Preparation Writers in the Romantic Period often used setting to establish mood. Describe the mood created in one selection, using details that show how the writer created that mood.
Learning Objectives

- Recognizing interrogative sentences
- Recognizing the use of parentheses
- Recognizing imperative independent clauses

Reread the sentences you wrote yesterday. With a partner, discuss them. Zoom in on the sentences. How are they alike? How are they different? What else do you notice about them?

Test Preparation

Read the following sentences. Choose the sentence that is closest to the model sentence.

Or will you proceed (as you must, to bring this measure into effect) by decimation; place the country under martial law; depopulate and lay waste all around you, and restore Sherwood Forest as an acceptable gift to the crown in its former condition of a royal chase and an asylum for outlaws?

a. And they will govern (as they must, to gain the support of citizens) with compassion; reinvigorate the economy with wise investments; retrain and employ the unemployed all around us, and restore public education as a necessary resource for the people to its former condition as a safe refuge and a pathway to success!

b. And will they govern (as they must, to gain the support of citizens) with compassion; will they reinvigorate the economy with wise investments; will they retrain and employ the unemployed all around us, and will they restore public education as a necessary resource for the people to its former condition as a safe refuge and a pathway to success?

c. And will they govern (as they must, to gain the support of citizens) with compassion; reinvigorating the economy with wise investments, retraining and employing the unemployed all around us, and restoring public education as a necessary resource for the people to its former condition as a safe refuge and a pathway to success?

d. And will they govern (as they must, to gain the support of citizens) with compassion; reinvigorate the economy with wise investments; retrain and employ the unemployed all around us, and restore public education as a necessary resource for the people to its former condition as a safe refuge and a pathway to success?
Learning Objective
• Using onomatopoeia

We use onomatopoeic words every day. Examples include clang, screech, and meow. Set a timer for 5 minutes. With a partner, list as many "sound" words as you can. Share your list with classmates.

Test Preparation
Identify the best description of the figurative language in each sentence. Circle the letter of the correct answer.

1. I nearly died laughing during that show.
   a. metaphor   c. onomatopoeia
   b. simile   d. hyperbole

2. The crusty snow crunched under our feet as we walked home from the library.
   a. onomatopoeia   c. personification
   b. hyperbole   d. metaphor

Complete the following sentence, using any kind of figurative language:
*The dog was __________.*
Learning Objective
• Avoiding ambiguous pronoun references

Revise the sentences below following the model.
Example: Caitlin read the Introduction to *Frankenstein* that Mary Shelly wrote when she was studying in London.
When she was studying in London, Caitlin read Mary Shelley's Introduction to *Frankenstein*.

1. Samuel Taylor Coleridge met with William Wordsworth when he stayed in the Lake District.
2. Coleridge spoke with Wordsworth about his poetic inspirations.

Learning Objective
• Avoiding pronoun shifts in person and number

Revise the sentences below following the model.
Example: Anyone who has lost their textbook must replace them by May fifteenth.
Anyone who has lost his or her textbook must replace it by May fifteenth.

1. Either James or John left their jacket in the gym, and you can pick it up in the Lost and Found Department.
2. Each girl in the gymnastics competition will perform their routine at the gym on Friday, and you will learn if you are a finalist.

Learning Objective
• Using pronouns *who* and *whom*

Test Preparation In which sentence is the underlined word used correctly?

a. Who did Jason call late last night?
b. Jessica asked me whom the captain of the team was.
c. I found the money, but who left it here?
d. The new teacher, *whom* has taken over our Spanish class, comes from Puerto Rico.
Day 4

Learning Objective

• Using note-taking systems

This student wrote notecards while researching her report on the Russian author Leo Tolstoy. However, he made some mistakes. With a partner, decide what is missing or wrong. Then, discuss your thoughts with classmates. Decide what corrections the student should make.

Leo Tolstoy, Russian author (1828–1910)
- born into a very wealthy family
- by the end of his life, he rejected the wealth and values of the upper class, changed completely
- and did many things for the poor
- served as a soldier in the Crimean War, which also affected his values
- wrote many famous novels, including War and Peace (1866) and a few others
- famous for wise sayings, including "Everyone thinks of changing the world, but no one thinks of changing himself."
- at 82, gave the rights to his works to his serfs, left his family, and went to live in the wilderness; died just a few days later

Day 5

Learning Objective

• Answering a multiple-choice question

Test Preparation Circle the letter of the correct answer.

