

Name _____ Date _____

Vocabulary Workshop Level C
Unit 14, pages 162-163

A. Choosing the Right Word: Write the word that more satisfactorily completes each of the following sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

B. Vocabulary in Context: Write the word that is the same or almost the same in meaning as the boldfaced type word.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | |
| 4. _____ | |

Name _____ Date _____

Vocabulary Workshop Level C
Unit 14, pages 160-161

A. Completing the Sentences: Use the words in Unit 11. Write the word that best completes each of the sentences.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

B. Synonyms: Write the word that is the same or most nearly the same in meaning as the boldfaced word.

- | | |
|----------|-----------|
| 1. _____ | 10. _____ |
| 2. _____ | 11. _____ |
| 3. _____ | 12. _____ |
| 4. _____ | 13. _____ |
| 5. _____ | 14. _____ |
| 6. _____ | 15. _____ |
| 7. _____ | |
| 8. _____ | |
| 9. _____ | |

C. Antonyms: Write the word that is the same or most nearly opposite in meaning to the boldfaced word.

16. _____

17. _____

18. _____

19. _____

20. _____

Subjects and Verbs

Every sentence has a subject and a verb. Remember, a subject and verb will never be inside a prepositional phrase. There are three main types of verbs for you to learn – action verbs, helping verbs, and linking verbs. We will begin with the easiest, the action verb.

Action Verbs - If a word expresses action, it is a verb. Kick! Run! Stop! To figure out if a word in a sentence is an action verb, look at each word and ask yourself if someone could *do* this.

During lunch, she threw her retainer in the trashcan.

The angry customer slammed his menu shut and stormed away.

Subjects- Every verb has a subject. It can sometimes be tricky to find a subject, but if you will follow the following advice, it should be easy.

Step 1: Find the verb.

Step 2: Ask yourself who or what did that.

The answer to step 2 will be your subject!

Subject
During lunch, **she** threw her retainer in the trashcan.

Subject
The angry **customer** slammed his menu shut and stormed away.

Verbs in Disguise- Watch out. There are words that look like verbs, but they are actually something called verbals, or as we will call them for now, verbs in disguise. These words will end in either *-ing*, *-ed*, or will follow the word *to*. There is one sure way to know if a word is a verb or a verb in disguise. A true verb will have a subject. A verb in disguise will not.

She wanted to go to sleep.

The word *go* may look like a verb here. Go is something you can do. However, when you try to find the subject, there is not one. *Who go?* It not standard English to say *who go*. There is no subject; therefore *go* is not a verb. It's a verbal. The verb in this sentence is *wanted*. *Who wanted?* She wanted. *She* is the subject.

Shaking his head, the man walked away.

The word *shaking* may look like an action verb, but it's not. When you ask *who shaking* to find the subject, it may sound funny to you because it is not standard English. There is no subject; therefore *shaking* is a verbal. The word *walked* is the verb. *Who walked?* The man. *Man* is the subject.

SUBJECTS AND VERBS (MORE INFO.)

I stood in the hall looking at the posters.

In this sentence, two words that look like verbs are underlined. Only one of them, however, is a verb. The other is a verb in disguise. To figure out which one is a verb, we must look to see if each of the underlined words has a subject. Take the word *stood*. To find a subject, always find the verb first and then ask yourself *who or what did that?* So *who stood?* The answer is *I*. Since the word *stood* has a subject, it is in fact a verb! Now, let's look at the word *looking*. Who looking? (That question does not even sound right!) There is no answer to *who looking*. You can't say *I looking*.

You can say *I looked*, but *I looking* is incorrect grammar. I did not *looking*. So the word *looking* is a verbal, not a verb. **In fact, any time you see an -ing word, be careful. Sometimes these words can be verbs, and sometimes they can be verbs in disguise, or verbals. If there is not a helping verb with an -ing word, the word is a verbal.**

Beware of sentences that begin with the words *there* and *here*. These two words will never be subjects. If you complete the steps, however, of finding the verb first and then asking who or what did that, it should be obvious that the words *there* nor *here* can be the subject.

Example: *There sat the three men.*

Verb = sat

Who sat? men

Subject = men

In a command, the subject is always you, even though it's not there. It is just understood.

Example: Stand up beside your desk.

Verb = stand

Subject = you

Of course there can be several sets of subjects and verbs in sentences. These can be in different clauses- something students may not yet know about. However, they should still be able to pick out all subjects and verbs.

He cried when his mom came home, even though he did not tell her.

He(subject) cried (verb) mom (subject) came (verb) he (subject) did tell (verb phrase)

Unit 2 Practice 2

Subjects and Action Verbs

Directions: Find the verbs in the following sentences. There may be more than one verb in a sentence.

