Unit 4

The Time Machine

by H. G. Wells

Activity Book

GRADE 7 Core Knowledge Language Arts®

Core Knowledge®

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Unit 4

The Time Machine

by H. G. Wells

Activity Book

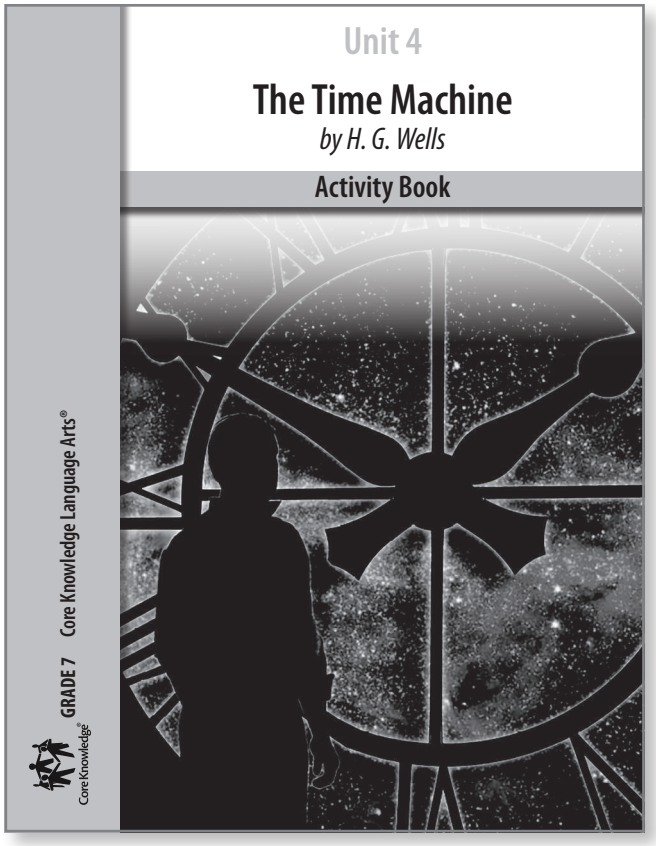
This Activity Book contains activity pages that accompany the lessons from the Unit 4 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Letter to Family

Unit 4



Our class will begin a unit in language arts in which students will read *The Time Machine*, a science fiction novel by English novelist H. G. Wells (1866–1946). Wells is considered one of the greatest science fiction writers of all time. Many of his novels, including *The Time Machine*, *The War of the Worlds*, and *The Island of Dr. Moreau*, are classics of the science fiction genre. They explored questions about the intersections of technology and society in ways that remain more than relevant in our modern world: How does scientific and technological progress shape society? Is progress inevitable or simply an illusion? What problems and challenges might the future hold, and will we be able to overcome them?

As a socialist, Wells was concerned with the impact of industrialization and science on society. He saw how industry and machinery had enriched the lives of the upper class but did little for the lower class. He worried that a dark future awaited humankind if progress were built on the subjugation of the lower class by the upper class. These concerns, influenced by the work of thinkers like Henry George, Karl Marx, Charles Darwin, and Thomas Henry Huxley, are explored in depth in *The Time Machine*.

As well as posing serious questions about science and society, Wells's work is also full of rich language, skillful turns of phrase, sharply drawn characters, and scenes filled with action, suspense, intrigue, and horror. The science fiction genre is truly indebted to writers like Wells, who so masterfully combined constructive social criticism with riveting storytelling.

If you have any questions of concerns, please do not hesitate to contact me.

NAME: _____

DATE: _____

Jigsaw Activity

Read the passage about the major thinker you were assigned, and take notes.

Henry George

Biographical details:

_____

_____

What was he concerned about or interested in?

_____

_____

What was his big idea?

_____

_____

What else is interesting about him?

_____

_____

Karl Marx

Biographical details:

_____

_____

What was he concerned about or interested in?

_____

_____

What was his big idea?

_____

_____

_____

What else is interesting about him?

_____

_____

NAME: _____

DATE: _____

Charles Darwin

Biographical details:

_____

_____

What was he concerned about or interested in?

_____

_____

What was his big idea?

_____

_____

_____

What else is interesting about him?

_____

_____

_____

Thomas Henry Huxley

Biographical details:

_____

_____

What was he concerned about or interested in?

_____

_____

What was his big idea?

_____

_____

What else is interesting about him?

_____

_____

NAME: _____

DATE: _____

Vocabulary for "The Inventor" and "The Machine"

"The Inventor"

1. **convenient, *adj.*** easy to do or to reach (**15**)

2. **geometry, *n.*** the branch of mathematics that deals with the relationships between points, lines, and surfaces (**16**)

3. **dimension, *n.*** a measurement in a particular direction (**17**)

4. **reference, *n.*** comparison (**18**)

5. **philosophical, *adj.*** thinking deeply about knowledge and life (**18**)

6. **vertical, *adj.*** positioned up and down (**22**)

7. **velocity, *n.*** speed (**23**)

NAME: _____

DATE: _____

Characterization of the Time Traveler

As you read "The Time Traveler Returns," fill in the answers to these questions about how the Time Traveler is characterized in this chapter.

