

# Spelling Writing and Reading

2 Books  
in 1

7<sup>th</sup> and 8<sup>th</sup> Grade

FREE LESSON SAMPLE

With Answer Key



Language Arts Curriculum

Natasha Attard Ph.D

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Natasha Attard Ph.D.

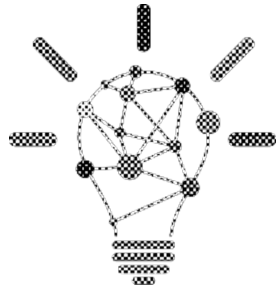
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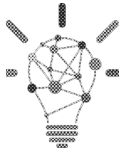
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# Part 6



## Greek and Latin Roots

# LESSON 40: Greek and Latin Roots



The study of word origins is fascinating. It helps us understand how ancient languages, like Greek and Latin, have shaped the words we use every day.

## What are Roots?

In the context of language, a “root” is the most basic part of a word, carrying the core meaning. Think of a root as the foundation upon which words are built. By adding prefixes and suffixes to these roots, we can create new words with related meanings. Roots often come from ancient languages like Greek and Latin, and they form the building blocks of many words in the English language and other languages.



## The Connection to the English Language

Greek and Latin were the languages of scholars, scientists, and theologians for many centuries. As a result, many English words, especially in academic, scientific, and technical fields, have their origins in Greek and Latin. Understanding these roots helps us decipher the meanings of unfamiliar words and enhances our vocabulary.

## Why is it Important to study Greek and Latin Root Words?

Learning Greek and Latin roots allows you to understand and use a broader range of words. For example, knowing that “bio” means life (from Greek) helps you understand words like “biology” (the study of life) and “biography” (a written account of someone's life). When you encounter new or complex words, recognizing familiar roots can help you infer their meanings, which is particularly useful in academic reading and standardized tests. Additionally, understanding roots can aid in spelling and pronunciation; for instance, knowing the root “scrib” or “script” (to write, from Latin) helps you spell and pronounce words like “describe,” “manuscript,” and “inscription” correctly.

## Connections to Other Languages

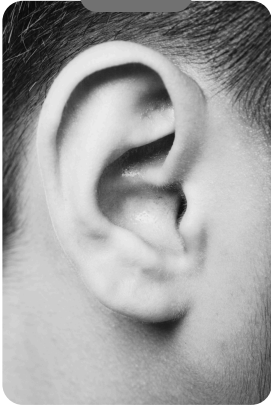
Many modern languages, such as Spanish, French, and Italian, also have roots in Latin. Learning these roots can provide a foundation for studying other languages, making it easier to learn and understand them.





**Activity 1: Study the images provided, which illustrate various Latin roots along with example words underneath each image. Pay close attention to the Latin root and how it forms the basis for the meaning of each example word. This exercise will help you understand the connection between Latin roots and their English derivatives.**

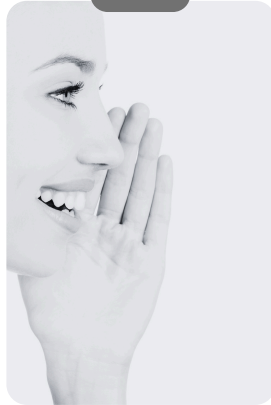
**Audi**



**Hear**

**Audible  
Auditorium  
Audiobook**

**Dict**



**Speak**

**Dictate  
Predict  
Verdict**

**Junct**



**Join**

**Junction  
Conjunction  
Adjunct**

**Port**



**Carry**

**Portable  
Import  
Transport**

**Scrib, Script**



**Write**

**Describe  
Manuscript  
Prescription**

**Struct**



**Build**

**Construct  
Instruct  
Structure**

**Vis, Vid**



**See**

**Visible  
Video  
Visit**



**Activity 2: Read each sentence carefully. Identify the Latin root of the bold word and choose the best definition based on the context.**

1. The teacher's voice was barely **audible** in the noisy classroom.

- a) Visible
- b) Able to be heard
- c) Moveable
- d) Understandable

2. The school held its annual concert in the large **auditorium**.

- a) A place for meetings
- b) A classroom
- c) A dining hall
- d) A theater

3. The jury reached a **verdict** after several hours of deliberation.

- a) A decision
- b) An argument
- c) A discussion
- d) A conclusion

4. The king issued an **edict** that all citizens must pay taxes.

- a) A request
- b) A law
- c) A suggestion
- d) An instruction

5. The train tracks meet at the **junction** just outside the city.

- a) A station
- b) A crossing
- c) A destination
- d) A terminal

6. The country **exports** large quantities of coffee to Europe.

- a) Consumes
- b) Produces
- c) Sells abroad
- d) Imports

7. The bridge is strong enough to **support** heavy vehicles.

- a) Hold up
- b) Create
- c) Move
- d) Design

8. She presented her **portfolio** to the art school for admission.

- a) A collection of works
- b) A book
- c) A letter
- d) A case

9. The author submitted her **manuscript** to the publisher.

- a) A typed document
- b) A handwritten document
- c) An edited document
- d) A printed document

