

The Phantom Tollbooth, Act I
based on the book by Norton Juster, by Susan Nanus

Build Vocabulary

Using the Prefix *pre-*

The prefix *pre-* means "before." When it is added to the beginning of a word, it adds the meaning of "before" or "in advance" to the word. In the Word Bank word *precautionary*, for example, cautionary means "with caution"; *precautionary* means "with caution beforehand," or "caution in advance."

Examples:

It's good to take *cautionary* measures in a dangerous situation, but it's even better to take *precautionary* measures beforehand.

You can cook a meal at the last minute, or you can *precook* some of the dishes and heat them up later.

We took *prefilled* bottles of milk along for the baby. When they were used up, we *filled* up some more.

Exception: Not all words that begin with the letters *pre* have the prefix *pre-*. For example, words such as *precious* and *pretty* do not have meaning *before*.

A. DIRECTIONS: Keeping in mind the meaning of the prefix *pre-*, write your definition for each underlined word in the sentences below.

1. Let's prearrange our plans for vacation. _____
2. We had a chance to preview the new hit movie. _____
3. Eleven- and twelve-year-olds are sometimes called preteens. _____
4. Don't prejudge a person before you get to know her. _____
5. I like to read about prehistoric times. _____

Using the Word Bank

ignorance	precautionary	misapprehension
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B. DIRECTIONS: Complete each sentence with the Word Bank Word that makes the most sense.

1. A little _____ advice is always helpful when beginning a new experience.
2. Some say that experience is the best teacher, but reading can also put an end to _____.
3. If you think you may have a _____ about something a friend said or did, it's best to clear it up right away.

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Build Spelling Skills: Spelling Words With *tion* and *sion*

Spelling Strategy The letters *tion* and *sion* can both be used to spell the sound *shun*.

- In the Word Bank word *precautionary*, the *shun* sound is spelled *tion*. Some other words that spell the *shun* sound *tion* are *predictions*, *expectations*, *attention*, and *question*.
- In the Word Bank word *misapprehension*, the *shun* sound is spelled *sion*. Other words that spell the *shun* sound *sion* include *comprehension*, *extension*, *expansion*, and *suspension*.

A. Practice: Read the following sentences, looking for errors in words spelled with the *shun* sound. Cross out the misspelled words, and write them correctly above the line. Write **C** next to any sentences that contain no errors. Use a dictionary if you are not sure whether to spell the *shun* sound *tion* or *sion*.

- ____ 1. I am a globe has three. I have three dimenshuns.
- ____ 2. If you have me, you have a misunderstanding. I am a misapprehention.
- ____ 3. You can also make me about the end of a story you're reading. I am a predicshun.
- ____ 4. word for me is *care*. I am causion.
- ____ 5. If you're not sure of something, you ask me. I am a question.
- ____ 6. I am something you should "pay" to your teacher. I am attension.
- ____ 7. On a reading test, it's important to have me. I am comprehension.
- ____ 8. I'm whatever you want to be when you grow up, I am your ambition.

B. Practice: In the following paragraph, you will find that some words are incomplete. Complete each word by adding the ending *-tion* or *-sion* to spell the *shun* sound. If you are not sure which spelling to use, check the words in the box below.

dimension misapprehension prediction caution question attention

Milo found it difficult to pay _____ to anything for more than a little while. He had the _____ that there was nothing interesting to do with his time. One day a talking clock and a mysterious package started him on a journey into another _____, where he met all sorts of strange beings. Along the way, Milo had to use _____ to avoid danger. When Milo met the Whether Man, he asked him a _____ about the land of Expectations. The odd man made no _____ about the adventures Milo would have in the future but said "Whether or not you find your own way, you're bound to find some way."