1. Is the Time Traveler someone who likes company? How do you know?

_____

_____

_____

_____

2. Are the Time Traveler's guests part of the upper class or lower class? Think about their jobs.

_____

_____

_____

_____

3. What details suggest that the Time Traveler has been on an adventure?

_____

_____

4. How does the Time Traveler's way of acting and speaking differ from his earlier appearance?

_____

_____

5. What is strange about the Time Traveler's behavior at dinner?

_____

_____

_____

_____

6. What is consistent, or the same, about the way the Time Traveler addresses his audience?

_____

_____

_____

_____

NAME: _____

DATE: _____

2.1 ACTIVITY PAGE

Vocabulary for "Time Traveling" and "In the Golden Age"

"Time Traveling"

1. **principle, *n.*** basic or fundamental fact (**46**)

2. **intellect, *n.*** intelligence (**47**)

3. **headlong, *adv.*** headfirst (**48**)

4. **conscious, *adj.*** aware (**48**)

5. **glimpse, *n.*** a quick look (**48**)

6. **vapor, *n.*** liquid suspended in the air, like a cloud (**49**)

7. **glimmer, *n.*** faint light (**50**)

8. **frail, *adj.*** weak or breakable (**57**)

"In the Golden Age"

9. **turf, *n.*** grass (**63**)

10. **gesture, *n.*** a movement of the body to indicate something (**66**)

NAME: _____

DATE: _____

Morphology: Greek/Latin Prefixes *ex–*, *extra–*, *hyper–*, *hypo–*, *pro–*, *sub–*, *super–*

Read each sentence. Underline the word with the prefix ex–, extra–, hyper–, hypo–, pro–, sub–, *or* super–. *Then write what you think is the meaning of the word you underlined based on the prefix and its use in the sentence.*

1. The man accused of onerous crimes was exonerated and released.

   _____

2. The farmer extracted some oil from lemons to polish her tractor.

   _____

3. You deserve the highest possible grade for your extraordinary essay.

   _____

4. The decorations were extravagant—the hosts spent far too much money on them.

   _____

5. After eating sugar, the toddlers were hyperactive, bouncing all over the place.

   _____

6. Do you have a hypothesis that might explain the underlying meaning of what we saw?

   _____

7. I don't want to increase your exhaustion by keeping you awake for two more hours.

_____

8. Instead of making progress as a society, the Eloi had regressed to a childlike state.

_____

9. The Morlocks were subterranean creatures, coming to the surface of the planet only at night.

_____

10. In the distant future, the Morlocks were superior to the Eloi in strength and cunning.

_____

NAME: _____

DATE: _____

Science Fiction Narrative Writing Model

"Ax and the Mystery Signals"

One day I received a mysterious package in the mail—a sleek black box that contained a sleek black box. There was no return address. Before long, though, I heard from my Gamies—my online gaming friends—that they had gotten the same thing.

It's not unusual for game developers to send us game components for beta testing. They know our online scores. And it's true: we're really good. One day at least a few of us will go pro and make money designing games. Companies need our feedback to build better products, and we're happy to give it.

My friend Victor called me about the box at the exact same time I called him.

"Jinx!" we both shouted.

The black box was like nothing either of us had ever seen. It had no joystick, no buttons. All you did was press a little hollow in the plastic. Both Victor and I thought this was odd but cool. Especially after we'd used it a while.

"It's like the box starts to read your mind," Victor said. "But, Ax?" My nickname is Ax, short for Axiom. When I learn a new rule or principle that applies to gaming, I put it into a memorable phrase—an axiom. Like, "Trust your gut, but know your stats." Hence "Ax," for short.

"Yeah, it's true. The box learns your style." I was hoping Victor would say something about the weird sounds. Was he hearing them, too?

"Um. Victor, when you're playing do you sort of hear stuff?"

"Yes! That's the other thing. This strange sound . . ."

"Right. And the words aren't connected to the game or coming from the earphones or anything . . ."

"Words? All I hear is sounds. Sort of like music."

For two weeks no one contacted us about the black boxes. We just kept playing. All the Gamies felt the box read their minds. A few heard strange music, like Victor.

Only I heard words.

It started with words I couldn't understand. Just gibberish. But then, in the middle of a very realistic—and very difficult—soccer simulation, I heard a phrase I DID understand: *buenos dias*.

After that I listened closely as I played. I heard more foreign phrases: *bonjour, gutentag*. My heart started racing. The voice was soft, not mechanical. But it wasn't human either. Finally, as I was making a penalty kick, I heard *Hello*.

A day later a call came. The caller said they had sent the box and wanted my feedback. So I told them about the controls learning your gaming style, which seemed to bore them. Then about hearing sounds. But when I mentioned the voice, they got interested. Very.

But before I could go on, the caller said to put down my phone. They would send a car. And they did: a sleek black limo, just like the box. A man and a woman in black suits and sunglasses got out and showed my parents their IDs. They said I could go with this couple; I would be safe.

No one said anything the whole way to the plane. The windows on the plane were blacked out. So were the windows of the car that met us on the airstrip after the flight and took us to what seemed like an underground parking garage. We walked down a long hall and into a room, where they gave me a soda. I didn't even ask for it.

The man and woman left. Another group came in, six or seven. I wasn't counting. One of them, a woman, seemed to be in charge.

"Ax? Is that how we should call you?"

I told her Ax was fine. She asked what word I heard.

"Hello," I said. "Now you tell me. Where is that voice coming from?"

They all looked at each other. Then one of them finally spoke. "Honestly? We don't know." He looked nervous. "We began monitoring the sounds a year ago, using these black boxes. And since gamers appear to be especially sensitive to the signals, we sent the black boxes to top gamers all around the world. Only a handful hear the music. But Ax? You're the only one on Earth who hears actual words."

It took about six months, but now as I sit and listen to the signals, I find that every so often I hear a complete sentence—or even a paragraph. No one knows how or why I hear it. Others still hear nothing or only music.

What I do know is this: the aliens mean no harm. They want to know about us, but they're very well-behaved. And lately, I've been teaching them to play soccer. They're not very good. But like me, they're getting better.