1. Which information should NOT be included when you cite a magazine article in the bibliography of a report?
   a. the date of publication
   b. the full title of the article
   c. where the magazine is published
   d. the pages on which the article appears

2. Which of these is an opinion?
   a. Echo was a talkative nymph who always wanted to have the last word in a conversation.
   b. The goddess Juno, known for her severity, punished Echo.
   c. She decreed that Echo would always have the last word but would not be able to speak unless spoken to.
   d. Poor Echo's name has come to mean the playful but eerie playback of sound caused by reflections of sound waves off a hard surface.
Day 4

Learning Objective
• Combining sentences to show cause-and-effect relationships (although)

Follow the model to combine each pair of sentences below.
Example: He was successful in making a creature. The scientist reacted with horror at what he had done.
Although he was successful in making a creature, the scientist reacted with horror at what he had done.
1. Jake had eaten his lunch and the snack he had packed. He was still hungry.
2. It was dark. The lighthouse keeper could see a large ship drifting toward the shore.

Day 5

Learning Objective
• Answering a multiple-choice question

Test Preparation Which word best combines the following sentences? Explain your choice.
The winds died on the ocean. The ship did not move.
a. Although the winds died on the ocean, the ship did not move.
b. The ship did not move, then the winds died on the ocean.
c. The winds died on the ocean because the ship did not move.
d. After the winds died on the ocean, the ship did not move.
Day 4

Learning Objective
• Generating a graphic organizer to organize content

What do plots and characters show about the age in which they were written? Work with a partner to create a word web with the words Victorian Age in the central circle. In the surrounding circles, note details you have observed about what life was like in Britain during this period in history.

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Day 5

Learning Objectives
• Analyzing character and setting
• Establishing point of view to gain understanding

Test Preparation Several selections in this unit present vivid characters and settings. Write a blog entry in one character’s voice, describing what your life is like and the challenges you face.
Day 4

Learning Objectives

• Recognizing the passive voice
• Identifying a nonessential relative clause
• Identifying independent and subordinate clauses
• Identifying a participial phrase

Reread the sentences you wrote yesterday. With a partner, discuss them. Zoom in on the sentences. How are they alike? How are they different? What else do you notice about them?

Day 5

Learning Objectives

• Recognizing the passive voice
• Identifying a nonessential relative clause
• Identifying independent and subordinate clauses
• Identifying a participial phrase

Test Preparation  Read the following sentences. Choose the sentence that is closest to the model sentence.

The emphasis was helped by the speaker’s square wall of a forehead, which had his eyebrows for its base, while his eyes found commodious cellare in two dark caves, overshadowed by the wall.

a. The gloom was worsened by the night’s doleful lamentation of a wind, which had a bellow for its refrain, while its melody drew shrieking expression from nearby towering oaks, tormented by the blast.

b. The gloom, worsened by the night’s doleful lamentation of a wind, had a bellow for its refrain; its melody drew shrieking expression from nearby towering oaks, tormented by the blast.

c. The gloom was worsened by the night’s doleful lamentation of a wind; it had a bellow for its refrain, and its melody drew shrieking expression from nearby towering oaks, which were tormented by the blast.

d. The gloom worsened the night’s doleful lamentation of a wind, which had a bellow for its refrain; its melody drew shrieking expression from nearby towering oaks, tormented by the blast.
Day 4

Learning Objective

• Understanding multiple-meaning words

Some homonyms are spelled the same but have different pronunciations as well as different meanings. An example is close. When pronounced /cloz/, it is a verb that means “to shut.” When pronounced /clos/, it is an adverb that means “near.” With a partner, look up the following words in a dictionary: contract, incense, moderate, produce, primer, and sewer. Note each one’s multiple meanings and pronunciations. Write a pair of sentences for each word. Present your sentences to another set of partners, pronouncing each word correctly.

Day 5

Learning Objective

• Answering a multiple-choice question

Test Preparation Answer the following questions by circling the letter of the correct answer.

1. Choose the sentence in which the underlined word is an incorrect homophone.
   a. On the way to the dance, we passed the library.
   b. Please slice the carrot and place it in the salad bowl.
   c. Grandmother thinks that watching television is a huge waste of time.
   d. Please except my apology for interrupting your conversation.

2. Choose the sentence in which the underlined word is an incorrect homophone.
   a. Will this stormy weather affect our afternoon plans?
   b. Sacramento is the capital city of California.
   c. Is he the star of the play, or does he have just a miner role?
   d. This soap has been infused with the scent of lavender.

Rewrite each incorrect sentence, using the correct homophone.
Day 3

Learning Objective
• Correcting illogical comparisons

Revise the sentences below following the model.
Example: Robert Browning’s poems had a greater impact on Shawna than her boyfriend.
Robert Browning’s poems had a greater impact on Shawna than they did on her boyfriend.
1. Rudyard Kipling held the British Empire in higher regard than most Victorian Era writers.
2. The theme of isolation was more important to Matthew Arnold than any poet in England.

