

GRADE 7

ENGLISH LANGUAGE ARTS

Week 14 Dec. 15th –19th

TERM 1



(THE NOBLE EXPERIMENT)

By Jackie Robinson

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Student's Name: _____

You can make a difference!

The Noble Experiment (page 287)

Words to Know SkillBuilder

Words to Know

cynical	incredulous	integrated	shrewdly	taunt
eloquence	insinuation	retaliate	speculating	ultimate

A. Find familiar words in the puzzle below. Circle all the ones you can find that go from left to right or top to bottom in the puzzle. Write them down to the right of the puzzle or on a separate sheet of paper.

A G F O X V E L L E
 P O H I N T M S F C
 F O R G I V E P M T
 U D Y M C P D E O R
 T R U E E I O A S U
 U L X A N G U K T S
 R M I N O R B E R T
 E B O P E N T R V U

Use ten words from the puzzle to fill in the blanks in the following sentences. If you cannot find a word that makes sense and has the correct meaning, look at the puzzle again. Don't use the same word more than once.

1. In fairy tales, the _____ is an animal that usually behaves shrewdly.
2. The opposite of "to retaliate" is "to _____."
3. An integrated neighborhood is _____ to everyone.
4. I sat speculating, wondering what the _____ might hold for me.
5. An insinuation is a particular type of _____.
6. Cynical people _____ the truth of what they hear.
7. If you heard a story you didn't think was _____, you'd be incredulous.
8. If you taunt people, you tease them in a _____ way.
9. Your ultimate goal is the one that is _____ important to you.
10. Eloquence is a quality that a _____ tries to have.

B. Imagine that you could interview Jackie Robinson or Branch Rickey. Write down some questions you would ask, using as least **three** of the Words to Know.

Synonyms

Teaching

Words that are similar in meaning are called **synonyms**. These words have the same or almost the same dictionary definition, or **denotation**. However, they have different **connotations**, or ideas and feelings associated with them.

Toni **strolled** to the store to get decorations for the party.

Toni **dashed** to the store to get decorations for the party.

Both of the above sentences tell you that Toni went to the store. However, in the first sentence, she is taking her time; in the second sentence, she is in a rush!

Using a thesaurus (a reference book that lists synonyms) can help you choose the word that best expresses what you want to say.

A. Identifying Synonyms

Choose the synonym for each bold-faced word. Use a thesaurus if necessary.

1. "I am **baffled** by this mystery," said the detective.
unfinished/confused/thoughtful
2. Javier is a talented proofreader; his **accuracy** is amazing.
preciseness/confusion/activity
3. Getting an A on the test made me **jubilant**.
surprised/disbelieving/overjoyed
4. Louisa hoped that bell-bottom jeans were just a **fad** that would soon be over.
trend/clothing/requirement
5. My little sister can **mimic** the weird noises our cat makes—she sounds just like Snowball.
predict/mine/imitate
6. Dan was **visibly** embarrassed by our teacher's praise. He turned bright red!
clearly/slightly/never
7. The weather is **wretched** today. Can't you hear the rain pounding on the roof?
changeable/horrible/surprising
8. My **willful** brother always does the opposite of what he is told.
wild/older/stubborn
9. We plan to **expand** the club from 15 members to 30.
enlarge/cancel/exit
10. The good news left me filled with **glee**.
shock/sadness/joy

Synonyms

More Practice

B. Synonyms in Action

mature—full-grown, ripe, responsible, developed, payable

sink—submerge, slump, worsen

thin—slender, watered-down, skimpy, flimsy

Replace each use of *mature*, *sink*, and *thin* with the synonym that best fits the sentence. Use context clues to help you. You may also use a thesaurus or dictionary if needed.

1. In just a few weeks, the fruit on the tree will be **mature** and ready to pick. _____
2. The bad news made me **sink** in my chair. _____
3. Giraffes have long, **thin** legs, but they are strong animals. _____
4. The savings bond I bought at the bank will be **mature** in five years. _____
5. Hitting an iceberg caused the ship to **sink**. _____
6. The paint we are using for our house is rather **thin**; some of the old color may show through it. _____
7. Taking a CPR class made Mike feel very **mature** because he would be able to take care of others. _____
8. You will do anything to **sink** his chances of winning, won't you? _____
9. Brad's shirt was made of **thin** material that didn't keep out the rain. _____
10. Lion cubs are small, but a **mature** lion can weigh up to 500 pounds. _____

C. Vocabulary Challenge

Circle the synonym that best completes each sentence. Use a dictionary or thesaurus if needed.

1. My mother was so furious that she (glared, glanced, gazed) at me for a minute before she started speaking.
2. This is a(n) (complicated, fancy, imaginative) problem; it will take time to figure out.
3. We have a (few, rare, sporadic) details to work out before we end the meeting.
4. The (stench, stink, smell) of the flowers was lovely.
5. (Chat, Speak, Whisper) the secret in my ear—I don't want anyone else to hear it.

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Grammar SkillBuilder: Active Voice and Passive Voice

Key Concept: Writers use the active voice to emphasize the subject of a sentence. They use the passive voice to emphasize the object of the action.

