

# 6

## Review Units 1-5

### Working with Words

1. Each of the following sets of words has some spelling feature in common. Complete each word, then state the common feature in the set. (Hint: Consider letter combinations, silent letters, and so on.)

- a) vac\_\_m; employ\_\_; proc\_\_ds
- b) gra\_\_; \_\_otocopy; s\_\_ere
- c) cla\_\_ify; di\_\_icult; refi\_\_
- d) r\_ythm; spag\_etti; ex\_ibit

2. a) Complete each of the following list words with either **gh**, **gu**, or **qu**.

dou__nuts	__arrel	__ébec	__estion	wei__ed
__ide	ei__th	throu__	__est	thou__ts

b) Group the words from part (a) under the pattern headings **gh**, **gu**, and **qu**.

3. The following words are easily mispronounced. Examine the words carefully, then say each word aloud so that every sound is clearly pronounced in the correct order.

nuclear	recognize	February
arctic	depth	extinct

4. Schwa vowels, or vowels in unstressed syllables, are difficult to spell because they are not clearly pronounced. Rewrite the following words so that the underlined schwa vowel is highlighted in some way.

helicopter	definite	separate
difficult	fuel	universe

5. Which words in each set contain the long vowel sound shown?

- a) /ō/ thrown; thought; though; through
- b) /ē/ spread; scream; search; steering
- c) /ā/ weighed; height; eighth; neighbour
- d) /ī/ classify; cavity; exit; excite

### SPELLING SECRETS

The symbol /ə/ stands for a schwa vowel. This sound will be the focus of Unit 7.

## Proofreading

How many misspelled list words can you find in this paragraph? Rewrite the paragraph and correct the errors.

The period between September and Febuary is allways my favourite time of the year. Why? It's basket ball season! First, there are the tryouts. Our coach works us really hard, but when we sigh that the drills are too difficult, she just growns and says, "No pain, no gain!" Evryone is soar after the first week, but as the season continuse, it's not so bad. It all pays off in the playoffs. Last year we made it to the semifinals. I'll never forget the excitment I felt when I scored a basket in the final minit of the game. What I didn't relize was that I'd scored on my own net!

## Dictionary Skills

**Pronunciation Key** Unit 5 contained some words with unusual pronunciations, but did you know a dictionary can help you pronounce such words?

Following each entry word in a dictionary is a phonetic version of how the word is pronounced. This information is usually in parentheses and relies on a code that represents each sound. The code is deciphered using a Pronunciation Key. Here is a sample key:

<b>a</b> hat, cap	<b>h</b> he, how	<b>ou</b> house, out	<b>yü</b> use, music
<b>ā</b> age, face	<b>i</b> it, pin	<b>p</b> paper, cup	<b>v</b> very, save
<b>ä</b> barn, far	<b>ī</b> ice, five	<b>r</b> run, try	<b>w</b> will, woman
		<b>s</b> say, yes	<b>y</b> young, yet
<b>b</b> bad, rob	<b>j</b> jam, enjoy		
<b>ch</b> child, much	<b>k</b> kind, seek		<b>z</b> zero, breeze
<b>d</b> did, red	<b>l</b> land, coal	<b>sh</b> she, rush	<b>zh</b> measure, seizure
	<b>m</b> me, am	<b>t</b> tell, it	
<b>e</b> let, best	<b>n</b> no, in	<b>th</b> thin, both	
<b>ē</b> equal, be	<b>ng</b> long, bring	<b>ʔH</b> then, smooth	<b>ə</b> represents: a in about e in taken i in pencil o in lemon u in circus
<b>er</b> care, bear			
<b>ér</b> term, learn	<b>o</b> hot, rock	<b>u</b> cup, butter	
	<b>ō</b> open, go	<b>ú</b> full, put	
<b>f</b> fat, if	<b>ô</b> order, door	<b>ü</b> rule, move	
<b>g</b> go, bag	<b>oi</b> oil, voice		



The following are phonetic versions of words from Unit 5. Use the pronunciation key to identify the words.

(nat) (kér'nəl) (nyü'klē ər) (rek'æg niz')

## Language Power

**Shades of Meaning** Words often carry meaning beyond their dictionary definitions. These added meanings, which are often charged with emotional power, are called the *connotations* of a word. For example, the word house is usually just thought of as meaning “a dwelling.” The word home, however, carries many connotations. You may associate *home* with comfort, family, security. A nursing home, on the other hand, may have very negative connotations, depending on your experiences.

1. One word in each of the following pairs has positive connotations, the other negative. List all the positive words in one column, and all the negative words in another.

thrifty / cheap  
firm / bossy

stubborn / determined  
skinny / slim

proud / conceited

2. Writers use the connotations of words as powerful tools. Write a short description of one of the following incidents. First, describe the event, making it seem as positive as possible. Then tell the story again using the same basic details, but this time, use words with negative connotations.