10. The detective found **evidence** that linked the suspect to the crime.

- a) Proof
- b) Clue
- c) Doubt
- d) Report



**Activity 3: Study the images provided, which illustrate various Greek roots along with example words underneath each image. Pay close attention to the Greek root and how it forms the basis for the meaning of each example word. This exercise will help you understand the connection between Greek roots and their English derivatives.**

**Astr**



**Star**

**Astronaut  
Astronomy  
Asteroid**

**Bio**



**Life**

**Biology  
Biography  
Antibiotic**

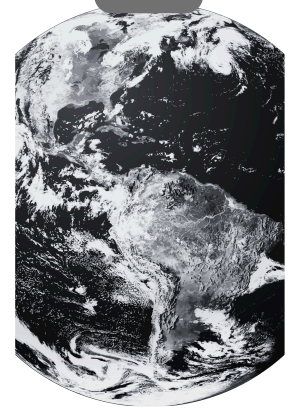
**Chron**



**Time**

**Chronological  
Synchronize  
Chronicle**

**Geo**



**Earth**

**Geography  
Geometry  
Geology**

**Graph**



**Write**

**Autograph  
Graphics  
Graphite**

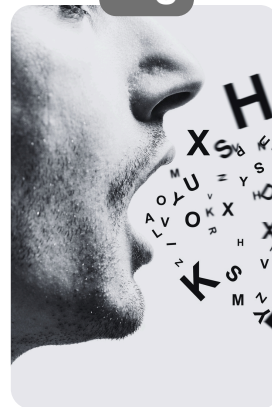
**Hydr**



**Water**

**Hydration  
Dehydrate  
Hydroelectric**

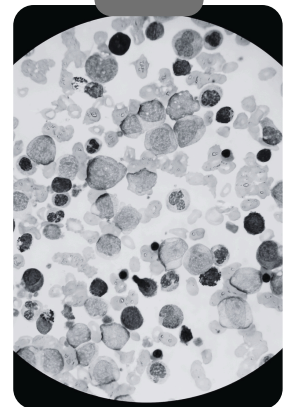
**Log**



**Word, Thought, Speech**

**Logic  
Apology  
Dialogue**

**Micr**



**Small**

**Microscope  
Microwave  
Microchip**



**Activity 4: The word bank below contains Greek-derived words. Choose the most suitable word to complete each sentence by inferring its meaning from the context.**

<b>Antibiotics</b>	<b>Astronaut</b>	<b>Dialogue</b>	<b>Hydration</b>
<b>Apology</b>	<b>Autobiography</b>	<b>Geology</b>	<b>Hydroelectric</b>
<b>Asteroid</b>	<b>Chronicle</b>	<b>Graphics</b>	<b>Microchip</b>
			<b>Synchronized</b>

1. “The Anglo-Saxon \_\_\_\_\_” is a historical record of events in Anglo-Saxon England, originally compiled on the orders of King Alfred the Great in the 9th century.
2. The discovery of penicillin by Alexander Fleming in 1928 marked the beginning of modern \_\_\_\_\_, revolutionizing the treatment of bacterial infections.
3. “The Diary of a Young Girl” by Anne Frank is a powerful \_\_\_\_\_ that chronicles her life and experiences during the Holocaust.
4. The Hoover Dam, completed in 1936, is one of the largest \_\_\_\_\_ power plants in the United States, providing electricity to millions of people.
5. In 2013, an \_\_\_\_\_ named 2012 DA14 passed within 17,200 miles of Earth, closer than many of our satellites.
6. In 1971, Intel introduced the first \_\_\_\_\_, the Intel 4004, which paved the way for the development of modern computers.
7. The 2020 Tokyo Olympics featured \_\_\_\_\_ swimming events where athletes performed perfectly timed routines in the water.
8. The Camp David Accords, signed in 1978, were a result of intense \_\_\_\_\_ between Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin, facilitated by U.S. President Jimmy Carter.
9. The study of \_\_\_\_\_ helped scientists understand the formation of the Grand Canyon, which was carved by the Colorado River over millions of years.
10. The 1995 release of the movie “Toy Story” by Pixar was a milestone in the use of computer \_\_\_\_\_, being the first fully computer-animated feature film.
11. During the 2014 FIFA World Cup, players were allowed official water breaks to ensure proper \_\_\_\_\_ due to the high temperatures in Brazil.

12. In 1969, \_\_\_\_\_ Neil Armstrong became the first human to set foot on the moon during NASA's Apollo 11 mission, famously stating, "That's one small step for man, one giant leap for mankind."