Active Voice and Passive Voice

When the subject of a sentence performs the action, the verb is **active**. When the subject receives the action or expresses the result of the action, the verb is **passive**. The word passive means “acted upon.” The passive form of a verb consists of a form of *be* plus the past participle. Active verbs usually produce stronger, more concise sentences.

Example:

Active: Jackie Robinson wrote an autobiography.

Passive: An autobiography was written by Jackie Robinson.

Activity

Underline the verb in the each sentence. Write *active* or *passive* on the line, to show whether the verb is in the active or passive voice.

- _____ 1. Branch Rickey planned a new experiment.
- _____ 2. Permission was granted by the club directors.
- _____ 3. A search was begun for the perfect player.
- _____ 4. Talents scouts visited Cuba, Mexico, and other countries.
- _____ 5. The true goal of the hunt was hidden from the public.
- _____ 6. A press conference was held by Mr. Rickey.
- _____ 7. During the conference, he announced the formation of a new league.
- _____ 8. This league would be absorbed into the major leagues.
- _____ 9. Many listeners accused Rickey of hypocrisy.
- _____ 10. Nevertheless, Jackie Robinson agreed to meet with Rickey.

**Lesson
12**

Prepositional prefixes

Teaching

- | | | |
|------------------------|----------------------|--------------------------|
| <u>sup</u> ernatural | <u>pre</u> cede | <u>trans</u> continental |
| <u>super</u> sonic | <u>pre</u> meditated | <u>trans</u> fusion |
| <u>super</u> lative | <u>fore</u> warned | <u>trans</u> plant |
| <u>super</u> intendent | <u>fore</u> cast | <u>trans</u> mission |
| <u>sub</u> ordinate | <u>post</u> pone | |
| <u>sub</u> terranean | <u>post</u> war | |
| <u>sub</u> merge | <u>post</u> script | |
| <u>sub</u> conscious | <u>post</u> dated | |

Lesson Generalization: A **preposition** is a word that is placed *before* a noun or pronoun to show the relationship between that word and another word in the sentence. The noun or pronoun following the preposition is called the **object** of the preposition. Prefixes often have the meaning of prepositions.

pre (before) + **position** = **preposition**.

A. Each word below means the same as one or more of the prefixes from your list. In alphabetical order under each word, write the spelling words that contain that prefix.

under (sub)

before (pre)

above (super)

across (trans)

after (post)

B. On a separate sheet of paper, scramble the prefixes and base words from the word list and then put a different prefix with each base. Trade papers with a partner and match up the prefixes with their correct bases.

**Lesson
12**

Prepositional prefixes

More Practice

- | | | | |
|-------------------|------------------|----------------|----------------------|
| 1. supernatural | 6. subterranean | 11. forewarned | 16. postdated |
| 2. supersonic | 7. submerge | 12. forecast | 17. transcontinental |
| 3. superlative | 8. subconscious | 13. postpone | 18. transfusion |
| 4. superintendent | 9. precede | 14. postwar | 19. transplant |
| 5. subordinate | 10. premeditated | 15. postscript | 20. transmission |

A. Write the spelling word that matches each definition. Then circle the word in the definition that gives the meaning of the prefix.

- | | |
|--|--|
| 1. below consciousness
_____ | 11. to put under water
_____ |
| 2. note after a letter
_____ | 12. planned or schemed beforehand
_____ |
| 3. to predict beforehand
_____ | 13. dated after the present
_____ |
| 4. person who oversees a job
_____ | 14. below another in rank
_____ |
| 5. to go before
_____ | 15. above all others in quality
_____ |
| 6. a transferring of something across
_____ | 16. beyond the laws of nature
_____ |
| 7. under the earth
_____ | 17. to dig up and move to another place
_____ |
| 8. the sending of a message across
_____ | 18. across a continent
_____ |
| 9. beyond the speed of sound
_____ | 19. to put off until later or after
_____ |
| 10. after a war
_____ | 20. warned beforehand
_____ |

B. Using a dictionary, find additional words that use the five prefixes. Write one word for each prefix on a separate sheet of paper and then compare your list with others in the class.

The Noble Experiment (page 287)

Active Reading SkillBuilder

Summarizing I

When you **summarize** a story or article, you write a short version of it in your own words. You might write a summary to clarify information for yourself or to remember information to use in a research report. To write a summary, restate the main ideas and the most important details. Use the diagram below to help you summarize the main ideas in “The Noble Experiment.” Begin by summarizing the event that begins the selection. Then continue summarizing the events through page 292.

1. 1910, South Bend, Indiana

What happened? Who was involved? Why did it happen, or why was it important?

2. Considering a New Experiment

What happened? Who was involved? Why did it happen, or why was it important?

3. Searching for a player

What happened? Who was involved? Why did it happen, or why was it important?

4. Meeting with Sukeforth

What happened? Who was involved? Why did it happen, or why was it important?

5. Meeting with Branch Rickey

What happened? Who was involved? Why did it happen, or why was it important?