



# LANGUAGE ARTS

Student Book

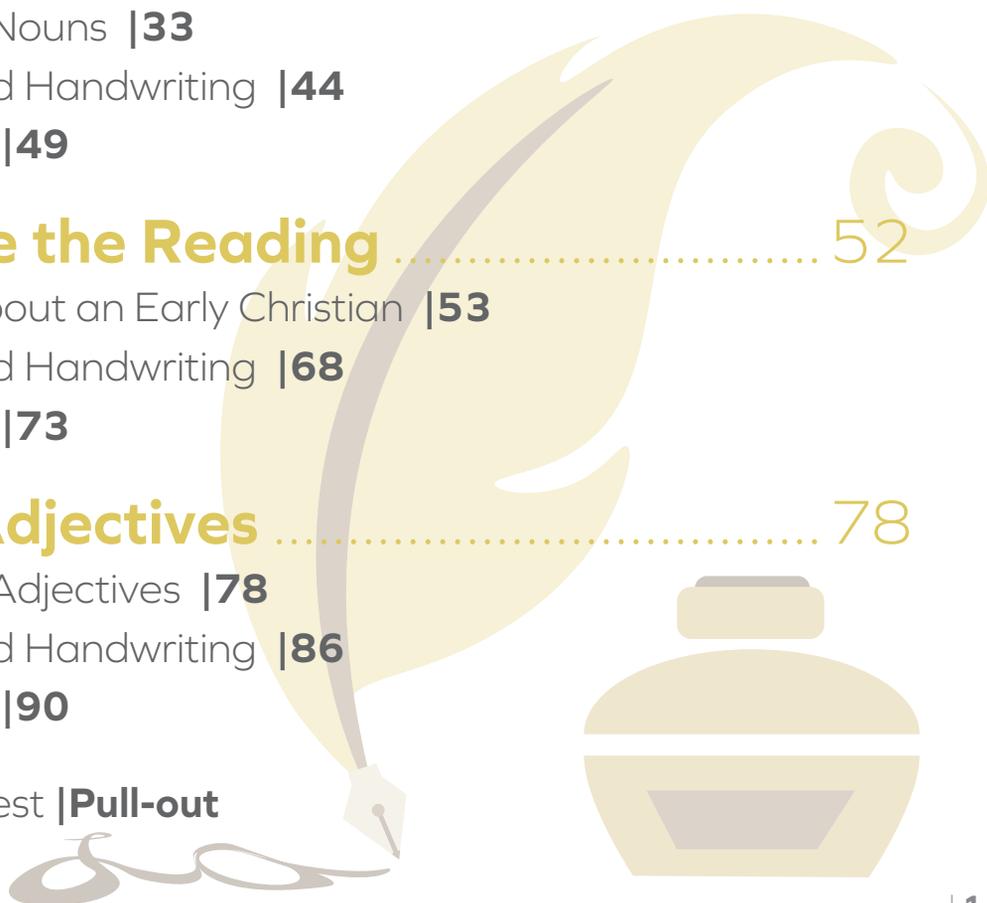
► **5th Grade** | Unit 7

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# LANGUAGE ARTS 507

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# WORD USAGE

Have you ever dreamed of visiting a land of tiny people? How would they receive you? What would you say to them?

In this LIFEPAC®, you will read about Gulliver and his stay with the people of Lilliput, who were only six inches tall! You will also practice some reading comprehension skills and discover the meanings of new words. After reading this interesting story about Gulliver and his reactions to the little people, you will write some personal reactions of your own.

If you could be put in jail for being a Christian, what do you think you would say if a policeman asked you about Jesus? You will read a story about Marc, who had to face some difficult moments as an early Christian, and how he suffered persecution. You will also learn how forgiveness can heal.