13. In 2009, British Prime Minister Gordon Brown issued a formal \_\_\_\_\_ to Alan Turing, the pioneering computer scientist, for the government's treatment of him after World War II.



**Activity 5: How many words can you find or remember from this lesson that have the Greek or Latin root in each circle?**

**Audi** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

**Bio** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

**Dict** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

**Chron** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

**Port** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

**Graph** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

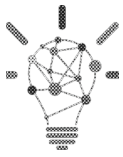
**Script** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

**Log** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

**Vis** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

**Geo** → \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_

# LESSON 41: Compound Roots



Did you know that words combining two or more Greek and Latin root words are called compound roots? These compound roots often mix prefixes, bases, and suffixes from Latin or Greek to create new words with specific meanings. We've already encountered a few in previous lessons, like "manuscript" (manu-hand /script-write), "export" (ex-out/port-carry), and "antibiotic" (anti-against/bio-life).

Now, it's time to dive deeper into the world of compound roots! We'll explore some of the most important roots that combine with other root words to create completely new meanings. By learning these roots, you'll be able to decode the meanings of complex words just by recognizing their Greek or Latin origins.

Some of the most important roots that combine with various words are: "con" (together), "contra" (against), "pre" (before), "pro" (forward), "in" (into, not), "de" (away from) and "re" (again). In this lesson we'll be exploring each of these and how they combine with other Greek and Latin root words.



Root Words		Modern Definition
<b>con</b> <i>Latin: with, together</i>	+ <b>struct</b> <i>Latin: to make up, build</i>	Construct: To build or form (something) by putting together parts or materials.
<b>con</b> <i>Latin: with, together</i>	+ <b>scrib/script</b> <i>Latin: write</i>	Conscript: To enroll by force, typically into military service.
<b>con</b> <i>Latin: with, together</i>	+ <b>ven</b> <i>Latin: come</i>	Convene: To come together for a meeting or activity.
<b>contra</b> <i>Latin: against</i>	+ <b>dict</b> <i>Latin: speak</i>	Contradict: To assert the opposite of a statement made by someone.

Root Words		Modern Definition	
<b>contra</b> <i>Latin: against</i>	+	<b>ven</b> <i>Latin: come</i>	Contravene: To come against (a rule, law, or agreement), implying violation or conflict with something established.
<b>pre</b> <i>Latin: before</i>	+	<b>dict</b> <i>Latin: speak</i>	Predict: To say what will happen in the future (before it happens).
<b>pre</b> <i>Latin: before, for, forward</i>	+	<b>ven</b> <i>Latin: come</i>	Prevent: To stop something from happening (before it happens).
<b>pro</b> <i>Latin: before, for, forward</i>	+	<b>duc/duct</b> <i>Latin: lead, bring</i>	Produce: To create or bring forth. (also "product")
<b>pro</b> <i>Latin: before, for, forward</i>	+	<b>vid/vis</b> <i>Latin: see</i>	Provide: To supply or make available (to look ahead in order to make preparations). (also "provision")
<b>in*</b> <i>Latin: in, on</i>	+	<b>duc/duct</b> <i>Latin: lead, bring</i>	Induce: To cause or bring about. (also "induction")
<b>in</b> <i>Latin: in, on</i>	+	<b>scrib/script</b> <i>Latin: write</i>	Inscribe: To write or carve on a surface. (also "inscription")
<b>in</b> <i>Latin: in, on</i>	+	<b>spec/spect</b> <i>Latin: look closely</i>	Inspect: To look at closely to assess condition.
<b>de</b> <i>Latin: down, away, remove, reverse, about</i>	+	<b>duc/duct</b> <i>Latin: lead, bring</i>	Deduce: To reach a conclusion by reasoning. (also "deduction")

\* Note that "in-" also signifies negation, as already discussed in Part 5 Prefixes and Suffixes.

Root Words		Modern Definition
<b>de</b> <i>Latin: down, away, remove, reverse, about</i>	<b>struct</b> <i>Latin: to make up, build</i>	Destruct: To destroy or demolish.
<b>re</b> <i>Latin: again, back</i>	<b>duc/duct</b> <i>Latin: lead, bring</i>	Reduce: To make smaller or less in amount. (also "reduction")
<b>re</b> <i>Latin: again, back</i>	<b>vid/vis</b> <i>Latin: see</i>	Revisit: To visit or examine again.



**Activity 1: Read the following historical account about the construction of the Colosseum in ancient Rome, and answer the questions that follow.**

The Construction of the Colosseum

In ancient Rome, Emperor Vespasian initiated the construction of a grand arena. It would symbolize the empire's might and serve as a venue for public entertainment. This grand project would eventually become known as the Colosseum.



To produce the labor force required for such a massive undertaking, Vespasian's government conscripted thousands of slaves, many of whom are believed to have been prisoners of war. These conscripts were forced to convene at the construction site, where they toiled day and night to bring the emperor's vision to life.