Day 4

Learning Objective
• Correcting dangling modifiers

Revise the sentences below following the model.
Example: Reading Browning’s “My Last Duchess,” the speaker indirectly reveals his character and situation.
Reading Browning’s “My Last Duchess,” I became aware that the speaker indirectly reveals his character and situation.
1. Involved with issues confronting Victorian England, poetry lovers see a supreme craftsman of the English language in Tennyson’s poetry.
2. In dramatic reveries, the richly described settings create a powerful mood in “The Lady of Shalott” and Tennyson’s idylls.

Day 5

Learning Objective
• Using adjectives and adverbs

Which sentence contains no error with adjectives or adverbs?

a. They do not really go nowhere new anymore.
b. The stew seemed much more tastier this time.
c. The library was so crowded I could hardly move.
d. It was easy the biggest turnout for any election.
Learning Objective
• Analyzing interview notes

Review these notes that a student took from an interview with an actor. Underline the notes you think would be useful for a report about his work. Write follow-up questions that you think need to be asked.

Blake Salle: actor in plays and movies (interviewed on 3/27/2008)
Became interested in acting in high school. Up to that time, baseball was major interest. Then, injury. While recuperating, read a play by Eugene O'Neill. Struck by it. "Bitten by acting bug." Appeared in class play. Great response. After high school, went to college. During summer, toured with an acting group. After graduation, auditioned for television show. Got part! Through that show, was noticed by Hollywood producer. Got first movie role. "My luck just kept rolling on and on from there!"

Learning Objective
• Answering a multiple-choice question

Test Preparation Answer the questions by circling the letter of the correct answer.

1. Which would be the best interview subject for a report on the Model T Ford, a car produced from 1908 to 1927?
   a. a news reporter who writes about current events in the automobile industry
   b. the president of a local Antique Cars Association
   c. the sales manager of a local Ford dealership
   d. the author of a report on the safety of various car models

2. You are writing a report on Dr. Martin Luther King's "March on Washington," which ended with his "I Have a Dream" speech, delivered on the steps of the Lincoln Memorial on August 28, 1963. To gather facts and opinions, you plan to interview an aunt who participated in the march and heard King deliver his speech. Which of the following would be the most important question to ask her?
   a. How many people participated in the march?
   b. Why did he choose to deliver his speech at the Lincoln Memorial?
   c. How old was Dr. Martin Luther King at the time of this event?
   d. Why has that particular speech served as such a lasting inspiration?

With a partner, go over your answers to the questions, discussing why and how each of you chose your answers.
Day 4

Learning Objective
• Combining sentences by adding relative pronouns (who)

Follow the model to combine each pair of sentences below.
Example: Mr. Gradgrind wanted the children to learn only facts. He owned the Coketown school.
   Mr. Gradgrind, who owned the Coketown school, wanted the children to learn only facts.
1. Nancy wrote plays. She kept them hidden from her sister.
2. Jake had homework in all of his classes. He was very tired.

Day 5

Learning Objectives
• Answering a multiple-choice question
• Combining sentences by using relative pronouns

Test Preparation Which choice represents the best way to combine the following sentences? Explain your answer.
The keen northwest wind made us shiver. The wind whistled through the crevices in our bedroom windows.
   a. When the keen northwest wind made us shiver, it whistled through the crevices in our bedroom windows.
   b. The keen northwest wind, who made us shiver, whistled through the crevices in our bedroom windows.
   c. The keen northwest wind, which made us shiver, whistled through the crevices in our bedroom windows.
   d. Where the keen northwest wind made us shiver, it whistled through the crevices in our bedroom windows.
Learning Objectives
• Making text-to-world connections
• Interpreting theme

Virginia Woolf's story "The Lady in the Looking Glass: A Reflection" begins and ends with this line: "People should not leave looking glasses hanging in their rooms." What do looking glasses show you? What do they hide?

Learning Objectives
• Making comparisons and contrasts
• Generating a graphic organizer to organize content

Test Preparation The twentieth century brought many changes to British society. Work with a partner to choose two selections in this unit, one from the early 1900s and one from late in the century. Use the central section of a Venn diagram to show how the selections are alike and the outer sections to show how they are different. You might consider differences in subjects, characters, and language.
Learning Objectives

- Recognizing independent and subordinate clauses in complex sentences
- Recognizing prepositional phrases
- Recognizing the use of the dash

Reread the sentences you wrote yesterday. With a partner, discuss them. Zoom in on the sentences. How are they alike? How are they different? What else do you notice about them?

Test Preparation

Read the following sentences. Choose the sentence that is closest to the model sentence.