You will also practice various skills, such as making Christian judgments and discovering the mood of a paragraph. In this LIFEPAC, you will review nouns and adjectives, and learn more about pronouns. And you will practice more skills in handwriting and spelling.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAAC, you should be able to:

1. Recognize cause and effect.
2. Choose the main idea of a paragraph or story.
3. Recognize word meanings.
4. Put events in sequence.
5. Note details.
6. Write a personal reaction.
7. Identify and use common and proper nouns.
8. Identify and use singular and plural nouns.
9. Identify and use possessive nouns.
10. Identify and use nouns as subjects.
11. Identify and use nouns as objects of verbs.
12. Identify and use pronouns as noun substitutes.
13. Identify and use possessive pronouns.
14. Make Christian judgments.
15. Make inferences.
16. Distinguish fact from opinion.
17. Discover mood.
18. Recognize the proper position of adjectives.
19. Recognize the purpose of adjectives and use them correctly.
20. Spell words correctly.
21. Write more neatly.



# 1. READING FOR MEANING

In this section you will read about one of Gulliver's exciting adventures. You will practice the important skills of recognizing cause and effect, recognizing word meanings, and placing events in sequence.

You will learn to spell homonyms that have a long /ī/ sound and practice difficult letter joinings in handwriting.

## Objectives

**Review these objectives.** When you have completed this section, you should be able to:

1. Recognize cause and effect.
3. Recognize word meanings.
4. Put events in sequence.
5. Note details.
6. Write a personal reaction.
20. Spell words correctly.
21. Write more neatly.

## Vocabulary

**Study these new words.** Learning the meanings of these words is a good study habit and will improve your understanding of this LIFE PAC.

**complexion** (kum plek' shun). The color and general appearance of the skin, particularly the face.

**contraption** (kun trap' shun). A device or gadget.

**debate** (di bāt'). Consider; discuss; talk about reasons for and against.

**demolish** (di mol' ish). Pull or tear down; destroy.

**embroider** (em broi' dur). To make a design with stitches.

**famished** (fam' isht). Very hungry; starving.

**inhabitants** (in hab' u tunts). People or animals that live in a place.

**inventory** (in' vun tōr e). Detailed list of articles.

**loin** (loin). The part of the body of an animal or human between the ribs and the hip bone; a piece of meat from this part.

**mingle** (ming' gul). Mix.

**ointment** (oint' munt). A substance made from oil or fat, often containing medicine to heal or make the skin soft.

**perceive** (pur sēv'). To be aware of through the senses; observe.

**plague** (plāg). A very dangerous disease that spreads rapidly and often causes death.

**potion** (pō' shun). A drink used as a medicine or a poison or in magic.

**shrill** (shril). Having a high sound; high and sharp.

**substance** (sub' stuns). What a thing consists of; matter; material.

**transparent** (trans pār' unt). Easily seen through; clear.

**venture** (ven' chur). A risky or daring undertaking.

**voyage** (voi' ij). Travel by water.

**wrench** (rench). A violent twist or pull.

**Note:** All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil; out; cup, pūt, rüle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## Reading Comprehension

Before you read Gulliver's story, "A Voyage to Lilliput," you will first practice some reading comprehension skills. You will use these skills later when you do the activities.

**Recognizing cause and effect.** Jennifer bought a new plant and placed it in the window so that it would get plenty of sunlight. She knew that plants need sunlight and water to grow.

With her busy schedule, Jennifer forgot to water her plant, and it died.

What was the *cause* of the plant dying?

Jennifer did not water it.

What was the *effect* of not watering the plant?

The plant died.

*Cause* is what makes something happen. The *effect* is the result, or the outcome.

Read this example.

Gideon destroyed the idols in the grove. (cause)

The people became very angry. (effect)

Gideon's act of destroying the idols caused the people to be angry. Their anger was the result, or effect, of his act.

Recognizing the cause and effect in a story is an important reading skill. Cause-and-effect relationships can help you better understand the plot and sequence of a story.



**Read these stories.** Answer the questions about cause and effect.

**1.1**

Joe quickly ran back to his home on the beach. His family was forced to leave the day before. A hurricane warning was issued to all those living along the coast of Southern Florida.