Some senators opposed Vespasian's decisions, arguing that the funds for the Colosseum could be better used elsewhere. Despite their objections, the emperor pressed on, determined to defy the opposition and proceed with his grand design.

Predicting the immense popularity of the Colosseum, Vespasian's architects worked painstakingly to prevent any structural failures. They inspected every aspect of the construction, ensuring that the massive stone blocks were securely placed.



Architects and engineers combined their respective expertise to determine the best methods for creating an arena that could withstand the test of time.

Throughout the construction process, various inscriptions were made on the stones, marking significant contributions and commemorating events. These inscriptions would later be revisited by historians and archaeologists to glean insights into the Colosseum's history.

Despite numerous obstacles, the Colosseum gradually took form. The project faced significant setbacks, as materials had to be transported from far-off locations, greatly increasing costs. Additionally, many workers faced the risk of permanent injury or even death.

Emperor Vespasian's successor, Titus, was present at the Colosseum's grand opening, where he witnessed the spectacular games and events that took place within its walls. These games were designed to induce awe and wonder in the spectators, showcasing Rome's power and ingenuity. The Colosseum, now complete, stood as the epitome of Roman engineering and the empire's ability to provide for its citizens' entertainment.

**1. What is the primary goal of the construction mentioned in the passage?**

- a) To destroy ancient ruins
- b) To provide a space for military training
- c) To build a monumental arena for public entertainment
- d) To create a new residential area

**2. Who were the conscripts in the context of the Colosseum's construction?**

- a) Enslaved people and prisoners of war forced to work
- b) Skilled architects from Greece
- c) Wealthy citizens funding the project
- d) Volunteer soldiers from the Roman army

**3. What does “convene” imply about the workers at the construction site?**

- a) They were arguing constantly
- b) They were leaving the site
- c) They were scattering in different directions
- d) They were assembling together to work

**4. What is the significance of the inscriptions made on the stones?**

- a) They were used to mark the weight of the stones
- b) They served as blueprints for construction
- c) They recorded important milestones and donations made
- d) They warned trespassers

**5. How did architects and engineers ensure the Colosseum's durability?**

- a) By conducting religious ceremonies
- b) By reducing the size of the arena
- c) By halting construction during bad weather
- d) By using their combined expertise to find the best construction methods

**6. What is the meaning of “predicting” in this context?**

- a) Constructing a model
- b) Foreseeing future success
- c) Preventing structural failures
- d) Inspecting the construction site

**7. Which of the following best describes a challenge faced in the construction of the Colosseum?**

- a) Insufficient funding for the project
- b) Delays due to political disagreements
- c) Expensive transportation of material
- d) Reduced workforce due to injury

**8. What does "induce" mean regarding the games in the Colosseum?**

- a) To evoke a sense of amazement in the spectators
- b) To destroy the arena
- c) To prevent further construction
- d) To defy the emperor's orders

**9. Emperor Vespasian didn't survive to witness the grand opening. Why was this the case?**

- a) Because the Colosseum was completed much later.
- b) Because the construction was halted for many years.
- c) Because Emperor Vespasian lost interest in the project.
- d) Because Titus was present as Vespasian's successor.

**10. "The Colosseum, now complete, stood as the epitome of Roman engineering and the empire's ability to provide for its citizens' entertainment." What does this statement primarily highlight?**

- a) The architectural beauty of the Colosseum
- b) The social and cultural importance of entertainment in Roman society
- c) The technical and structural ingenuity of Roman engineers
- d) The economic investment in public infrastructure by the Roman Empire

# Answer Key

**Lesson 38 Activity 1.**

- |                |                |
|----------------|----------------|
| 1. hopeless    |                |
| 2. careless    | 9. reckless    |
| 3. endless     | 10. speechless |
| 4. homeless    | 11. worthless  |
| 5. fearless    | 12. fruitless  |
| 6. priceless   | 13. aimless    |
| 7. thoughtless | 14. motionless |
| 8. tireless    | 15. sleepless  |

**Lesson 39 Activity 1.**

- |             |             |            |
|-------------|-------------|------------|
| enjoyable   | possible    | inevitable |
| likeable    | visible     | viable     |
| appealable  | credible    | navigable  |
| distillable | accessible  | portable   |
| repealable  | reversible  | applicable |
| draftable   | collapsible | capable    |
| audible     | sensible    | tolerable  |
|             | flexible    | durable    |

**Lesson 39 Activity 2.**

- |                   |                   |
|-------------------|-------------------|
| 1. comprehensible | 6. comprehensible |
| 2. suspendible    | 7. impoundable    |
| 3. defensible     | 8. suspendible    |
| 4. apprehensible  | 9. apprehensible  |
| 5. impoundable    | 10. defensible    |