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Build Grammar Skills: Subject and Verb Agreement

In a sentence, the verb and subject must **agree** in number. A **singular** subject refers to one person, place, or thing. A **plural** subject refers to more than one. If the subject of a verb in the present tense is *he*, *she*, *it*, or a singular noun or proper noun such as "the boy," or "Milo," the verb usually end in *s*. If the subject of a verb in the present tense is *they* or a plural noun or proper noun such as "people" or "the Smiths," or "Milo and Tock," the verb does not end in *s*.

Singular Subject	Singular Verb	
He	goes	on a journey.
The boy	goes	on a journey
Milo	goes	on a journey
Plural Subject	Verb	
They	go	together.
The characters	go	together.
Milo and Tock	go	together.

A. Practice: In the blank following each sentence below, write **S** if the subject and verb are singular. Write **P** if the subject and verb are plural.

- _____ 1. The boy begins the journey to strange lands. _____
- _____ 2. The rule book and map prepare Milo for an unusual adventure. _____
- _____ 3. The traveller soon arrives at his first destination. _____
- _____ 4. The Whether Man speaks in a confusing manner. _____
- _____ 5. The Lethargarians want to rest all day. _____
- _____ 6. They wonder why anyone would want to be active. _____
- _____ 7. Milo dislikes the sleepy land called the Doldrums. _____
- _____ 8. The sleepy people annoy Milo with their incredible laziness. _____

B. Writing Application: Revise the following paragraph so that all subjects and verbs agree in number.

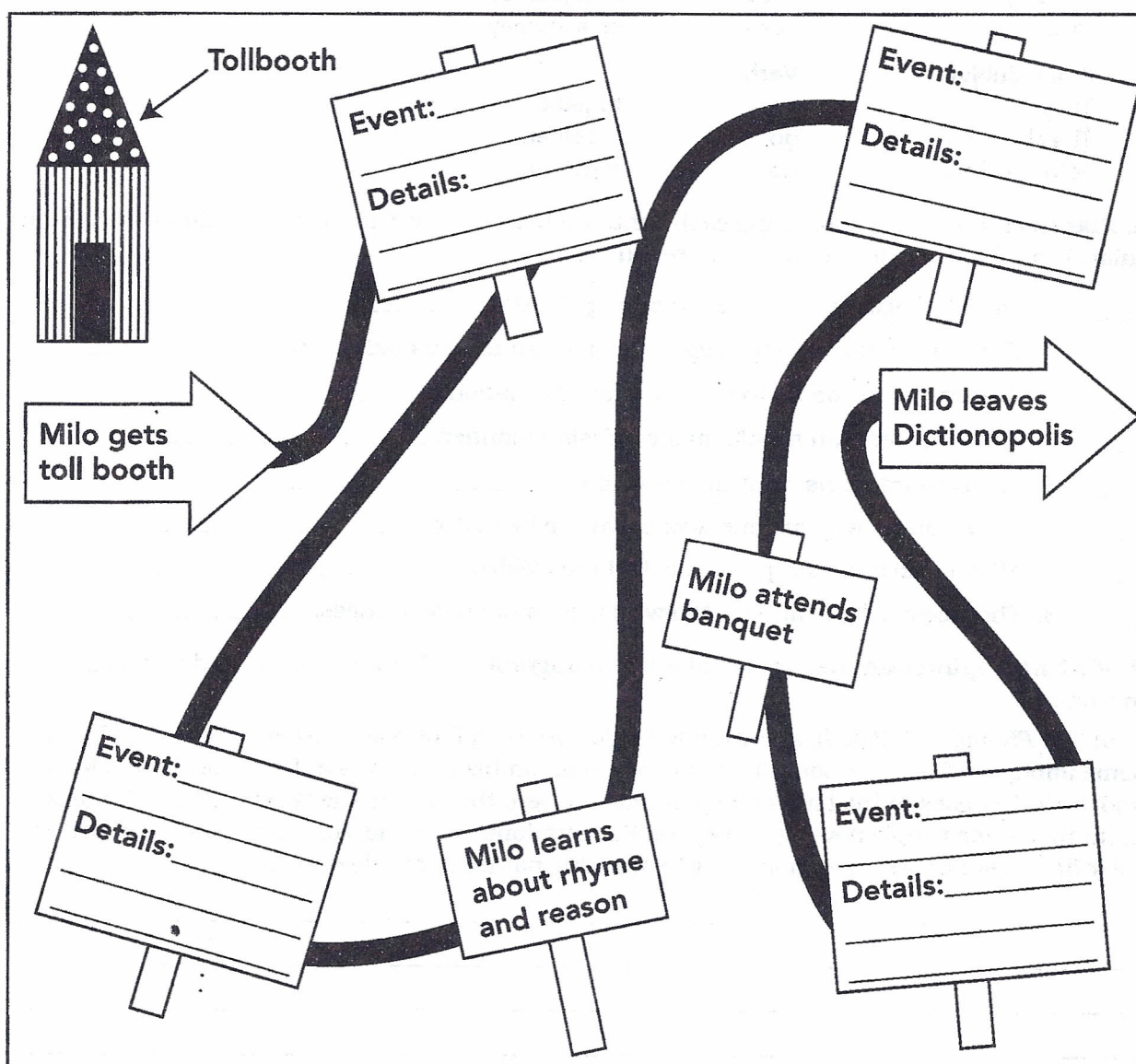
In *The Phantom Tollbooth*, a boy named Milo goes on a fantastic journey in which he learn some important lessons about life. His companion on his journey is a dog named Tock. Milo and Tock first goes to the land of Expectations, where they meet's the Whether Man. He tells them that some people never goes beyond Expectations. Milo and Tock, however, do arrive at their first destination, Dictionopolis, where a king named Aziz rule over the land.