Joe could not believe his eyes. His house was totally **demolished**. Not one wall was standing. Walking through the wreckage, Joe reached down beneath some broken plaster and found a wet picture from a family album. It showed his family in front of their new beach house.

At his aunt's home later, Joe's family discussed their plans. They decided to build their next home in the mountains. They were afraid to build on the beach again.

a. What caused the wreckage of Joe's new beach home? \_\_\_\_\_

\_\_\_\_\_

b. What was the effect of the hurricane wrecking their new home? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1.2**

A young missionary visited a small village in the jungles of Peru. He spoke to many people about Jesus, but no one seemed interested. Then he noticed some small children with skin disease. He always carried a black bag of medical supplies. He selected an **ointment** he knew would clear up the infection.

Within the next few days, the medicine completely cured the children of the irritating disease.

a. What caused the skin disease to clear up? \_\_\_\_\_

\_\_\_\_\_

b. What was the effect of the medicine on the skin disease? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1.3** The next time the young missionary began to tell the people about Jesus, he noticed many gathered around to hear his Bible stories, especially the children. They were all grateful for his help in curing the skin disease.

a. What caused the people to listen to the missionary? \_\_\_\_\_

---



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b. What was the effect of the missionary curing the skin disease? \_\_\_\_\_

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**Recognizing word meanings.** “The breeze dallied with the dahlias in Dalmatia.” If you did not know that *dallied* means *acted in a playful manner*, and that *dahlias* are flowers, and *Dalmatia* is a region in what used to be Western Yugoslavia, then that sentence had very little meaning for you.

If you do not know the meanings of words, your comprehension is limited. It is like reading a foreign language.

Before you read about Gulliver in “A Voyage to Lilliput,” review the following words and their meanings from your vocabulary list.

complexion	loin	shrill	contraption
mingle	substance	debate	ointment
transparent	embroider	perceive	venture
famished	plague	voyage	inhabitant
potion	wrench	inventory	



**Choose the correct word from the preceding list to complete each sentence.**

Clues are given in each sentence to help you choose correctly.

- 1.4** The \_\_\_\_\_ of her face turned red with embarrassment.
- 1.5** The storekeeper took an \_\_\_\_\_ of all the articles in his store.
- 1.6** The death rate rose rapidly as the \_\_\_\_\_ continued.
- 1.7** The ship's \_\_\_\_\_ took them across the Pacific Ocean.
- 1.8** As he drank the magic \_\_\_\_\_, he slowly turned into a frog.
- 1.9** The hungry man was \_\_\_\_\_.
- 1.10** The strange \_\_\_\_\_ reminded him of his last marble making machine.
- 1.11** The \_\_\_\_\_ on the table was a white-colored matter.
- 1.12** The glass in the window is \_\_\_\_\_.
- 1.13** An \_\_\_\_\_ was applied to the wound, and the medicine began its healing work.
- 1.14** During the \_\_\_\_\_, Ann gave reasons for the new rule, and Sam gave reasons against it.
- 1.15** The fire engine's \_\_\_\_\_ siren hurt our ears.
- 1.16** He had to \_\_\_\_\_ his foot from the rock in order to free himself.
- 1.17** His favorite cut of meat is from the \_\_\_\_\_.
- 1.18** She wanted to \_\_\_\_\_ the tablecloth with a flower design.
- 1.19** An \_\_\_\_\_ of the mountain village chose to live there his entire life.
- 1.20** As the weather began to change, he could \_\_\_\_\_ a storm coming.
- 1.21** The \_\_\_\_\_ up the mountain proved to be a risky undertaking.
- 1.22** The cook tried to \_\_\_\_\_ fruit punch with lemonade, but it was a terrible mix.



**Reading from *Gulliver's Travels*.** Jonathan Swift (1667-1775) wrote an interesting book called, *Gulliver's Travels* (1735). In the story, Lemuel Gulliver leaves England to become a ship's doctor. However, on one **voyage**, Gulliver is shipwrecked in the South Seas. Everyone is lost but Gulliver, who swims to an unknown shore.