For the last three miles of its course the wandering, hesitating river, as if enticed irresistibly by the freedom of an open horizon, flows straight into the sea, flows straight to the east—to the east that harbors both light and darkness.

a. As if summoned clearly by the ovation of a standing audience, the trembling, faltering vaudevillian, over the final few minutes of his life, steps proudly into the limelight, steps proudly onto a stage—onto a stage that frames both past and future.

b. Over the final few minutes of his life the trembling, faltering vaudevillian, as if summoned clearly by the ovation of a standing audience, steps proudly into the limelight, steps proudly onto a stage—onto a stage that frames both past and future.

c. Over the final few minutes of his life, the vaudevillian, trembling and faltering as if summoned by the ovation of a standing audience, steps proudly into the limelight, steps proudly onto a stage that frames both past and future.

d. As if summoned clearly by the ovation of a standing audience, the trembling, faltering vaudevillian steps proudly into the limelight, steps proudly onto a stage—onto a stage that frames both past and future over the final few minutes of his life.
**Day 4**

**Learning Objective**
- Understanding words from classical history and mythology

Many words come into the English language from the history and literature of ancient Greece and Rome. Make a three-column chart. Label the first column *Word*. Label the second column *Origin and Original Meaning*. Label the third column *English Meaning*. Use a dictionary to find this information for the following words. Then, use each one in a sentence that shows its meaning.

1. laconic  
2. tantalize  
3. chimerical  
4. aegis  
5. draconian

**Day 5**

**Learning Objective**
- Answering a multiple-choice question

**Test Preparation** Use your knowledge of word roots to choose the word or phrase that means the same as the underlined word. Circle the letter of the correct answer.

1. *His stern facial expression gave me a presentiment that a challenge lay ahead.*
   - a. feeling of dread
   - b. hopeful sign
   - c. gift
   - d. useful memory

2. *The news of the victory kindled a sense of euphoria throughout the city.*
   - a. consternation
   - b. intrigue or mystery
   - c. high spirits
   - d. confusion

With a partner, discuss which part of the underlined word helped you determine the answer.
Learning Objective

- Avoiding an overwritten style

Rewrite the sentences below following the model.

Example: With even a passing familiarity with George Orwell’s 1984, doubtlessly the pinnacle of this novelist’s considerable literary accomplishments, one cannot help but suspect that the author had somehow parted the shroud of time and stared deeply into the future and there beheld the now, alas, all-too-familiar totalitarian society with all its grim attendant hallmarks: the punishment of love, the destruction of privacy, and the distortion of truth.

In George Orwell’s 1984, his greatest novel, the author reveals the totalitarian society with its punishment of love, destruction of privacy, and distortion of truth.

1. Among those of us with open minds, it remains a truism that among the very considerable heroic leaders who assumed a prominent role in the long and arduous struggle against the evils of fascism during the darkest days of World War II, Winston Churchill emerges as the veritable voice of freedom; he, who, with eloquence and bellicosity, prodded his nation and the free world onward, despite the unfavorable odds, despite the ruinous costs.

2. In the world pantheon of distinguished leaders, Mohandas K. Gandhi must certainly be granted a central position; no elected politician was Gandhi, neither did he rule with military might or hereditary wealth and power; no, this great soul’s power was derived from his age-old search for truth, and in a real sense, we can arguably conclude his search was successful, for did he not lead his native land to independence and reform by a unique method that we now call nonviolent resistance?

Learning Objective

- Using words correctly

In which sentence is the underlined word or words used correctly?

a. We looked everywheres, but the children were not to be found.
b. Timothy acted as if he did not expect a graduation gift.
c. We seldom never see cardinals or bluebirds here.
d. Unfortunately, our hotel is a long ways from the beach.
Learning Objective

- Using an outline to organize information

Here is some information a student gathered for a compare-and-contrast essay about Mark Twain and Benjamin Franklin. Use an outline format to organize the information into main points and supporting information.

Benjamin Franklin (1706–1790) and Mark Twain (1835–1910) were both humorous writers. Both wrote aphorisms—short statements of wisdom.

Franklin began his career as a printer's apprentice. He gained fame as a writer with Poor Richard's Almanack, a compendium of aphorisms. Many were original, and others were influenced by such earlier writers as Dryden and Swift. Franklin was also a worldwide traveler, an inventor, a statesman, and a leading force during the American Revolution.

Mark Twain is the pseudonym of Samuel Langhorne Clemens, who began his career in publishing by working as a printer's apprentice and went on to write what many consider to be the greatest American novel, The Adventures of Huckleberry Finn. Along with his writing, he traveled widely and made many speeches. He was greatly influenced by Benjamin Franklin, whose clever, homespun wit he copied. However, while Franklin's aphorisms were friendly and positive ("A good example is the best sermon"), Twain's were often darker and slightly negative ("Few things are harder to put up with than the annoyance of a good example").