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

Vocabulary for "The Sunset of Mankind" and "A Sudden Shock"

"The Sunset of Mankind"

1. **astonishment, *n***. great surprise (**67**)

2. **splendor, *n***. grandeur, a wonderful appearance (**68**)

3. **granite, *n***. a type of rough, grainy rock (**68**)

4. **communism, *n***. a system of government in which all property is publicly owned and each person works and is paid according to his abilities and needs (**69**)

5. **miniature, *n***. a small version (**miniatures**) (**70**)

6. **specialization, *n***. the adaptation of a person to a particular role or way of life (**70**)

7. **gnat, *n***. a tiny flying bug (**gnats**) (**76**)

8. **contagious, *adj***. easy to catch or transmit (**76**)

"A Sudden Shock"

9. **realization, *n***. discovery or new awareness **(82)**

10. **abruptly, *adv***. suddenly **(83)**

11. **tamper, *v***. to interfere, to mess with (**tampering**) **(83)**

12. **groove, *n***. a cut or channel **(87)**

NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

"A Sudden Shock"

As you read "A Sudden Shock," fill in the answers to these questions to help you understand the chapter.

1. What does the Time Traveler realize has happened when he sees the lawn and the sphinx?

_____

_____

2. How does the Time Traveler react to this realization? Cite examples of how the Time Traveler describes his feelings.

_____

_____

_____

_____

3. How does the Time Traveler know the machine hasn't traveled in time without him?

_____

_____

4. What new mystery does this scene introduce?

_____

_____

5. Why is the Time Traveler unable to get the Eloi to tell him what has happened?

_____

_____

_____

6. After his bad dream, what methods does the Time Traveler use to try to find the Time Machine?

_____

_____

_____

_____

7. Earlier, the Time Traveler decided that the Eloi don't feel fear. How do events in this chapter show that isn't the case?

_____

_____

_____

_____

NAME: _____

DATE: _____

Explanation

As you read "Explanation," answer the following questions to guide your reading.

1. How is the idea of "Utopia" connected to the story's themes?

_____

_____

_____

_____

_____

_____

2. What sort of society would an "automatic civilization" be?

_____

_____

3. How does the way in which the Time Traveler and Weena meet illustrate a point about the people of the future?

_____

_____

_____

_____

4. What observation does the Time Traveler make about the behavior of the people of the future when it gets dark?

5. What language and imagery does the Time Traveler use to describe the inhabitants of the dark?

6. What does the Time Traveler realize about his theories of the inhabitants of the future?

7. How does the description of the subterranean humans fit the theory of evolution?

_____

_____

_____

_____

8. How does the Time Traveler relate these subterranean humans to the people of his own time?

_____

_____

9. What does the Time Traveler think has happened to humanity in the future?

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. Each of these words contains one of the Greek or Latin prefixes ex–, extra–, hyper–, hypo–, pro–, sub–, *and* super–.

During Lesson 8, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling word	Definition
exonerate	to clear of guilt
extract	to take out of
extraordinary	wonderful
extravagant	costly, wasteful
hyperactive	excessively active
hypothesis	supporting theory
prolong	to cause to last longer
progress	to go forward
subordinate	placed below something or someone
subterranean	underground
superlative	of the highest degree
superior	above others in quality

NAME: _____

DATE: _____

Morphology: Prefixes *ex–*, *extra–*, *hyper–*, *hypo–*, *pro–*, *sub–*, *super–*

For each word below, add a prefix from this lesson to make a new word. Use the definition of the new word as a clue to which prefix to add.

1.	vigilant	_____	excessively vigilant or watchful
2.	pose	_____	put before others for consideration
3.	standard	_____	below standard
4.	store	_____	large store that sells various goods
5.	communicate	_____	remove from communication with others
6.	cellular	_____	outside a cell
7.	thermal	_____	having to do with low temperature
8.	sensory	_____	taking place beyond the senses
9.	vision	_____	oversight of a person or activity
10.	division	_____	residential neighborhood set apart from larger tract of land

NAME: _____

DATE: _____

3.6 ACTIVITY PAGE

Topic Menu for Science Fiction Narrative

Look at the topic menu options listed below. You may also include a topic of your own. You will be writing an additional chapter or episode for the work listed. Some titles represent a range of books or movies, so you will write a chapter that takes place in that world, with those situations and characters. Rank the topics according to your interest. One (1) is the topic you are most interested in pursuing.

_____ *The Expanse*

_____ *The Hunger Games*

_____ *Star Wars*

_____ *Dune*

_____ *Star Trek*

_____ *The Matrix*

_____ Miyazaki movies (e.g., *Howl's Moving Castle*)

_____ Other:

_____

_____

_____

_____

_____

_____

Select your top three topics. Have you seen or read any of this science fiction? If so, how well do you know the characters and situations? Remember that you can write a chapter for any of these worlds—they all share their own special qualities.

Topic 1: _____

_____

_____

_____

_____

_____

Topic 2: _____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

3.6 CONTINUED

ACTIVITY PAGE

Topic 3: _____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Vocabulary for "The Morlocks" and "When Night Came"

"The Morlocks"

1. **newfound, *adj.*** recently discovered (**115**)

2. **penetrate, *v.*** to go into (**penetrating**) (**116**)

3. **cramped, *adj.*** enclosed or hemmed in to the point of causing physical pain (**118**)

4. **projection, *n.*** an image (**119**)

5. **retreat, *v.*** to run away (**retreating**) (**120**)

6. **lurk, *v.*** to hide (**lurking**) (**121**)

7. **assumption, *n.*** an idea held without proof (**122**)

"When Night Came"

8. **declaration, *n.*** an announcement (**133**)

NAME: _____

DATE: _____

"The Morlocks" and "When Night Came" Partner Activity

Answer these questions as you read through the chapters with your partner. Remember to think about how different elements of the story connect and interact.

1. How does the first section of "The Morlocks" explain changes in the Time Traveler's character before and after his adventure?