**Lesson 40 Activity 2.**

- |                       |                             |
|-----------------------|-----------------------------|
| 1.b) Able to be heard | 6.c) Sells abroad           |
| 2.d) Theater          | 7.a) Hold up                |
| 3.a) A decision       | 8.a) A collection of works  |
| 4.b) A law            | 9.b) A handwritten document |
| 5.b) A crossing       | 10.a) Proof                 |

**Lesson 40 Activity 4.**

- |                  |               |
|------------------|---------------|
| 1. chronicle     | 9. geology    |
| 2. antibiotics   | 10. graphics  |
| 3. autobiography | 11. hydration |
| 4. hydroelectric | 12. astronaut |
| 5. asteroid      | 13. apology   |
| 6. microchip     |               |
| 7. synchronized  |               |
| 8. dialogue      |               |

**Lesson 41 Activity 1.**

- |       |        |
|-------|--------|
| 1. c) | 6. b)  |
| 2. a) | 7. c)  |
| 3. d) | 8. a)  |
| 4. c) | 9. d)  |
| 5. d) | 10. c) |

**Lesson 42 Activity 1.**

- Defiant - Rebellious  
Quagmire - Chaos  
Deride - Mock  
Infuriate - Enrage  
Abide - Comply  
Inviolable - Sacred

**Lesson 42 Activity 2.**

**PAIR 1**

- A. Defiant    B. Rebellious  
A. Follow    B. Adhere

**PAIR 2**

- A. Deride    B. Mock  
A. Infuriate    B. Enrage

**Lesson 42 Activity 3.**

- Obscure - Hidden or Cryptic  
Obsolete - Antiquated or Outdated  
Occurrence - Event or Incident  
Ominous - Foreboding or Threatening  
Oscillate - Swing or Fluctuate  
Overdue - Late or Delayed

**Lesson 42 Activity 4.**

1. Obsolete
2. Obscure
3. Ominous
4. Overdue
5. Quagmire
6. Infuriated
7. Deride
8. Rebellious, Defiant

# Easy to follow

# Lessons

**LESSON 19: The Single and Double "l"**

Have you ever found yourself puzzled over whether to double the "l" when adding suffixes like "-ing" and "-ed"? You've got some!

So, what's the deal with doubling the "l"? This decision often perplexes writers and can seem like a minor detail, yet this long and slim letter can cause significant confusion. Whether a word doubles its "l" depends on a few key rules, which we'll explore to help clear up any uncertainty.

Before diving into the key rules for using a double "l" or single "l," we must first understand syllable stress. Syllable stress—the emphasis placed on a particular syllable within a word—is crucial for assigning many spelling rules. Knowing which syllable is stressed helps us decide whether to double the "l" when adding suffixes like "-ing" or "-ed." This understanding is fundamental, not only for this particular rule but for mastering the intricacies of English pronunciation and spelling generally. We will be practicing more syllables in the next part of this book.

If you're unsure of any word definitions in this lesson, refer to the glossary at the end of this lesson.

Let's train our ears to recognize different syllable stresses in words, using the groundwork for understanding our next spelling rule:

- **Canoe** - (CAN-ee) - Stress on the first syllable.
- **Control** - (con-TROL) - Stress on the second syllable.
- **Rebel** - (ri-BEL) as a verb - Stress on the second syllable.
- **Label** - (LA-bel) - Stress on the first syllable.
- **Chassis** - (CHAS-ee) - Stress on the first syllable.
- **Arrival** - (ar-RIV-əl) - Stress on the second syllable.
- **Recital** - (ri-CH-əl) - Stress on the second syllable.
- **Travel** - (TRAV-əl) - Stress on the first syllable.

**Rule 1:** If the last syllable of the word, where the "l" sits, is stressed when speaking, then double the "l" when adding endings like "-ing" or "-ed."

Stressed last syllable	+ ing	+ ed
compel PEL	compelling	compelled
repel PEL	repelling	repelled
expel PEL	expelling	expelled
rebel BEL	rebelling	rebelled
propel PEL	propelling	propelled
extol TOL	extolling	extolled

**Exceptions:** Although the stress falls on the last syllable of the words "appeal," "travel," and "revival," they do not double the "l" when adding "-ing" and "-ed." You will note that words ending in "-al" do not generally double the "l" when a suffix is added to them.

appeal - appealed	unusual - unusual	repeal - repealed
-------------------	-------------------	-------------------

Unstressed last syllable	+ ing	+ ed
travel EL	traveling	traveled
cancel CEL	canceling	cancelled
label BEL	labeling	labeled
model DEL	modeling	modeled
signal SIAL	signaling	signaled
marshal SHAL	marshaling	marshaled
quarrel REL	quarreling	quarreled
revel EL	reveling	reveled
shovel SEL	shoveling	shoveled
counsel SEL	counseling	counseled
fuel EL	fueling	fuelled
refuel EL	refueling	refueled

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**Spelling Writing and Reading**

2 Books in 1

**7<sup>th</sup> and 8<sup>th</sup> Grade**

Language Arts Curriculum

Natasha Attard Ph.D.