Test Preparation

Circle the letter that precedes each correct answer.

1. Which kind of graphic organizer would be best for gathering ideas for an essay that describes the appearance, habitat, and food-gathering behavior of a raccoon?
   a. numbered list
   b. cause-and-effect diagram
   c. main idea and details web
   d. compare-and-contrast diagram

2. Which kind of organizational plan would be best for the structure of a report on the reasons why pedestrians should not jaywalk?
   a. sequence
   b. cause and effect
   c. main idea and details
   d. compare and contrast

With a partner, think of and write examples of reports where the best organization would be by sequence, cause and effect, main idea and details, and compare and contrast.
Day 3

Learning Objective
• Combining sentences to show additional ideas (also)

Follow the model to combine each pair of sentences below.
Example: People should not leave mirrors in their rooms. They should not leave open letters confessing a hideous crime.
People should not leave mirrors in their rooms; they also should not leave open letters confessing a hideous crime.
1. Shana wanted to try out for a part in the play. She wanted to work on the yearbook.
2. Bart could answer any history question he was asked. He could answer most science questions, too.

Day 4

Learning Objective
• Combining sentences to show additional ideas (similarly)

Follow the model to combine each pair of sentences below.
Example: Nothing moved on the river but the steersman’s oars. All motion had stopped on the land.
Nothing moved on the river but the steersman’s oars; similarly, all motion had stopped on the land.
1. Linda dances beautifully. She is graceful in gymnastics.
2. Tony’s team won the football game. Ben’s team won the tennis match.

Day 5

Learning Objectives
• Answering a multiple-choice question
• Combining sentences by logically coordinating ideas

Test Preparation Work with a partner to decide which word best combines the following sentences. Explain your choice.
Everyone said she was such a good mother; ________, she and her children knew this was not true.
a. however  
c. also
b. even if  
d. similarly
Vocabulary Week 3

Day 1
masticate: to chew
cetacean: a class of hairless, fishlike water mammals, including whales and dolphins
deliquesce: to melt away

Day 2
feldspar: any of a group of crystalline minerals that are an essential constituent of nearly all crystalline rocks
hafnium: a metallic chemical element similar to zirconium
lazulite: a glassy blue mineral
cesium: a soft metallic chemical element
All are minerals.

Day 3
1. correct
2. When my grandparents retire, they plan to immigrate to Puerto Rico.

Day 4
eminent: highly respected
imminent: about to happen
desert: (1) a dry, sandy region; (2) to forsake or abandon
dessert: a sweet final course to a meal
stationery: writing paper
stationary: not able to be moved, such as a built-in bookcase
led: went first (past tense of the verb lead)
lead: a metal
passed: went by
past: not present
than: a conjunction used for comparison
then: next

Day 5
1. c
2. a

Daily Bellringer Activities
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Day 3
Sample answers:
1. The sun shone, the temperature soared, and the ocean was just the right temperature for swimming.
2. The center hiked the ball, the quarterback throws it, and the running back catches it and runs for a touchdown.

Day 4
Sample answers:
1. The elephants trumpeted, the lions roared, but the tigers stayed asleep.
2. Josh won the hurdles, Mark won the 100-yard dash, but Jake's pole broke during the vault.

Day 5
Sample answer:
The Knight had behaved nobly in war, he had defended his faith, and he was always a gentleman.

Explanation: We joined the sentences with and because they were a list of the knight's qualities.

Day 1
Evaluation guidelines:
Students' responses might mention what they see in the setting, including the people, their clothing, the time period, and any objects. This information should help them tap their prior knowledge before they read the selection.

Day 2
Evaluation guidelines:
Students' responses should analyze the lyrics in a love song, showing how the song reflects twenty-first century America and its attitudes and values in relationships.

Day 3
Evaluation guidelines:
Students' responses should demonstrate an understanding that poetic language can have multiple meanings and that poems can imply more than they state.

Day 4
Evaluation guidelines:
Students' speeches should appeal to their subjects' devotion to their "monarch" and their common purpose in achieving some goal.

Day 5
Evaluation guidelines:
Students' letters to an advice columnist should describe a danger they face and the columnist's response about how they should cope with this challenge. Students might choose one of the characters in Macbeth as their character in danger.

Sentence Modeling Week 8
Day 1
As students work in pairs, walk around the class. Stop to help pairs who are struggling with the sentence. Help students zoom in on the future tense verb will fear. Point out that the introductory word, Yea, is an interjection and is set off by a comma. Explain that a colon is used because the clauses that follow the colon restate or explain the clause before the colon.