_____

_____

_____

_____

_____

_____

_____

_____

2. How does the earlier disappearance of the Time Machine drive the action in this part the story?

_____

_____

_____

_____

_____

3. How do the description of the dark and unpleasant land of the Morlocks and the fact that they are carnivorous develop the central conflict the Time Traveler must overcome?

4. The Time Traveler describes the Morlocks "rustling like wind among leaves, and pattering like the rain." What does this imagery say about the Time Traveler's view of the Morlocks?

5. Consider Karl Marx's idea of "class struggle" that you read about in the Introduction. How does this idea influence Wells's vision of the future?

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Grammar: Comma Usage

Identify correct use of commas

Put a check mark by the correctly punctuated sentence in each group.

1. _____ A. The time traveler experienced the past, the present and the future.
   ___✓___ B. The time traveler experienced the past, the present, and the future.
   _____ C. The time traveler experienced the past the present and the future.

2. _____ A. The time machine was a useful, attractive piece of machinery.
   _____ B. The time machine was a useful attractive piece of machinery.
   _____ C. The time machine was a useful, attractive, piece of machinery.

3. _____ A. Santa Claus is known as a right, jolly, old elf.
   _____ B. Santa Claus is known as a right jolly old elf.
   _____ C. Santa Claus is known as a right, jolly, old, elf.

4. _____ A. The time traveler, arriving in the distant future, saw a changed world.
   _____ B. The time traveler, arriving in the distant future saw a changed world.
   _____ C. The time traveler arriving in the distant future, saw a changed world.

5. _____ A. He wanted to find, if he could some books about history.
   _____ B. He wanted to find, if he could, some books about history.
   _____ C. He wanted to find if he could some books about history.

6. _____ A. The young woman, singing and playing happily was like a child.
   _____ B. The young woman singing and playing happily, was like a child.
   _____ C. The young woman, singing and playing happily, was like a child.

7. _____ A. The young woman whose name was Weena had no knowledge of history.

_____ B. The young woman, whose name was Weena, had no knowledge of history.

_____ C. The young woman whose name was Weena, had no knowledge of history.

8. _____ A. While, the Eloi slept, the Morlocks were busy underground.

_____ B. While the Eloi slept the Morlocks were busy underground.

_____ C. While the Eloi slept, the Morlocks were busy underground.

9. _____ A. Just in the nick of time, the traveler made his escape from the Morlocks.

_____ B. Just in the nick of time, the traveler, made his escape from the Morlocks.

_____ C. Just in the nick of time the traveler made his escape from the Morlocks.

10. _____ A. He got back to the present but ultimately he decided to return to the future.

_____ B. He got back to the present, but ultimately he decided to return to the future.

_____ C. He got back to the present but , ultimately he decided to return to the future.

NAME: _____

DATE: _____

Map Your Narrative

Map your narrative by sketching out the conflict, followed by the three parts of the dramatic arc it gives rise to (while the conflict appears first, it may be that it only becomes apparent later).

You can use the Narrative Map to create a brief Elevator Pitch, imagining that you might use it in a short speech to sell your story. The Narrative Map and Elevator Pitch can help you focus as you write your science fiction narrative.

The Writing Model is shown below as an example.

CONFLICT:

A mysterious black box arrives in the mail—and no one knows why.

OPENING/RISING ACTION:

An amateur gamer nicknamed Ax gets a mysterious black box in the mail—it's a game console, Ax thinks, probably just to beta test for a developer.

CLIMAX OF CONFLICT:

Ax's friends who all get the same box discover it's more than a game console. When they use it, they hear strange music, and it "reads their minds"—but only Ax hears actual words.

END/RESOLUTION

Discovering that Ax hears voices, the developers whisk the gamer to their headquarters. They explain that of all the gamers who received the box, Ax is the only one who understood the mysterious signals: humanity's first contact with aliens.

CONFLICT

OPENING/RISING ACTION

CLIMAX OF CONFLICT

END/RESOLUTION

NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

Vocabulary for "The Palace of Green Porcelain" and "In the Darkness"

"The Palace of Green Porcelain"

1. **interpret, *v*.** to understand or explain the meaning of something (**141**)

2. **mineral, *n*.** a rock or ore (**minerals**) (**143**)

3. **artificially, *adv*.** made by people, not naturally (**143**)

4. **academic, *adj*.** in the manner of a scholar (**144**)

5. **pattering, *n*.** a faint tapping sound (**145**)

6. **charred, *adj*.** burned (**147**)

"In the Darkness"

7. **feverish, *adj*.** with the symptoms of a fever; agitated (**151**)

8. **accustomed, *adj*.** familiar with, used to (**153**)

9. **overpower, *v*.** to defeat someone with strength (**overpowered**) (**157**)

10. **nip, *v*.** to make small bites (**nipping**) (**157**)

NAME: _____

DATE: _____

5.2 ACTIVITY PAGE

"The Palace of Green Porcelain" and "In the Darkness"

Answer these questions as you read the chapters. Remember to think about how word choice impacts the tone of a scene and of the story.

1. What words and images in the description of the palace refer to dead things and decay?

_____

_____

_____

_____

2. How do these words change the tone of the scene?

_____

_____

_____

_____

3. What sort of language and imagery is used when the Time Traveler fights the Morlocks?

_____

_____

_____

4. The Time Traveler describes his plan as an "atrocious folly" rather than simply a "bad idea." What effect does this phrase have on the scene?

5. What language is used to describe the Morlocks?

6. What effect does this language have on the way the Time Traveler views the Morlocks?

_____

_____

_____

_____

7. The Time Traveler uses the word *succulent* in his description of hitting a Morlock. What effect does this word have on the scene?