1. He stumbled, gasping into the thick gloom.

Verb(s): _____

2. The teacher rose and escorted the child to the door.

Verb(s): _____

3. They played cards to pass the time.

Verb(s): _____

Directions: Find subjects and the verbs in the following sentences. Place parenthesis around prepositional phrases. Remember, subjects and verbs are not inside of prepositional phrases.

1. The roar of the traffic came to his bewildered ears.

Subject _____ Verb(s) _____

2. On many occasions, I read to fall asleep.

Subject _____ Verb(s) _____

3. The dog, wagging its tail, jumped on my bed.

Subject _____ Verb(s) _____

4. Crashing onto the shore, the wave destroyed the sand castle.

Subject _____ Verb(s) _____

Unit 2 Practice 3

What Do You Know?

Directions: Find the helping verbs and the action verbs in the following sentences.

1. Nothing can be gained by selfishness.

Helping verb(s): _____

Action verb(s): _____

2. She could not think of an excuse at the time.

Helping verb(s): _____

Action verb(s): _____

3. Nate might be stopping to ask for directions.

Helping verb(s): _____

Action verb(s): _____

Directions: Find subjects and the verb phrases (helping verbs and action verbs) in the following sentences.

1. My dog was sleeping peacefully in the recliner.

Subject _____ Verb phrase _____

2. Outside my house, frogs are croaking loudly.

Subject _____ Verb phrase _____

3. I did not sleep well last night.

Subject _____ Verb phrase _____

4. The dessert, covered in chocolate syrup, was tempting me.

Subject _____ Verb phrase _____

Helping Verbs

Helping Verbs – Helping verbs help the action verb show tense or possibility. They are like assistants; they help the main verb. Remember the following facts about helping verbs.

- There are 23 helping verbs.
- You will only have a helping verb if there is an action verb.
- Helping verbs like to “cuddle up” to the action verb in a sentence—meaning they will be close by them.
- A sentence may have one helping verb or up to three of them.

He will be running in the marathon.

He was walking to class.

- A helping verb along with an action verb is called a verb phrase.

Memorizing the Helping Verbs ~ A Story to Help

Once there lived a very wealthy man named Mr. Do. He had five children, and he loved them dearly. When he turned 97 years old, Mr. Do passed away peacefully in his sleep. After hearing of his death, Mr. Do's children were all very sad, but they knew their father had lived a good, happy life. A week after his death, Mr. Do's lawyer called in all of Mr. Do's children for a meeting about the estate. Sadly, Mr. Do had no will; therefore, everything he owned and all of his money was to be given to the state. None of his children would inherit anything.

Remember this one sentence, which is the moral of this story: **Maybe Mr. Do should have a will.**

If you can remember that one sentence, it will help you learn the 23 helping verbs. First write down the six helping verbs from that sentence. You will split the word *maybe* into two words—*may be*. You will eliminate the words *Mr.* and *a*, as these are not helping verbs.

may be do should have will

Once you know these six “starter” helping verbs, just learn their family members. Each family has three members, except the *be* family.

May	Be	Do	Should	Have	Will
Might	Being	Does	Could	Has	Can
Must	Been	Did	Would	Had	shall
	Am				
	Are				
	Is				
	Was				
	Were				

Unit 2 Practice 4

Subjects and Verb Phrases

Directions: Find the verb phrases and the subjects in the following sentences. Place parenthesis around prepositional phrases. Remember, subjects and verbs are not inside of prepositional phrases.

1. He did not wait for anything more.

Verb phrase: _____

2. They would have snuck in the haunted house.

Verb phrase: _____

3. The doors of the house may have been opened by the gardener.

Verb phrase: _____

Directions: Find subjects and the verb phrases in the following sentences.

1. The man was howling in pain.

Subject _____ Verb phrase _____

2. I did not know her name.

Subject _____ Verb phrase _____

3. After lunch, she might be sleeping in the chair.

Subject _____ Verb phrase _____

4. In order to eat healthy, she might read a nutrition guide.

Subject _____ Verb phrase _____

Unit 2 Practice 6

Action Verbs and Subjects

Put parenthesis around any prepositional phrases. Then, complete the chart for each of the following mentor sentences.

The movement of the train rocked me like a lullaby.

-Irfan master *A Beautiful Lie*

Subject(s)	Verb(s)/ Verb Phrase(s)

An oppressive darkness shadowed the city of Saskatoon on an August day in 1929.

- Paul Galdone *The Dog Who Wouldn't Be*

Subject(s)	Verb(s)/ Verb Phrase(s)

Miyax pushed back the hood of her sealskin parka and looked at the Arctic sun.

- Jean George *Julie of the Wolves*

Subject(s)	Verb(s)/ Verb Phrase(s)

On the edge of the starlit meadow, Azumi's thoughts throbbed in her head in time with her footsteps.