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Reading Strategy: Summarizing

When you **summarize**, you retell what has happened in your own words. A summary of a piece of literature should include details of important characters and review the important events in the order in which they occur in the original work. When you summarize, you should show how certain ideas and events are related, or belong together. For example, you should tell if one character is another's friend or enemy, or if one event is the cause of another.

DIRECTIONS: Use the roadmap below to note events and details that you find in Act I of *The Phantom Tollbooth*. Include the important information in the space provided on each signpost. You can choose any events and details that you find significant and interesting.



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Literary Analysis: Elements of Drama

Drama is a special literary form because unlike a story or poem, it is meant to be staged rather than read. An audience watches the **plot** unfold as actors “become” the **characters**, speaking lines of **dialogue** and expressing thoughts and emotions so that viewers can understand what is happening in the play. Like any story, a drama has a **setting**, or place where the action occurs. Unlike an ordinary story, much information about the characters, setting, and action is given in **stage directions**, and, in order to give a clear structure and sequence to a drama, the author may divide it into **acts** and **scenes**, rather than chapters.

A. DIRECTIONS: On the lines provided, answer the following questions about *The Phantom Tollbooth, Act I*.

1. Read the opening stage directions for **Scene i** and write the first sound the audience hears as the play begins.

2. What is the name of the main character in the play?

3. What is Milo's first line of dialogue in **Scene ii**?

4. What is the setting for the end of **Act I**?

5. What plot event prevents King Azaz and the Mathemagician from solving their arguments?

6. Read the stage directions that describe King Azaz of Dictionopolis, and describe what he looks like.

7. Read the stage directions that describe the Mathemagician, and describe what he looks like.

B. DIRECTIONS: Read the following passage from *The Phantom Tollbooth, Act I*. On the lines, write words from the passage that refer to plot, setting, and characters.

The two princesses. They used to settle all the arguments between their two brothers who rule over the Land of Wisdom. You see, Azaz is the king of Dictionopolis and the Mathemagician is the king of Digitopolis and they almost never see eye to eye on anything. . . . But then one day, the kings had an argument to end all arguments . . .

Plot _____

Setting _____

Characters _____