_____

_____

_____

_____

NAME: _____

DATE: _____

Grammar: Active Voice and Passive Voice

Rewrite each of the following passive-voice sentences in the active voice. Add a subject to the sentence if one is needed.

1. The future is speculated about by science fiction writers.

   Science fiction writers speculate about the future.

2. Developments in science are often anticipated by science fiction writers.

   _____

3. It is currently believed by most scientists that time travel is not possible.

   _____

4. Visiting the past is thought to be an unrealistic dream.

   _____

5. Will their skepticism one day be proven unfounded?

   _____

Rewrite each of the following active-voice sentences in the passive voice.

6. During the night, [unknown subject] stole the time traveler's time machine.

   _____

7. You operated the time machine with a series of switches.

   _____

8. People make the best lemonade with freshly squeezed lemons.

_____

9. [Unspecified subject] frequently ask that movie actor for his autograph.

_____

10. [Unknown subject] gave the research scientist an anonymous grant to study time.

_____

NAME: _____

DATE: _____

5.4 ACTIVITY PAGE

Draft Your Science Fiction Narrative

Write your first draft on the lines below. The number of lines gives a rough approximation of how much space is usually devoted to these parts of a narrative. But your narrative may be different! Use these pages as you wish. Remember that what you write now will likely change as you develop your story in following drafts.

RISING ACTION:

CLIMAX:

RESOLUTION

NAME: _____

DATE: _____

Vocabulary for "The Further Vision" and "The Time Traveler's Return"

"The Further Vision"

1. **vibrate, *v*.** to rattle, shake (**vibrated**) (**170**)

2. **indicator, *n*.** a sign or signal (**indicators**) (**170**)

3. **alternation, *n*.** a shift between two or more things (**alternations**) (**171**)

4. **sloping, *adj*.** at an angle leading up or down (**172**)

5. **mountaineering, *n*.** the climbing or scaling of mountains (**173**)

6. **antennae, *n*.** long, thin sensory appendages (**175**)

7. **rayless, *adj*.** sunless, lightless (**179**)

NAME: _____

DATE: _____

6.2 ACTIVITY PAGE

"The Further Vision" and "The Time Traveler's Return"

Answer these questions as you read the chapters. You can discuss the questions with your group. Remember to think about motivation and development of character (or characterization).

1. What initially motivated the Time Traveler to travel even further into the future?

_____

_____

2. How do the Time Traveler's observations of what Earth and the stars look like remind you of his original motivation?

_____

_____

_____

_____

_____

_____

3. What do the descriptions of the distant future and its creatures reveal about the attitudes the Time Traveler has to the things he sees?

_____

_____

_____

4. How do the Time Traveler's observations of the future contrast with what he originally hoped to find when he began to travel in time?

5. What is the Time Traveler saying about the era in which he lives when he describes the "petty and familiar architecture"?

6. How have the Time Traveler's adventures changed him?

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Grammar: Comma Usage and Active/Passive Voice

Rewrite each sentence, adding any necessary commas. If no changes are needed, write "No Change" on the line below the sentence.

1. By the time we reached the ocean floor the sunlight had dimmed to twilight.

   By the time we reached the ocean floor, the sunlight had dimmed to twilight.

2. The silent still landscape under the sea was full of mystery.

   _____

3. My fellow divers who were also my good friends seemed filled with awe.

   _____

4. The diver who was closest to me tugged on my arm and pointed at something.

   _____

5. I was surprised to see an old pirate treasure chest on the ocean floor.

   _____

6. Nearby in the sand lay a sword a helmet and several shiny pieces of gold.

   _____

Decide whether the following passive-voice sentences should be rewritten in the active voice or left as they are. If no changes are needed, write "No Change" on the line below the sentence.

7. A treasure chest was found by me and several other scuba divers.

_____

8. Several gold coins were scattered in the sand nearby.

_____

9. Care was taken by us not to damage the coral surrounding the chest.

_____

10. Corals and other natural reef formations are easily damaged.

_____

11. When the chest was opened, it could be seen that it was empty.

_____

12. On closer inspection, the objects nearby were discovered to be a stick, a rock, and several clamshells.

_____

_____

NAME: _____

DATE: _____

Draft Your Science Fiction Narrative

Write your second draft on the lines below. The number of lines gives a rough approximation of how much space is usually devoted to these parts of a narrative. But your narrative may be different! Use these pages as you wish. Be sure to carefully consider the changes you wish to make to this draft, based on what you discovered in your previous draft.

RISING ACTION:

CLIMAX:

RESOLUTION

NAME: _____

DATE: _____

Vocabulary for "After the Story" and "Epilogue"

"After the Story"

1. **speculate, *v*.** to propose a theory without hard evidence (**speculating**) (**185**)

2. **cab, *n*.** taxi, carriage (**cabs**) (**187**)

3. **tilted, *adj*.** at an angle (**188**)

4. **credible, *adj*.** believable (**189**)

"Epilogue"

1. **fragmentary, *adj*.** in pieces, incomplete (**193**)

2. **shriveled, *adj*.** dried up and wrinkled (**194**)

NAME: _____

DATE: _____

Practice Spelling Words

For each spelling word, write an original sentence of your own. Each of your sentences should correctly use the spelling word given.