Day 2
Encourage students to break down the two sentences into smaller parts to help them compare and contrast elements. Bring out that the second sentence expresses the same idea as the first but lacks the clauses that explain why the speaker fears no evil.
Day 3
-escence: the state of being
-acious: characterized by
convalescence = conval ("to grow strong") + -escence ("the state of being") = the state of growing stronger after an illness
acquiescence = acquiesce ("to agree without protest") + -escence ("the state of being") = an agreement without protest
obsolescence = obsol ("to go out of use") -escence ("the state of being") = the state of being outdated or out of use
audacious = aud ("bold") + -acious ("characterized by") = bold or daring; fearless
capacious = cap ("to take or hold") + -acious ("characterized by") = able to hold or contain much; spacious
voracious = voracis ("greedy") + -acious ("characterized by") = very greedy or eager

Day 4
Sample answers:

<table>
<thead>
<tr>
<th>-eer words</th>
<th>-ist words</th>
</tr>
</thead>
<tbody>
<tr>
<td>engineer</td>
<td>monopolist</td>
</tr>
<tr>
<td>racketeer</td>
<td>socialist</td>
</tr>
<tr>
<td>mountaineer</td>
<td>soloist</td>
</tr>
<tr>
<td>profiteer</td>
<td>jurist</td>
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<tr>
<td>volunteer</td>
<td>pianist</td>
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<td></td>
<td>panelist</td>
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<td></td>
<td>canoeist</td>
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<tr>
<td></td>
<td>druggist</td>
</tr>
<tr>
<td></td>
<td>anarchist</td>
</tr>
</tbody>
</table>

Day 5
1. b
2. c

Day 1
1. “The conceit in Sonnet 130,” the professor explained, “includes a list of negative comparisons beginning with the line, ‘My mistress’ eyes are nothing like the sun.’ ”
Day 5
Sample answer:
d
Explanation:
I chose letter d because it has all of the information in the two sentences.

Quick Write Week 13

Day 1
Sample answer:
I believe that "No man is an island" because we must all work together to help each other. Especially in these times of global warming, it makes sense to pay attention to how my behavior affects others and the future of the planet.

Day 2
Sample answer:
Sensory images from these poems include: "tear-floods," "sigh-tempests," "child of my right hand," "drink to me only with thine eyes," and "glorious lamp of heaven."

Day 3
Evaluation guidelines:
Students' dialogues should compare opposing opinions on whether it is right to act immediately ("seize the day") or to act more thoughtfully and deliberately.

Day 4
Evaluation guidelines:
Students' set designs should illustrate their selection's place, time, and mood.

Day 5
Evaluation guidelines:
Students' responses should compare two poems' explorations of the subject of love. Several of these poems are written in the courtly love tradition, so students might describe this stance.

Sentence Modeling Week 14

Day 1
You may wish to read the sentence aloud to the class, using expression to indicate that it is an exclamation. Then, as students work in pairs, walk around the class. Stop to help pairs who are struggling with the sentence. Bring out that the sentence is a compound sentence—two independent clauses joined by a semicolon. Elicit the subject of the first clause (man) and the predicate nominative that renames it (island). Do the same with the second clause (man, piece). Also, elicit that the first appositive phrase, entire of itself, describes island; the second appositive, a part of the main, describes continent.

Day 2
Encourage students to break down the two sentences into smaller parts to help them compare and contrast elements of the sentences. Bring out that the second sentence is a simple sentence, not a compound sentence.

Day 3
Help students who are having difficulty writing their sentences. You may wish to have students work in pairs as each writes his or her own sentences.

Day 4
Encourage students to study carefully the sentences they wrote. By carefully studying their own sentences, students are likely to find many grammar principles at work.

Day 5
Answer:
c
Day 1
1. noun
2. three
3. third
4. French
5. "leaf" or "sheet"
6. the part of a French newspaper that contains fiction, reviews, and other arts-related materials; any light, popular piece of writing

Sample sentence:
Some of Virginia Woolf's early pieces first appeared in a feuilleton.

Day 2
Sample answer:
Because we were accustomed to our senior partner's inherent munificence, her sullen expression seemed an inauspicious start to our meeting, and we feared that dissolution of the partnership might be forthcoming.

Day 3
Sample answers:
strange: odd, weird, peculiar, unfamiliar, eerie
careless: casual, reckless, negligent, forgetful, inattentive
fast: rapid, speedy, quick, hurtling, swift
important: serious, prominent, principal, valuable, main
decorative: embellished, embroidered, ornamental, attractive, fancy

Day 4
1. Ecuador and Chile
2. the Aleutians
3. Kazakhstan and Uzbekistan

Day 5
1. a; sad, morose, unhappy, grumpy
2. b; Lake Chad

Day 1
Sample answers:
1. Jonathan has to clean his messy locker.
2. Why did you bring your dirty boots inside?