# With lots of Practice

## Spelling Lessons and Spelling Practice Activities

**LESSON 40: Greek and Latin Roots**

The study of word origins is fascinating. It helps us understand how ancient languages, like Greek and Latin, have shaped the words we use every day.

**What are Roots?**  
In the context of language, a "root" is the most basic part of a word, carrying the core meaning. Think of a root as the foundation upon which words are built. By adding prefixes and suffixes to these roots, we can create new words with related meanings. Roots often come from ancient languages like Greek and Latin, and they form the building blocks of many words in the English language and other languages.

**The Connection to the English Language**  
Greek and Latin were the languages of scholars, scientists, and theologians for many centuries. As a result, many English words, especially in academic, scientific, and technical fields, have their origins in Greek and Latin. Understanding these roots helps us decipher the meanings of unfamiliar words and enhances our vocabulary.

**Why is it Important to study Greek and Latin Root Words?**  
Learning Greek and Latin roots allows you to understand and use a broader range of words. For example, knowing that "bio" means life (from Greek) helps you understand words like "biology" (the study of life) and "biography" (a written account of someone's life). When you encounter new or complex words, recognizing familiar roots can help you infer their meanings, which is particularly useful in academic reading and standardized tests. Additionally, understanding roots can aid in spelling and pronunciation; for instance, knowing the root "scrib" or "script" (to write, from Latin) helps you spell and pronounce words like "describe," "manuscript," and "inscription" correctly.

**Connections to Other Languages**  
Many modern languages, such as Spanish, French, and Italian, also have roots in Latin. Learning these roots can provide a foundation for studying other languages, making it easier to learn and understand them.

**Activity 1:** Study the images provided, which illustrate various Latin roots along with example words underneath each image. Pay close attention to the Latin root and how it forms the basis for the meaning of each example word. This exercise will help you understand the connection between Latin roots and their English derivatives.

Audi <b>Hear</b> Audible Auditorium Audiobook	Dict <b>Speak</b> Dictate Predict Verdict	Junct <b>Join</b> Junction Conjunction Adjunct	Port <b>Carry</b> Portable Import Transport
Scrib, Script <b>Write</b> Describe Manuscript Prescription	Struct <b>Build</b> Construct Instruct Structure	Vis, Vid <b>See</b> Visible Video Visit	

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# Two-Year Curriculum

# All-in-One

## LESSON 47: Advanced Homophones

The homophones chosen for this lesson are considered advanced due to their nuanced differences in meaning and usage. These words frequently appear in academic, professional, and formal writing, making them essential for clear and precise communication. For instance, words like "affect" and "effect" or "complement" and "compliment" are often misused because they sound similar but carry distinct meanings and implications. Mastering these can lead to misunderstandings and inaccuracies in both personal and academic contexts.



Moreover, some pairs of homophones we will be studying, such as "capital" and "capitol," involve terms specific to certain fields or contexts where correct usage is crucial to convey accurate information about economics and government.

By studying these advanced homophones, you will develop a deeper understanding of English vocabulary and improve your ability to communicate effectively. This knowledge will aid in your academic writing, enhance your performance on standardized tests, and boost your overall confidence in using the English language.

This lesson will guide you through these pairs of homophones with definitions, examples, and exercises designed to test and reinforce your understanding.

**Activity 1: Review the following homophones and their definitions. Try associating each homophone with the visual image provided to help retain these words.**



**AFFECT**

A verb meaning to influence something.

**EFFECT**

A noun meaning the result or outcome of an influence.

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**CAPITAL**

Refers to wealth or resources, or a city that serves as a seat of government.

**CAPITOL**

Specifically refers to a building where a legislative body meets.

**COMPLEMENT**

A noun or verb meaning something that completes or goes well with something.

**COMPLIMENT**

A noun or verb referring to a polite expression of praise or admiration.

**PRINCIPLE**

A noun meaning a fundamental truth or proposition that serves as the foundation for a system of belief.

**PRINCIPAL**

As a noun, it refers to the head of a school or organization. As an adjective, it means main or most important.

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**Spelling Writing and Reading**  
7<sup>th</sup> and 8<sup>th</sup> Grade  
2 Books in 1  
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## Writing Structured Essays

## LESSON 49: Writing Narrative Texts



**What is a narrative text?** In essence, a narrative text recounts a story in which the central character, known as the "protagonist," faces a challenge. It describes the actions taken by the protagonist, how they dealt with this challenge, and whether or not they were successful in overcoming it.