You will read how Gulliver awoke to find himself in a very strange land. Try to imagine each thing that happens to Gulliver as you read it.

## A Voyage to Lilliput

by Jonathan Swift (retold by Sandra Stone)

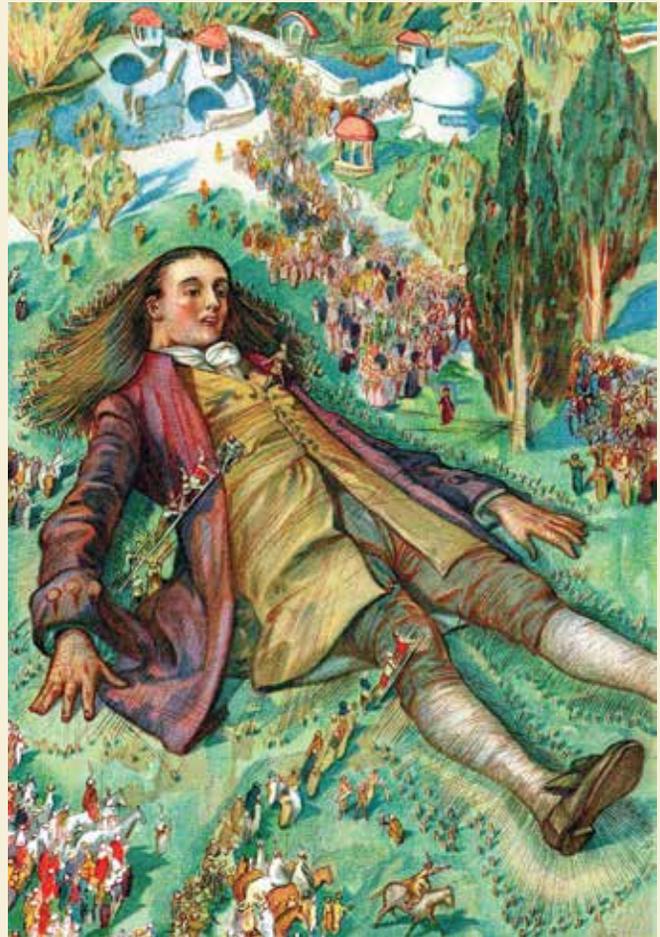
I must have been sleeping for nine hours. When I awoke, it was daylight and I was laying on very short, soft grass. I tried to get up, but could not. My arms and legs were tied to the ground. My long, thick hair was also tied down. I was unable to move, and I could only look up. The hot, bright sun began to hurt my eyes.

Then I heard some noise around me, but could not see anything other than sky. Suddenly, I felt something alive on my left leg. It climbed gently over my chest and up to my chin. I turned my eyes down to see what it could be. To my amazement, I **perceived** it to be a human creature, not quite six inches tall! In his hand he carried a bow and arrow.

Meanwhile, I could feel many more following the first one; about forty of them, I later learned. I was so astonished, I roared loudly, and they all retreated in fear. Later, I was told some of them got hurt when they jumped to the ground.

Soon the little creatures returned, and one **ventured** all the way up to see my face. In great admiration he lifted up his hands and cried in a **shrill** voice, "*Hekinah degull!*" The others repeated the same strange words.

As you can imagine, I was very uneasy and finally struggled to get loose. I **wrenched** out the pegs that held my left arm to the ground. With a hard pull, I also loosened the strings that tied my hair down on the left side, but it hurt me terribly. Now I was able to move my head about two inches.



Before I could seize them, the little people ran off shouting. Then one of them cried, “*Tolgo phonac.*” and instantly a hundred arrows struck my left hand like needles. More arrows fell on my body, but I did not feel them. Some struck my face which I quickly covered with my left hand. I groaned in grief and pain. I tried to get loose again, but they shot more needle arrows than before. Some of the little men tried to stick me in the side with spears. Luckily, my thick leather jacket protected me.

