

Name \_\_\_\_\_ Date \_\_\_\_\_

"Seventh Grade" by Gary Soto  
"Melting Pot" by Anna Quindlen

## Build Vocabulary

### Using the Prefix *inter-*

**A. DIRECTIONS:** The prefix *inter-* means "among or between." The Word Bank word *interloper* refers to someone who pushes into other people's business, thus coming between them. Apply what you know about the prefix *inter-* to define the following words.

1. interact \_\_\_\_\_
2. interchangeable \_\_\_\_\_
3. interconnected \_\_\_\_\_
4. intersection \_\_\_\_\_

### Using the Word Bank

bigots	interloper	elective
fluent	conviction	sheepishly

**B. DIRECTIONS:** Complete each of the following sentences to demonstrate your understanding of the Word Bank words.

1. Victor tried to prove he was fluent in French by \_\_\_\_\_
2. To show his conviction in his own strength, Victor \_\_\_\_\_
3. Victor looked sheepishly at Mr. Bueller because \_\_\_\_\_
4. An elective is different from other classes in that \_\_\_\_\_
5. Newer residents were seen as interlopers because \_\_\_\_\_
6. Some people showed they were bigots when they \_\_\_\_\_

### Analogies

**C. DIRECTIONS:** Each question below consists of a word in CAPITAL LETTERS followed by four lettered words or phrases. Circle the word or phrase that best expresses a relationship similar to that expressed in the pair in capital letters.

1. SHEEPISHLY : BOLDLY ::
  - a. happily : sadly
  - b. angrily : furiously
  - c. quickly : easily
  - d. musically : quietly
2. FLUENT : ENGLISH ::
  - a. articulate : museum
  - b. artistic : magazine
  - c. mechanical : engine
  - d. satisfied : happiness

Name \_\_\_\_\_ Date \_\_\_\_\_

"Seventh Grade" by Gary Soto  
"Melting Pot" by Anna Quindlen

### Build Spelling Skills: Using c for the k Sound

**Spelling Strategy** For the *k* sound before the vowels *a*, *o*, and *u*, usually use *c*. For the *k* sound before the vowels *e* and *i*, usually use *k*.

**A. Practice:** Complete each word by adding *c* or *k* in the blank. Then use the words to complete the sentences that follow. Write the word on the line.

\_ountry    \_oins    \_anary    \_itchen    tur\_ey    mon\_ey

1. The immigrants came to this \_\_\_\_\_ seeking a better life.
2. Our traditional meal on Thanksgiving is \_\_\_\_\_.
3. Did you see the \_\_\_\_\_ cage in the zoo?
4. The child got four \_\_\_\_\_ as change for a dollar.
5. The yellow \_\_\_\_\_ sang a cheerful song.
6. The aromas coming from the \_\_\_\_\_ were mouthwatering.

**B. Practice:** Complete each of the defined words by adding *c* or *k* in each of the blanks. Then write the complete word on the line.

1. \_onfide, to tell as a secret \_\_\_\_\_
2. \_ultivate, to prepare and use land for growing crops \_\_\_\_\_
3. \_eel, the chief wooden or steel piece supporting the frame of a boat \_\_\_\_\_
4. \_ilometer, a metric unit of length equal to 1,000 meters (or about five-eighths of a mile) \_\_\_\_\_
5. \_asserole, an earthenware or glass baking dish in which food can be cooked and served \_\_\_\_\_
6. \_on\_urrent, occurring at the same time \_\_\_\_\_

**Challenge:** The Word Bank word *fluent* comes from a Latin root that means "to flow." The following words, which also come from the same root, are probably unfamiliar to you. Look up the definition of each word in a dictionary. Then use each word in a sentence that demonstrates its meaning.

1. mellifluous \_\_\_\_\_
2. affluent \_\_\_\_\_
3. effluent \_\_\_\_\_
4. superfluous \_\_\_\_\_
5. confluence \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

**"Seventh Grade"** by Gary Soto  
**"Melting Pot"** by Anna Quindlen

### Build Grammar Skills: Action Verbs and Linking Verbs

A **verb** is a word that shows action or being.

**Action verbs** tell what action is occurring. *Sing, dance, think,* and *study* are examples of action verbs. This sentence from "Melting Pot" has an action verb:

The father *speaks* some English, the mother less than that.

**Linking verbs** connect the subject of a sentence with a word or expression that describes or renames the subject. This sentence part from "Melting Pot" contains a linking verb:

The two daughters *are* fluent in both their native and their adopted languages.

Notice that the linking verb *are* joins *fluent* to *daughters*, the word that *fluent* describes. All forms of the verb *to be* (*am, is, are, was, were, have/has/had been*) are linking verbs, as are these words: *appear, seem, look, sound,* and *stay*.

**A. PRACTICE:** Underline the verb in each sentence. On the line, indicate whether it is an action verb or a linking verb.

1. The children were upstairs in the house next door. \_\_\_\_\_
2. They ate dinner with their Ecuadorian neighbors. \_\_\_\_\_
3. The old-timers in the neighborhood seemed angry with the newcomers. \_\_\_\_\_
4. Neighbors stare at the new people through the sheer curtains. \_\_\_\_\_
5. The old men watched the construction workers. \_\_\_\_\_
6. One of them later moved to the suburbs. \_\_\_\_\_

**B. Writing Application:** Write six sentences based on the story "Seventh Grade." Use each of the following verbs at least once: *waited, was, scowled, seemed, answered, were*. Then underline the verbs and identify them as either action or linking.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_