Typically, when you write a story, you aim for it to be read by others. You strive to make your story engaging and captivating. But how can we write a story that truly resonates? We must select words that enable the reader to "visualize" the story unfolding in their imagination and to empathize with the protagonist's experiences. This is achieved by employing descriptive language that vividly captures the setting, the events, the protagonist's feelings, and the emotions being expressed.

### What are the main aims of narrative writing?

- **Tell a Story:** Narrative writing involves telling a story, which may be based on real-life events or be entirely fictional. It unfolds over time and concludes with a resolution, whether it's overcoming a challenge, finding a solution, or even experiencing a tragedy.
- **Develop Characters:** The characters in your story should feel real to the reader. Each character should have a distinct personality, complete with emotions, beliefs, and opinions. Throughout the story, these characters should undergo development or growth.
- **Create Atmosphere and Setting:** The setting is where and when your story takes place, providing the backdrop against which the drama unfolds. Effective narratives paint vivid worlds that envelop the reader, allowing them to immerse themselves in another life or environment.
- **Convey a Theme or Message:** Great narratives often carry underlying themes or messages that resonate with the reader. These themes provide deeper insights into life, society, or human nature.
- **Evoke Emotions:** A compelling story evokes the reader's emotions—joy, sadness, excitement, or fear—and establishes an emotional connection. This emotional engagement is crucial in keeping the reader invested in the story.

**How do we begin writing a story?** Writing a story involves two distinct phases: (i) the planning phase and (ii) the writing phase. During the planning phase, you determine the title, the setting, the main characters, and the narrator of the story. In the writing phase, you concentrate on gradually developing the narrative.

Below, you will see a table designed to assist you during the planning phase of your narrative. This table outlines the essential elements to consider while planning your story. We will discuss the writing phase and its corresponding table after we have completed the reading comprehension exercise and its analysis.

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### Story Planning Table

ELEMENT	DESCRIPTION	DETAILS TO CONSIDER
Title	Decide on a title that captures the essence of your story.	<ul style="list-style-type: none"> <li>• What does the title reveal about the story? Does it intrigue the reader?</li> </ul>
Setting	Determine where and when the story takes place.	<ul style="list-style-type: none"> <li>• How does the setting influence the story? What mood or atmosphere does it create?</li> </ul>
Main Characters	Identify the protagonist and other central characters.	<ul style="list-style-type: none"> <li>• What are their personalities, motivations, and roles in the story? How will they evolve?</li> </ul>
Point of View	Choose the narrator or point of view for the story.	<ul style="list-style-type: none"> <li>• Will it be first-person or third-person? How does this choice impact the story's presentation?</li> </ul>
Plot	Outline the major events and sequence.	<ul style="list-style-type: none"> <li>• What are the key conflicts?</li> <li>• How will the story progress towards the climax and resolution?</li> </ul>



**Activity 1: On the next page, you'll read a story about Noah's quest for a lost pirate's treasure. This activity has two goals:**

1. **Observe Narrative Elements:** Notice how narrative elements like character, setting, and plot are integrated within the story.
2. **Test Comprehension:** Answer questions to assess your understanding of the story.

### How to Proceed:

- **While Reading:** Focus on how the story develops progressively.
- **After Reading:** Complete the provided questions about the story's details.

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**Reading Comprehension 1: Narrative Text**

**The Lost Treasure of Blackbeard**

Noah had spent years searching for the fabled map of Blackbeard's Treasure. His relentless quest had finally led him to a remote, abandoned old pub in Yorkshire, England. It was here, amidst the dust and cobwebs, that he unearthed the ancient parchment. His heart raced with exhilaration as he unfolded the map, revealing that the legendary treasure was buried on the remote Scottish island of Fair Isle. The intricate details and aged ink filled him with awe, knowing he was on the brink of an extraordinary discovery.

Determined to claim the treasure, Noah hired a fishing boat and a seasoned skipper to take him to Fair Isle. The boat, chosen for its inconspicuous appearance and plain image, was old and not particularly safe. As they ventured into the vicious North Sea, the boat's age became painfully apparent. The journey was perilous; they battled towering waves and fierce winds, losing several bags of essential supplies overboard. Despite the danger and the relentless sea, Noah's determination never wavered.

Upon reaching Fair Isle, Noah and the skipper were met with hostility from the island's small population of only 48 residents. Undeterred, they began their ascent of the island's steep mountain, knowing that their prize lay on the other side. The climb was arduous, and the descent on the cliff's face was even more treacherous. At last, they reached the cavern indicated on the map, facing further dangers as they descended into its dark depths. Inside the mountain, they carefully followed the map's directions, finally arriving at the spot where they would begin digging.

For two exhausting days, Noah and the skipper toiled, their efforts finally rewarded as they uncovered Blackbeard's treasure. The sight that greeted them was beyond their wildest dreams. The cavern was filled with gold ornaments and glittering jewels, each piece more exquisite than the last. The treasure's estimated value was staggering, running into millions of dollars. Noah and the skipper could hardly believe their eyes, the culmination of Noah's lifelong quest shining brightly before them.