1. hyperactive:

_____

_____

2. progress:

_____

_____

3. extract:

_____

_____

4. exonerate:

_____

_____

5. extraordinary:

_____

_____

6. prolong:

_____

_____

7. hypothesis:

_____

_____

8. subordinate:

_____

_____

9. extravagant:

_____

_____

10. superlative:

_____

_____

NAME: _____

DATE: _____

Science Fiction Narrative Rubric

	Exemplary	Strong	Developing	Beginning
Setting and Characters	Setting is laid out clearly.	Setting is laid out.	Setting is unclear.	Setting is not provided.
	Characters are introduced clearly.	Characters are introduced.	Characters appear with no introduction.	Characters do not appear in the story.
	All characters have roles relevant to the story.	Most characters have roles relevant to the story.	Some characters have roles relevant to the story.	No characters have roles relevant to the story.
Plot Events and Dramatic Arc	All events support the plot.	Most events support the plot.	Some events support the plot.	There is no plot.
	Dramatic arc is present: rising action, climax, and resolution.	Dramatic arc is present, but elements are not clear.	Only some elements of a dramatic arc are present.	No elements of a dramatic arc are present.
Conflict	Conflict plays a clear role in plot.	Conflict plays some role in plot.	Conflict exists but plays no role in plot.	There is no conflict.
Language	Sensory language is used throughout.	Some sensory language is used.	There is an example of sensory language.	No sensory language is used.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

Science Fiction Narrative Peer Review Checklist

Complete this checklist as you read the draft of the argument written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The writing has a clear narrative arc, including rising action, climax, and resolution.

_____ The writing employs sensory language and descriptive detail.

_____ If dialogue is used, the words sound natural, in the manner of spoken language.

_____ Technology plays an important role in the narrative.

_____ The narrative is told from a clear point of view that does not change.

_____ The resolution is satisfying and references events, characters, or situations from the story.

Use the checklist above to help you complete the Peer Feedback on the back of this activity page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?	**Writing Inspiration:** What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?	**Writing Innovation:** What part of the draft was most original? What made it so inventive? How can it be included in other writings?
Feedback #1:		

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?	**Building Technique:** What aspect of this draft needs reworking? How would this revision strengthen the draft?	**Building Clarity:** What part of the draft was unclear? What can be adjusted to provide clarity in the draft?
Feedback #2:		

NAME: _____

DATE: _____

8.1 ACTIVITY PAGE

Science Fiction Narrative Editing Checklist

Science Fiction Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
• I have properly used content-related words from *The Time Machine.*	
Format	
• I employed the style and structure appropriate to fiction. • I have written a fiction narrative using transitions. • I have included the proper heading, including my name, my teacher's name, the class title, and the date.	
Grammar	
• I have used active and passive voice appropriately. • I have used commas correctly.	
Spelling	
• I have correctly spelled words when using the prefixes *ex–, extra–, hyper–, hypo–, pro–, sub–,* and *super–.* • I have correctly spelled content-related words from *The Time Machine.*	
Punctuation	
• I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.	

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Write a sentence based on your teacher's instructions.

_____

Unit Assessment—*The Time Machine*

Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The War of the Worlds—"Dead London"

1. Great mounds had been heaped about the crest of the hill, making a huge redoubt of it—it was the final and largest place the Martians had made—and from behind these heaps there rose a thin smoke against the sky. Against the sky line an eager dog ran and disappeared. The thought that had flashed into my mind grew real, grew credible. I felt no fear, only a wild, trembling exultation, as I ran up the hill towards the motionless monster. Out of the hood hung lank shreds of brown, at which the hungry birds pecked and tore.

2. In another moment I had scrambled up the earthen rampart and stood upon its crest, and the interior of the redoubt was below me. A mighty space it was, with gigantic machines here and there within it, huge mounds of material and strange shelter places. And scattered about it, some in their overturned war-machines, some in the now rigid handling-machines, and a dozen of them stark and silent and laid in a row, were the Martians—dead!—slain by the putrefactive and disease bacteria against which their systems were unprepared; slain as the red weed was being slain; slain, after all man's devices had failed, by the humblest things that God, in his wisdom, has put upon this earth.

3. For so it had come about, as indeed I and many men might have foreseen had not terror and disaster blinded our minds. These germs of disease have taken toll of humanity since the beginning of things—taken toll of our prehuman ancestors since life began here. But by virtue of this natural selection of our kind we have developed resisting power; to no germs do we succumb without a struggle, and to many—those that cause putrefaction in dead matter, for instance—our living frames are altogether immune. But there are no bacteria in Mars, and directly these invaders arrived, directly they drank and fed, our microscopic allies began to work their overthrow. Already when I watched them they were irrevocably doomed, dying and rotting even as they

went to and fro. It was inevitable. By the toll of a billion deaths man has bought his birthright of the earth, and it is his against all comers; it would still be his were the Martians ten times as mighty as they are. For neither do men live nor die in vain.

4. Here and there they were scattered, nearly fifty altogether, in that great gulf they had made, overtaken by a death that must have seemed to them as incomprehensible as any death could be. To me also at that time this death was incomprehensible. All I knew was that these things that had been alive and so terrible to men were dead. For a moment I believed that the destruction of Sennacherib had been repeated, that God had repented, that the Angel of Death had slain them in the night.

Questions

1. What happened to the Martians?
   A. They fought and killed each other in London.
   B. They were defeated by humans' superior technology.
   C. They became infected with Earth's diseases and died.
   D. They got bored with their conquest and returned to their home planet.

2. What theme is revealed in the paragraph 3? Explain it in your own words.

_____

_____

_____

3. How did the author's understanding of science influence the details of the plot?

_____

_____

_____

_____

*The following question has two parts. Answer **Part A**, and then answer **Part B**.*

4. Read the following section.

> Here and there they were scattered, nearly fifty altogether, in that great gulf they had made, overtaken by a death that must have seemed to them as incomprehensible as any death could be. To me also at that time this death was incomprehensible. All I knew was that these things that had been alive and so terrible to men were dead.

PART A: What is the narrator's response to the sight of the dead Martians?

_____

_____

PART B: How does the author contrast the perspective of the Martians about what happened to them?