I decided to lie still until dark and then free myself. If all the **inhabitants** of this place were the same size, I would be an easy match for even their greatest armies.

When the people saw I was quiet, they shot no more arrows. I could hear their numbers increasing and also a “knocking” noise. I turned my head to see them building a stage, about a foot and a half from the ground, with two or three ladders to climb up to it. They worked fast and had it built in no time.

From the stage, a person made a long speech that I could not understand. I had not eaten for such a long time that I was now **famished** with hunger. I put my finger to my mouth frequently to show him I wanted food. The person (a great lord, I learned later) understood me. He came down from the stage and commanded that ladders be placed at my side. About one hundred inhabitants climbed the ladders carrying baskets full of meat. I could tell the meat was the flesh of several different animals. There were shoulders, legs, and **loins**, but all smaller than a tiny bird. I ate two or three at a time, along with three loaves of bread. The loaves were about the size of a bullet. They were astonished at my appetite.

Then I made another sign that I wanted something to drink. They rolled a large barrel toward my hand and then beat out the top. The drink was delicious but held less than half a pint. I drank a second barrel and made signs for more, but that was all they had.

When I finished, the people shouted for joy, repeating “*Hekinah degul,*” as they did before. Then they began to apply a pleasant-smelling ointment to my face, which removed the smart from the arrows. I heard them say, “*Peplom selan,*” and they loosened the ropes so I could turn over on my side.

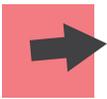
Now I became sleepy and slept for about eight hours. I learned later that the physicians had put a sleeping **potion** in my drink. While I slept, they brought a great machine next to where I lay. When I was first discovered sleeping on this land, the emperor ordered the machine to be



| The little people shot arrows at Gulliver.

**Placing events in sequence.** The events of any story always happen in a certain sequence or order. A good tool of reading comprehension is to be able to remember the order or sequence in which things happen. As you practice numbering events of a story, or a page, or even a paragraph in sequence, your reading comprehension of details should improve.

The best way to do “sequence” activities is to read *all* the listed sentences first. Decide what happened first and number it, and then decide what happened last. Then carefully work out the rest of the sentences in between. When you have all the sentences numbered, check your work by reading the sentences in the order you numbered them. Do they make sense that way? Then you are probably right. When you are not sure, look back in the story.



### Complete these activities.

**1.23**

Reread this paragraph. Then number the events in the order they happened.

One day I asked the emperor for several poles two feet high. The next day, six woodsmen arrived with nine sticks, each in a carriage drawn by eight horses. I placed some sticks in the ground to form a square and tied my handkerchief on the top. Some of the sticks I placed around the top. When I finished, I asked the emperor to let his best horses and men exercise on top of the handkerchief. He approved and I placed twenty four on top.

- a. \_\_\_\_\_ The next day, six woodsmen arrived with nine sticks.
- b. \_\_\_\_\_ I asked the emperor for several poles.
- c. \_\_\_\_\_ I tied my handkerchief to the top.
- d. \_\_\_\_\_ When I finished, I asked the emperor to let his horses and men exercise.
- e. \_\_\_\_\_ I placed some sticks in the ground to form a square.
- f. \_\_\_\_\_ He approved and I placed twenty-four on top.

**1.24**

Number the events of “A Voyage to Lilliput” in their proper sequence.

Number one is done for you.

- a. \_\_\_\_\_ Little people climbed on him.
- b. \_\_\_\_\_ The people fed Gulliver.
- \_\_\_\_\_ 1 \_\_\_\_\_ Gulliver awoke to find himself tied to the ground.

- c. \_\_\_\_\_ He tried to pull himself loose and they shot him with arrows until he was quiet.
- d. \_\_\_\_\_ A sleeping Gulliver was carried to their city.
- e. \_\_\_\_\_ The little people finally agreed to let Gulliver go free.
- f. \_\_\_\_\_ Two men searched Gulliver.
- g. \_\_\_\_\_ Gulliver was chained to his temple-home.
- h. \_\_\_\_\_ Gulliver's knife, pistol, and bags were taken to his majesty's storehouse.
- i. \_\_\_\_\_ The emperor's scholars taught him the language.