Day 2
Sample answers:
1. Jen wanted to paint the running water in the stream.
2. The pouring rain beat down on the field as we tried to finish the game.

Day 3
Sample answers:
1. A news photo showed several damaged buildings.
2. The confused sailors did not know where they were.

Day 4
Sample answers:
1. The sun shone brilliantly in the kitchen window.
2. Bolts of lightning flashed alarmingly outside the window.

Day 5
Sample answer:
The frightened Lilliputians tied Gulliver to the ground.

Explanation:
We changed frightening to frightened and added it to the first sentence because that is the only new part in the second sentence.
After the dark and blustery storm, 
the sun was a warm blessing. 

2. My best friend is as smart as a 
genius. 
   My best friend is a gift from heaven.

Day 2

Sample answers:
1. The windshield wipers screeched at 
   me.
2. Snowflakes danced against the 
   window.

Day 3

Sample answers:
1. Keats was born into poverty, suffered 
hardship in his youth, and died when 
he was twenty-five; that he became 
one of England's greatest poets was 
most extraordinary!
2. Another great loss to English poetry 
   occurred when Percy Bysshe Shelley, 
another Romantic poet, also died in 
his twenties; Shelley drowned in Italy 
when his sailboat sank.

Day 4

Sample answers:
1. Either James or John left his jacket 
in the gym, and he can pick it up in 
the Lost and Found Department.
2. Each girl in the gymnastics 
   competition will perform her routine 
at the gym on Friday, and she will 
learn if she is a finalist.

Day 5

Answer:
c

Georges Seurat:
born 1859, Paris; died 1891, Paris
painter and founder of nineteenth- 
century French school of 
neo-Impressionism; 
greatly influenced by the works of 
Ingres, Rembrandt, and Goya; 
most famous attribute = use of 
pointillism: tiny, detached strokes 
or dots of pure color, quite visible 
close up but indistinguishable from a 
distance, which gave his paintings a 
bright, shimmery glow; 
most famous painting = Sunday 
Afternoon on the Island of the Grande 
Jatte, first exhibited in Paris in 1886 
and now hanging in the Art Institute 
of Chicago
Day 3
Sample answer:
I believe it is important to be loyal to a government, but not blindly. If the government is doing something I do not agree with, I have the obligation to do what I can to encourage change.

Day 4
Sample answer:
Details of the Victorian Age include: harsh conditions for the poor, great luxury for the rich, ideals of romantic love, and the growth of industry.

Day 5
Evaluation guidelines:
Students' blogs should be written in the point of view of one of the characters in this unit and should describe what life was like and the character's challenges.

Vocabulary Week 27

Day 1
Sample answer:
sound: (1) a noise; (2) firm
seal: (1) an aquatic animal; (2) to close, as an envelope
plot: (1) the events in a story; (2) a piece of ground
cross: (1) angry; (2) an upright post with a horizontal bar near the top
tender: (1) gentle; (2) sore; (3) one who tends, such as a gardener

Day 2
Sample sentences are shown.
lock: (1) a device for keeping something securely closed, such as a door; (2) a piece of hair
I will lock away this lock of hair in my jewelry box.
hawk: (1) a large predatory bird; (2) to sell or trade
Will Dr. Adams attempt to hawk his hawks at the bird show?
sign: (1) to write one's name; (2) a written placard providing information
Will the artist who made that sign also sign it?
Day 1
Sample answers:
1. a guidance counselor; a career counselor; a staff member of a book publisher
2. a disk jockey; a relative who was interested in popular music during the 1960s; a historian who studies trends in popular music
3. a baseball coach; a professional pitcher; a sports writer who covers professional baseball

Day 2
Sample answers:
1. What are his dates of birth and death?
2. What other poets influenced his work?
3. What are his most famous poems?
4. What specifically makes his poetry unique or remarkable?
5. Why is he considered a great English poet?

Day 3
Questions should be appropriate for gathering facts regarding the interviewee's future plans after high school. Follow-up questions should ask for further facts, opinions, reasons, and details.

Day 4
Sample answers:
Blake Salle: actor in plays and movies (interviewed on 3/27/2008)
Became interested in acting in high school. Up to that time, baseball was major interest. Then, injury. While recuperating, read a play by Eugene O'Neill. Struck by it. "Bitten by acting bug." Appeared in class play. Great response. After high school, went to college. During summer, toured with an acting group. After graduation, auditioned for television show. Got part! Through that show, was noticed by Hollywood producer. Got first movie role. "My luck just kept rolling on and on from there!"