_____

_____

_____

5. *The War of the Worlds* is set in the Victorian era. What commentary is the author (H. G. Wells) making about the society in which he lived by describing this scenario? Think about the values, technology, and ambitions of his society.

_____

_____

_____

_____

_____

_____

The Lost World—"The Most Wonderful Things Have Happened"

1. "A beast?"

2. "No; a reptile—a dinosaur. Nothing else could have left such a track. They puzzled a worthy Sussex doctor some ninety years ago; but who in the world could have hoped—hoped—to have seen a sight like that?"

3. His words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we had left the morass and passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

4. There were, as I say, five of them, two being adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-colored skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind-feet, while with their small five-fingered front-feet they pulled down the branches upon which they browsed. I do not know that I can bring their appearance home to you better than by saying that they looked like monstrous kangaroos, twenty feet in length, and with skins like black crocodiles.

5. I do not know how long we stayed motionless gazing at this marvelous spectacle. A strong wind blew towards us and we were well concealed, so there was no chance of discovery. From time to time the little ones played round their parents in unwieldy gambols, the great beasts bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage which grew upon a considerable-sized tree, put his fore-legs round the trunk and tore it down as if it had been a sapling. The action seemed, as I thought, to show not only the great development of its muscles, but also the small one of its brain, for the whole weight came crashing down upon the top of it, and it uttered a series of shrill yelps to show that, big as it was, there was a limit to what it could endure. The incident made it think, apparently, that the neighborhood was dangerous, for it slowly lurched off through the wood, followed

by its mate and its three enormous infants. We saw the shimmering slaty gleam of their skins between the tree-trunks, and their heads undulating high above the brush-wood. Then they vanished from our sight.

6. I looked at my comrades. Lord John was standing at gaze with his finger on the trigger of his elephant-gun, his eager hunter's soul shining from his fierce eyes. What would he not give for one such head to place between the two crossed oars above the mantelpiece in his snuggery at the Albany! And yet his reason held him in, for all our exploration of the wonders of this unknown land depended upon our presence being concealed from its inhabitants. The two professors were in silent ecstasy. In their excitement they had unconsciously seized each other by the hand, and stood like two little children in the presence of a marvel, Challenger's cheeks bunched up into a seraphic smile, and Summerlee's sardonic face softening for the moment into wonder and reverence.

Questions

6. Read paragraph 6. How do the different characters react to the sight of the dinosaurs?

_____

_____

7. Does this selection take a positive or negative tone toward science and discovery? Explain.

_____

_____

8. How does the first-person narration enhance the story?

_____

_____

_____

9. This story is set in the early 1900s. What real elements and what fictional elements has the author combined in this narrative?

_____

_____

10. Read the following description of the dinosaur's actions.

> The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage which grew upon a considerable-sized tree, put his fore-legs round the trunk and tore it down as if it had been a sapling. The action seemed, as I thought, to show not only the great development of its muscles, but also the small one of its brain, for the whole weight came crashing down upon the top of it, and it uttered a series of shrill yelps to show that, big as it was, there was a limit to what it could endure.

What is the narrator's opinion of the dinosaur?

_____

_____

_____

Reading Comprehension Score: _____ of 10 points.

Writing Prompt

Write a short answer that compares the tone of each passage toward science, discovery, and the progress of civilizations. Use evidence from both texts to support your answer. Check your answer for correct spelling and punctuation, as well as varied sentence structure.

Writing Prompt Score: _____ of 4 points.

Grammar

Rewrite each sentence, adding any necessary commas. If no commas are needed, write "No Change" on the line below the sentence.

1. The garden contained carrots peas and squash.

_____

2. Because I like squash I planted five different kinds.

_____

3. We found the last available parking place.

_____

4. That big truck needs a wide tall garage.

_____

5. I like to write about my favorite sport which is baseball.

_____

6. Seth plays the drums and his sister Tina plays violin and does ballet.

_____

7. Which is the sport that you like best?

_____

Rewrite each sentence below in the active voice. Add a subject if you need to.

8. The man who fainted was helped by several of the people standing nearby.

_____

9. Humility is had by people who are aware of their limitations.

_____

10. Gifts should be exchanged.

_____

11. These bills have not been paid.

_____

Rewrite each sentence below in the passive voice.

12. People who like to read usually write novels.

_____

13. Something blanketed the entire town with snow.

_____

14. A person makes lemonade with lemons, water, and sugar.

_____

Grammar Score: _____ of 14 points.

Morphology

Use your knowledge of prefixes to match each word below with its definition. Write the letter of the definition after the word.

1. exhale ___	A. a group of neighboring galaxy clusters
2. express ___	B. slow, shallow breathing
3. extracellular ___	C. to push forward
4. hyperconscious ___	D. word that stands for a noun
5. hypothermia ___	E. high blood pressure
6. hypoventilation ___	F. to breathe out
7. prologue ___	G. situated beyond the moon
8. propel ___	H. outside a cell
9. pronoun ___	I. extremely aware
10. substandard ___	J. to squeeze out
11. subsample ___	K. introductory part of a story or play
12. supercluster ___	L. condition of being too cold
13. superlunary ___	M. a sample drawn from a larger sample
14. hypertension ___	N. below expectations

Morphology Score: _____ of 14 points.
Total Score for Unit Assessment: _____ of 42 points.

NAME: _____

DATE: _____

Unit Feedback Survey

Unit 4: *The Time Machine*

Please use a scale of 1–5, with 1 being "Not at All," 3 being "OK," and 5 being "Very Much." Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the novel *The Time Machine*?

1 2 3 4 5

What, if anything, did you like about the novel?

_____

_____

What, if anything, did you not like about the novel?

_____

_____

Were you able to read and understand most of the novel on your own, or did you have difficulty?