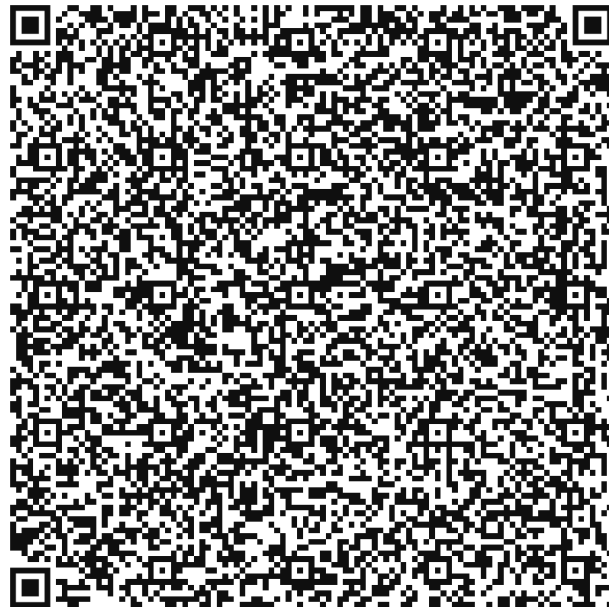
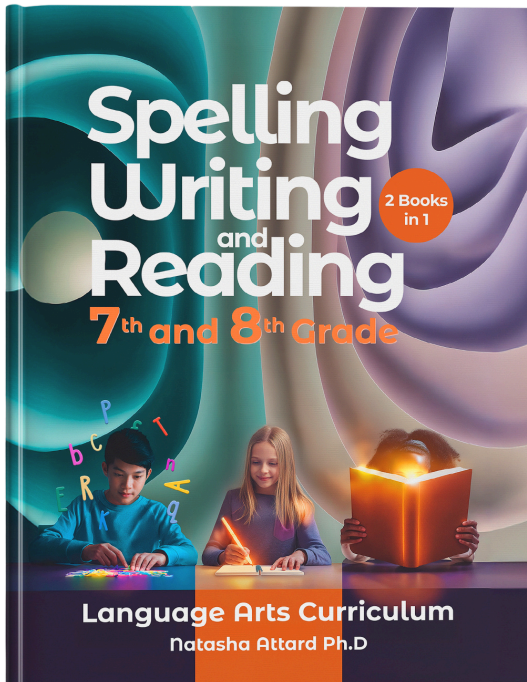


**Questions**

- Based on the first paragraph, which word best describes Noah's feelings upon finding the map?
  - Apathetic
  - Disappointed
  - Exhilarated
  - Indifferent
- The phrase "inconspicuous appearance and plain image" in the context of the passage suggests that the fishing boat was:
  - Luxurious and well-maintained
  - Old and worn-out
  - Highly visible and decorated
  - Modern and advanced
- Why did Noah and the skipper choose an old fishing boat for their journey to Fair Isle?
  - It was the fastest option available.
  - It was less likely to attract attention.
  - It was the cheapest option available.
  - It was the only boat capable of making the journey.
- Which of the following best describes the primary challenge Noah and the skipper faced during their sea journey?
  - Lack of navigation equipment
  - Hostile sea creatures
  - Adverse weather conditions
  - Mechanical failure of the boat
- What can be inferred about the residents of Fair Isle based on their reception of Noah and the skipper?
  - They were generally friendly to visitors.
  - They were indifferent to strangers.
  - They were suspicious and unwelcoming.
  - They were eager to help treasure hunters.
- The author describes the mountain climb and descent to the cavern in order to:
  - Emphasize the beauty of the island.
  - Highlight the dangers and challenges of the quest.
  - Describe the geological features of the island.
  - Explain why Noah chose this particular route.
- In the context of the passage, the word "exquisite" most closely means:
  - Plain
  - Ugly
  - Beautiful
  - Common
- Which of the following statements can be concluded from Noah's reaction upon discovering the treasure?
  - He was overwhelmed by the sheer quantity of gold and jewels.
  - He was disappointed by the small size of the treasure.
  - He was uninterested in the value of the treasure.
  - He was worried about how to transport the treasure.
- What is the next major challenge Noah anticipates after finding the treasure?
  - Finding a buyer for the treasure
  - Transporting the treasure out of the cavern
  - Deciphering another map
  - Convincing the residents to help him
- How does the passage exemplify the elements of a narrative adventure story?
  - It focuses on the scientific aspects of treasure hunting.
  - It describes everyday life on Fair Isle.
  - It details the historical background of Blackbeard.
  - It involves a quest with significant challenges and a valuable reward.

**Practice**

- Spelling Rules and Patterns
- Structuring and Writing Essays
- Familiarization with Standardized Tests



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