- You have just survived baby-sitting some children who were incredibly rude and destructive. Their parents return home and ask, “How did things go?”
- You are reporting on a sporting event for your school newspaper. The boys’ soccer team lost the championship game to their rivals, the Central Cougars, 7-1.
- You are designing a real estate advertisement for the run-down house across the street.

## Writing and Revising

1. Write the dialogue of a conversation that might take place between two characters. Use these list words in your dialogue:

difficult  
groan

nonsense  
eighth

always  
suspect

advice  
definite

conceited  
Wednesday

2. a) Review the list words in Units 1–5. Think of ways to sort the words into categories. You might, for example, sort by
- length (four-letter words; five-letter words).
  - part of speech (nouns; verbs; adjectives).
  - subject or topic (useful objects; transportation; words that show emotion).
  - difficulty (unusual spellings; words you know how to spell; words you need to learn).

b) Find at least five list words for each category.

3. Here are some words with different spellings for long vowels. Read the clues and then spell each word. Circle the letters that make the long vowel sound. (Hint: A dictionary can help you with these words.)

- |  |                 |
|--|-----------------|
| a) the language of Portugal                          | P _rt _ _ _ _ _ |
| b) the ruler of ancient Egypt                        | p _a _ _ _ _    |
| c) a female sheep                                    | e _e            |
| d) the hair right below your forehead                | _y _ _r _w      |
| e) three singers make up this group                  | tr _ _          |
| f) some magazines publish twelve of these every year | _ss _ _s        |
| g) flowers can be arranged like this                 | b _ _q _ _ _    |

4. a) Research one of the topics below. (All the subjects are based on list words.) Write five interesting facts in point form about your research topic.
- prairie grasslands
  - an auto-immune disease
  - the age of the universe
  - the first uses of concrete
- b) Summarize what you have learned in the form of a letter. Imagine you are writing to someone who is working on a project about your topic.
- c) Revise your letter so that it is just a paragraph of explanation, not a letter.
- d) How are the two forms of writing different?



## The Editing Desk

1. Find ten list words for each of the following parts of speech: noun, verb, adverb, adjective. Rewrite your list words in chart form under the correct headings.

2. Some words can act as a noun or an adjective, depending on how they are used. For example, the list word *sore* could refer to a symptom of pain or describe an area of broken skin. How many more list words can you find that fit the noun *and* adjective category?

3. How do you know which preposition should follow a word? Is it “angry at me” or “angry with me”? (It’s “angry *with* me.”)

Grammar rules for prepositions don’t always make sense. How they are used often depends on current writing trends. Do you know which choice in parentheses best completes each sentence? (Not all of the words in parentheses are prepositions.)

- a) She is different \_\_\_\_\_ the rest of the kids in her class. (from, than)
- b) Finally, we all agreed \_\_\_\_\_ the change in plans. (with, to)
- c) The play was centred \_\_\_\_\_ the forwards crossing at the blue line. (around, on)
- d) The cat jumped \_\_\_\_\_ the table and ran across the room. (off, off of)
- e) We all shouted for him to \_\_\_\_\_, but he still didn’t run. (hurry, hurry up)
- f) Our group’s task was to investigate \_\_\_\_\_ of the experiment. (the results, into the results)
- g) \_\_\_\_\_ last year, our team hadn’t lost a game. (Up until, Until)

4. The names of people are always capitalized unless they are functioning as common nouns. Do you know the common-noun meanings of these names?

- |             |            |            |             |
|-------------|------------|------------|-------------|
| a) mike =   | b) dolly = | c) beryl = | d) olive =  |
| e) victor = | f) jack =  | g) bobby = | h) martin = |

5. Choose a name from the previous activity and write a sentence using both the common and proper form of the noun. For example, “Bill suddenly realized he’d forgotten his wallet and couldn’t pay the bill.”

## Word Play

1. Here are some words that always seem to go together—like milk and honey. Can you fill in the missing word? Do you know what the expression means?

blue	carry	go	pains
bones	chips	order	take

- |                   |                    |
|-------------------|--------------------|
| a) give and _____ | b) aches and _____ |
| c) stop and _____ | d) skin and _____  |
| e) cash and _____ | f) black and _____ |
| g) fish and _____ | h) law and _____   |

2. Try this word teaser. Write a word for each letter of the alphabet (or as many letters as you can) following these rules:

- Each word must begin and end with the same letter.
- You can use proper nouns and brand names.
- If you become stumped, use foreign words (*elle*) and acronyms (radar).

Here is an example: **area**

**Bob**

**clinic**

**dad**

**elle**

**f\_\_\_\_\_f**

3. How carefully do you read? Here are some brain teasers that depend on language. Can you do each one correctly?

- A horse farm had nineteen stallions. All except eight died. How many were left?
- If a car crashes on the border of Alberta, Saskatchewan, and the Western Arctic, where would the survivors be buried?
- Would a rock sink more quickly in 10°C water or -5°C water?
- Say these words out loud: BOAST, COAST, ROAST. What do you put in a toaster?