- Dan Poblocki *Shadow House No Way Out*

Subject(s)	Verb(s)/ Verb Phrase(s)

Mimic the Mentor: These are all first lines from novels. Write your own opening line for a novel. Make sure your sentence has an action verb. Be creative!

Chap. 5
Johnny Tremain
"The Boston Observer"

1. How had Rab convinced Mrs. Lapham to allow Cilla to go with him to Johnny's trial?
2. For what position was Johnny hired by Mr. Lorne?
3. How did Goblin get his name?
4. Johnny became an ardent Whig / Tory ? (circle one)
5. How did riding a horse help Johnny's hand that had been damaged?
6. What pastime did Johnny grow to love? He would be so involved in it that he wouldn't be aware of things going on around him.
7. What does the incident with Isannah and the clergyman tell us about one of Isannah's character traits?
8. What caused the lump in Johnny's throat after Cilla and Isannah left?
9. Rab is described as "self-contained." What does this mean?
10. How do we know by Johnny's actions that Rab has been a good influence?
11. What type of extra employment did Sam Adams offer Johnny?
12. When they went to Grandsire Silsbee's, how did Rab show a side of himself never seen by Johnny before?
13. According to Rab, why did people react revoltingly to Johnny's hand?
14. What happened that showed Johnny the "fighter" side of Rab?

15. Johnny's character has begun to change in many ways. Below, explain how people or events have helped to change certain aspects of his personality.

A. Controlling his temper:

B. Expressing affection or love:

C. Losing his self-consciousness:

D. Growing intellectually/Becoming politically aware:

Chap. 5
"The Boston Observer"
Vocabulary Quiz

abets	sorrel	imperturbable	suave
atrophying	enmity	hippogriffs	trussed
fatuous	tyrant	discomfiture	seditious
surtout	equitation		

_____ to embarrass

_____ a fabulous creature; half horse

_____ the art of riding on horseback

_____ to encourage or support someone in wrongdoing

_____ to tie up by binding fast

_____ a state of feeling of hatred or hostility

_____ foolish or empty-headed

_____ not susceptible to alarm or agitation

_____ guilty of inciting hostility toward the government; rebellion

_____ a wasting away or withering away

_____ an oppressive or cruel ruler; absolute ruler who took power by force

* Choose 5 vocabulary words and use them correctly in sentences with good composition. You may have 3 extra credit sentences written.

Background Reading

The Boston Tea Party:

Tea was a very popular drink in both England and the American colonies—as popular as soda or coffee is in America today. Some of the tea that colonists drank was smuggled in to avoid the expense of various import taxes, but most of the tea was supplied by giant companies such as the British East India Company. The East India Company would buy the tea at auctions in London. After paying an import tax to the British government, the Company would then sell its tea through numerous retailers or middlemen. Colonial middlemen made a considerable profit selling tea to eager colonists.

In 1773 the British East India Company was in deep financial trouble, close to bankruptcy. The British government did not dare allow the Company to collapse, for it was responsible for running Britain's profitable colonies in India. If the Company were to fall, Britain would be in danger of losing its Indian colonies and Indian trade.

In May of 1773, Parliament came up with a plan called the Tea Act. It would allow the British East India Company to sell the 17,000,000 pounds of tea in its warehouses, but bypassing the colonial middlemen and without paying the English import tax. The only tax they would have to pay would be the tiny tax that Parliament, years before, had placed on the colonists' tea. In this way, their tea would be cheaper than ever, even less expensive than the smugglers' tea!

Naturally, many colonists did not like this new arrangement. For one thing, colonial tea merchants would be cut out of any profits from the tea. For another, smugglers would see their business threatened. Most importantly, in the eyes of rebels like Sam Adams, the cheaper price of the tea might disguise the fact that there was still a tax on the tea, a tax that was placed there directly by Parliament, without the colonists having any say in the matter. To buy the tea would be to pay the tax. To pay the tax would be to accept Parliament's right to tax the colonies whenever and however it pleased. The tea, concluded the Sons of Liberty, must never be sold.

On the night of December 16, 1773, 50 colonists in disguise boarded three ships berthed at Griffin's Wharf. They hacked open over 300 wooden tea chests and tossed them overboard. Fifteen thousand pounds of fine Indian tea sank beneath the frigid waters of Boston Harbor. "This destruction of the tea is so bold, so daring, so firm," wrote John Adams the following day, "it must have such important and lasting consequences that I can't help considering it a turning point in history."