Follow-up Questions:
How were you injured, and why did that end your participation in baseball?
Looking back, do you think that injury was a blessing in disguise?
Which O'Neill play did you read, how did it "strike" you, and why did it cause you to be "bitten by the acting bug"?
What was the class play, and please describe what you mean by a "great response."
Where did you go to college, what did you major in, what acting group did you tour with, where did you tour, and what were some of your roles?
What television show did you audition for, and what part did you get?
Who was the Hollywood producer, and why do you think that she/he noticed you?
What was your first movie?
What other movies?
What is the best part of being an actor?
Why, specifically do you consider yourself "lucky"?

Day 5
1. b
2. d

Sentence Combining Week 30

Day 1
Sample answers:
1. Josh wanted to see the new movie, which was playing at a theater downtown.
2. Golden labs, which are retrievers, are called sight hounds because they hunt by seeing, not by smelling.

Day 2
Sample answers:
1. Jackie was going to go to the game when his last class was over.
well as the adjectives that describe the river. The second sentence also states the complete independent clause before the subordinate clause: it also does not repeat the simple predicate flows or include the explanation after the dash.

Day 3
Help students who are having difficulty writing their sentences. You may wish to have students work in pairs as each writes his or her own sentences.

Day 4
Encourage students to study carefully the sentences they wrote. By carefully studying their own sentences, students are likely to find many grammar principles at work.

Day 5
Answer: b

Vocabulary Week 33

Day 1
1. without definite form; shapeless
2. the first version; model
inaudibly: unable to be heard
orthography: spelling in accordance with accepted usage
misanthropic: cynical
phonology: the study of speech sounds, including phonetics
neologism: a new word or a new meaning for an established word

Day 2
1. all-seeing; able to understand unspoken thoughts of others
2. able to prove innocence
incandescent: glowing with intense heat
residuary: remaining; leftover
scapula: shoulder blade
agrarian: related to agriculture
adjudicate: to serve as a judge

Day 3

<table>
<thead>
<tr>
<th>Word</th>
<th>Language of Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. maelstrom</td>
<td>Dutch</td>
<td>a spinning whirlpool</td>
</tr>
<tr>
<td>2. khaki</td>
<td>Hindi</td>
<td>dull yellowish-brown</td>
</tr>
<tr>
<td>3. ombudsman</td>
<td>Swedish</td>
<td>a public official who investigates citizens' complaints</td>
</tr>
<tr>
<td>4. raconteur</td>
<td>French</td>
<td>storyteller</td>
</tr>
<tr>
<td>5. peccadillo</td>
<td>Spanish</td>
<td>a fault or bad habit</td>
</tr>
</tbody>
</table>
Day 3
Sample answers:
1. The many obscure allusions in T. S. Eliot's poems make the poetry hard to understand at times.
2. An image of a grimy, rundown neighborhood in Eliot's "Preludes" is one of many Modernist symbols in his early poems.

Day 4
Sample answers:
1. Among the heroic leaders in the long struggle against fascism, Winston Churchill was the voice of freedom; with eloquence and bellicosity, he prodded his nation and the free world onward, despite the odds and cost.
2. A great world leader, Mohandas K. Gandhi was not an elected official, a general, or a king; Gandhi's power instead came from the age-old search for truth; his search was probably successful, for he led India to independence and reform by his unique method called nonviolent resistance.

Day 5
Answer: b

Research Week 35

Day 1
Webs should contain a central circle with the person's name, surrounded by outer circles containing pertinent details.

Day 2
Venn diagrams should contain three sections as shown in the model. The two outer sections should contain details that relate to each of the items. The middle section should contain details that relate to both of the items.

Day 3
Box labeled "Effect" should contain a sentence that expresses the chosen topic. Boxes labeled "Causes or Reasons" should contain events or factors that would logically lead to the effect.

Day 4
I. How Benjamin Franklin and Mark Twain were alike
   A. Both humorous writers
   B. Both wrote aphorisms (short statements of wisdom)
   C. Both had first jobs in publishing as printer's apprentices
   D. Both exhibited a clever, homespun wit
   E. Both influenced by earlier writers
      1. Franklin: influenced by Dryden, Swift
      2. Twain: influenced by Franklin
   F. Both worldwide travelers

II. How Benjamin Franklin and Mark Twain were different
   A. Lived in different eras
      1. Franklin: 1706–1790
      2. Twain: 1835–1910
   B. Used different types of names
      1. Franklin: published under his real name
      2. Twain: used pseudonym; real name = Samuel Langhorne Clemens
   C. Other than aphorisms, wrote different types of material
      1. Franklin: Poor Richard's Almanack, a compendium of aphorisms—some original, others borrowed from earlier writers (Dryden, Swift, and so on.)
      2. Twain: novels, including what many consider the greatest American novel, The Adventures of Huckleberry Finn
   D. Had other interests and pursuits
      1. Franklin: inventor, statesman, and leading force during the American Revolution
      2. Twain: made many speeches