**Circle the correct answer in each item.**

- 1.25** *Gulliver's Travels* was written by
- a. an unknown sailor.
  - b. Gulliver.
  - c. Jonathan Swift.
- 1.26** The little people were
- a. six inches tall.
  - b. twelve inches tall.
  - c. twenty-four inches tall.
- 1.27** At one time the little people
- a. shot arrows at Gulliver.
  - b. threw rocks at Gulliver.
  - c. poisoned Gulliver.
- 1.28** Gulliver arrived at the city
- a. by riding in a carriage.
  - b. by walking there himself.
  - c. by a horse-pulled cart with twenty-two wheels.
- 1.29** Near the city, Gulliver was
- a. ordered to clear a forest for a resting spot.
  - b. chained to a ruined temple.
  - c. asked to build his own shelter.

- 1.30** The countryside near the city
- was like a desert.
  - was green with forests and fields.
  - had many rugged mountains.
- 1.31** Gulliver found that the little people
- spoke his language.
  - spoke French.
  - spoke an entirely new language he could not understand.
- 1.32** The little people decided
- to shoot Gulliver with poison arrows.
  - to feed and clothe Gulliver.
  - to starve Gulliver.
- 1.33** Gulliver
- assisted the two searchers.
  - would not allow the search.
  - became angry at the search and broke loose.
- 1.34** When Gulliver put the horses on top of his handkerchief, the emperor
- was delighted.
  - was alarmed.
  - refused to let him do it again.



**Read the following items and answer the questions about cause and effect.**

I felt about forty little people climbing on me. I was so astonished that I roared loudly.

- 1.35** What was the cause of Gulliver's loud roar? \_\_\_\_\_

\_\_\_\_\_

- 1.36** What was the effect of the little people climbing on Gulliver? \_\_\_\_\_

\_\_\_\_\_

With a hard pull, I loosened the strings that tied my hair down. Now I was able to move my head. Instantly a hundred arrows struck my left hand like needles.

- 1.37** What was the cause of Gulliver being struck with arrows? \_\_\_\_\_

\_\_\_\_\_

- 1.38** What was the effect of Gulliver moving? \_\_\_\_\_

\_\_\_\_\_

## SELF TEST 1

Read each selection and answer the questions about cause and effect (each answer, 3 points).

Mary went swimming all day at the pool. By nightfall, Mary had the worst sunburn she ever had.

**1.01** What was the cause of Mary's sunburn? \_\_\_\_\_

**1.02** What was the effect of Mary swimming all day? \_\_\_\_\_

A terrible lightning storm hit over the mountains. Suddenly, the forest was on fire.

**1.03** What was the cause of the fire? \_\_\_\_\_

**1.04** What was the effect of the lightning? \_\_\_\_\_

The zookeeper closed the door to the lion's cage, but forgot to lock it. The next morning, the lion was loose in the zoo grounds.

**1.05** What caused the lion to be loose? \_\_\_\_\_

**1.06** What was the effect of the zookeeper leaving the gate unlocked? \_\_\_\_\_

Write the correct word from the list on each blank (each answer, 3 points).

famished	potion	complexion	voyage
perceived	wrench	shrill	mingle
ointment	transparent		

**1.07** The sailor was \_\_\_\_\_ after his long trip without any food.

**1.08** Her \_\_\_\_\_ scream let us know that she was in danger.

**1.09** His pale, white \_\_\_\_\_ told them he was scared.

**1.010** The doctor applied an \_\_\_\_\_ to his skin to prevent infection.

**1.011** Through the \_\_\_\_\_ bottom of the boat, we saw many kinds of ocean life.

**1.012** The baker tried to \_\_\_\_\_ the two ingredients, but they would not mix together.





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