Johnny Tremain
Chapter 6 quiz

1. Explain the code used by Johnny to tell members when the Observer's Club would next meet.
 2. How did Dr. Warren and Johnny have a breakdown in communication regarding Johnny's hand?
 3. What did Johnny see when he got to John Hancock's house that brought back memories of his days with the Laphams?
 4. What news did Johnny find out about Dusty?
 5. Name two of the three ships carrying tea into Boston harbor. (extra credit: Name the third ship)
 6. Why did Doctor Warren advise Paul Revere not to be a leader during the destruction of the tea?
 7. Why couldn't Johnny be a Son of Liberty?
 8. Explain Johnny's role as an informer from Old South Church. (hint: it involved a silver whistle)
 9. Why was it important for each of the "Indians" to be honest and trustworthy?
 10. Who was thrown overboard from one of the tea ships?
 11. The date of the Boston Tea Party is _____.
- a. July 7 b. February 12 c. December 16 d. August 17

Salt Water Tea

consignees	posterity	implicit	conspirators
lamentably	sullen	divulge	inflammatory
instigated	condescended	dunned	machinations
obdurate	impertinent		

- _____ not giving in; stubborn
- _____ to stir up or urge on
- _____ to make known; reveal
- _____ regrettably; distressingly
- _____ likely to stir up anger or trouble
- _____ a demand that a debt be paid
- _____ the people of future times
- _____ secret plot or scheming, especially meant to cause trouble
- _____ persons who take part in a secret plan
- _____ one to whom something is shipped
- _____ to act too proud or haughty while doing a favor
- _____ without doubting or holding back; absolute
- _____ not showing the right respect; impudent; rude

Choose **SIX** of your vocabulary words and use them in a well-constructed sentence. You may do **FOUR** additional for extra credit.

33. EYEWITNESS ACCOUNTS OF THE BOSTON TEA PARTY

(DECEMBER 1773)

There are a number of eyewitness accounts of the Boston Tea Party. Excerpts from three of these accounts are provided here. There is also a quotation representing John Adams's reaction to the event. These excerpts provide many details of what happened and tend to support the accuracy of the accounts given by other eyewitnesses.

"Our numbers were between 28 and 30. Many . . . were apprentices and journeymen, not a few, as was the case with myself, living with Tory masters. . . . One of the ships laid at the wharf, the others a little way out in the stream. . . . To prevent discovery, we agreed to wear ragged cloths and disfigure ourselves, dressing to resemble Indians as much as possible, smearing our faces with grease and lamp black or soot, and should not have known each other except by our voices. . . . We boarded the ship, . . . and our leaders . . . ordered the captain and crew to open the hatchways. . . ."

Joshua Wyeth, journeyman blacksmith, age sixteen at time of the event (Wyeth wrote this account from memory when he was a grown man.)

" . . . They unlaid the hatches and went down the hold where there was 80 whole and 34 half chests of tea, which they hoisted upon deck and cut the chests to pieces and hove the tea off overboard where it was damaged and lost."

Alexander Hodgon, mate on the ship Dartmouth

"It was now evening, and I immediately dressed myself in the costume of an Indian, equipped with a small hatchet . . . and a club, [with which] after having painted my face and hands with coal dust in the shop of a blacksmith, I repaired to Griffin's Wharf, where the ships lay that contained the tea. . . . I fell in with many who were dressed, equipped and painted as I was, and who fell in with me and marched in order to the place of our destination. . . . We then were ordered by our commander to open the hatches and take out all the chests of tea and throw them overboard, and we immediately proceeded to execute his orders, first cutting and splitting the chests with our tomahawks, so as to thoroughly expose them to the effects of the water."

George Hewes, one of the "Mohawks" who participated in the Boston Tea Party

"This is the most significant movement of all. There is a dignity, a majesty, a sublimity, in this last effort of the patriots that I greatly admire. This destruction of the tea is so bold, so daring, so firm, intrepid and inflexible, and it must have so important consequences and so lasting, that I cannot but consider it as an epoch in history."

Diary entry of John Adams upon hearing of the Boston Tea Party

QUESTIONS:

1. What is the most accurate story of the events that night in Boston harbor? Explain your reasoning.

Wanting Heaven

(by C. S. Lewis)

“Most of us find it very difficult to want ‘Heaven’ at all- except
in so far as ‘Heaven’ means meeting again our friends who
have died. One reason for this difficulty is that we have not
been trained: our whole education tends to fix our minds on
5 this world. Another reason is that when the real want for
Heaven is present in us, we do not recognize it. Most people,
if they had really learned to look into their own hearts, would
know that they do want, and want acutely, something that
cannot be had in this world. There are all sorts of things in
10 this world that offer to give it to you, but they never quite keep
their promise. The longings which arise in us when we first
fall in love, or first think of some foreign country, or first take
up some subject that excites us, are longings which no
marriage, no travel, no learning, can really satisfy.”