_____

Would you recommend this book to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1 2 3 4 5

What kinds of activities did you like best?

_____

_____

What kind of activities did you like least?

_____

_____

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

_____

_____

NAME: _____

DATE: _____

Mid-Unit Comprehension Check—*The Time Machine*

1. What are the "four dimensions" the Time Traveler describes? Use your own words to explain.

_____

_____

_____

Each of the following statements describes one of the Victorian thinkers that influenced Wells's ideas in The Time Machine. *Circle the option that fits the description.*

2. An English thinker who revealed how animals adapt to their environment

   George Darwin Marx Huxley

3. An American writer concerned about poverty

   George Darwin Marx Huxley

4. A German thinker who described the struggle between the bourgeoisie and the proletariat

   George Darwin Marx Huxley

5. An English thinker who argued against the social Darwinists

   George Darwin Marx Huxley

6. What opinion do the dinner guests have about the Time Traveler's claims about time travel?

_____

_____

7. What sort of meal does the Time Traveler crave when he returns from the future?

_____

_____

8. What is different about the way the Time Traveler walks when he returns from the future?

_____

_____

9. What sort of civilization did the Time Traveler expect to find in the future?

_____

_____

10. Why is the Time Traveler disappointed in the people he meets on the surface in the future?

    A. They are very strong and warlike.

    B. They are pale-skinned and have huge eyes.

    C. They speak his language perfectly.

    D. They seem childlike and foolish.

11. What is the meaning of the "sunset of mankind"?

_____

_____

_____

12. What is the Time Traveler's original explanation for the reason the people on the surface are the way they are?

_____

_____

_____

13. How does the Time Traveler meet Weena?

_____

_____

14. Where do the Morlocks live?

_____

_____

15. How does the Time Traveler feel about the Morlocks?

_____

_____

16. What do the Morlocks eat?

A. fruits from the surface.

B. artificial food they make themselves

C. the Eloi

D. underground animals

Mid-Unit Assessment Score: _____ of 16 points.

NAME: _____

DATE: _____

End-of-Unit Comprehension Check—*The Time Machine*

1. What sort of a building did the Palace of Green Porcelain seem to be in the past?

_____

_____

2. Why does the Time Traveler want to find sulfur and saltpeter?

_____

_____

3. What discoveries lift the Time Traveler's spirits in the Palace?
   A. camphor and matches
   B. bows and arrows
   C. flashlights and steel bars
   D. guns and ammunition

4. How are the Morlocks adapted to their environment?

_____

_____

5. Why does fire have such a strong effect on the Morlocks?

_____

_____

6. What happens to Weena?

_____

_____

7. In your own words, explain what the Time Traveler believes happened to produce the Eloi and the Morlocks.

_____

_____

_____

_____

_____

_____

8. What do the Morlocks do to the Time Machine?

_____

_____

9. How does the Time Traveler escape from the Morlocks?

_____

_____

10. What are the inhabitants of the distant future like?
    A. They are intelligent people.
    B. They are crab-like monsters.
    C. They are childish and feeble.
    D. They are brutal cannibals.

11. What do the Time Traveler's guests make of his story when he returns?

_____

_____

12. What evidence does the Time Traveler bring back to prove he is telling the truth?

_____

_____

13. What does the Time Traveler bring with him to gather better evidence on his last trip?

_____

_____

14. What happens to the Time Traveler on his last trip?

_____

_____

15. How does the narrator know that at least part of the Time Traveler's claims are true?

_____

_____

_____

End-of-Unit Assessment Score: _____ of 15 points.

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Grammar: Comma Usage

For each sentence pair, put a checkmark by the one with correct comma usage.

1. ___ This is a difficult, challenging assignment.
   ___ This is a difficult challenging assignment.

2. ___ Naomi is a bright, young woman.
   ___ Naomi is a bright young woman.

3. ___ Yesterday we had rain, snow, and sleet.
   ___ Yesterday we had rain snow and sleet.

4. ___ Kevin who is a farmer grows vegetables.
   ___ Kevin, who is a farmer, grows vegetables.

5. ___ Give the prize to the one who won the race.
   ___ Give the prize to the one, who won the race.

6. ___ Making paper snowflakes is a proud family tradition.
   ___ Making paper snowflakes is a proud, family tradition.

7. ___ Before you leave please turn out the light.
   ___ Before you leave, please turn out the light.

8. ___ We went shopping for supplies and then we drove home.
   ___ We went shopping for supplies, and then we drove home.

NAME: _____

DATE: _____

Grammar: Active Voice and Passive Voice

Identify each sentence as active voice (A) or passive voice (P).

1. ___ Each student will be given an assignment.

2. ___ The teacher will give each student an assignment.

3. ___ The puppy has been well cared for since it was born.

4. ___ Miranda has taken good care of the puppy since it was born.

5. ___ Eggs are easily overcooked.

6. ___ You can easily overcook eggs.

For each sentence pair, put a checkmark by the one with better choice of voice.

7. ___ The pie was divided by me into four equal parts.
   ___ I divided the pie into four equal parts.

8. ___ Someone found the athlete's collarbone to be broken.
   ___ The athlete's collarbone was found to be broken.

9. ___ Every flower in the garden was speckled with dew.
   ___ Something speckled every flower in the garden with dew.

10. ___ Bad decisions were made, and soldiers' lives were lost.
    ___ The officer made bad decisions, and soldiers lost their lives.

NAME: _____

DATE: _____

Morphology: Prefixes *ex–*, *extra–*, *hyper–*, *hypo–*, *pro–*, *sub–*, *super–*

Underline the prefix in each word, and fill in the blank with the letter of the meaning of the prefix. You can use some letters more than once.

1.	exonerate	_____	A. before, going forward
2.	subordinate	_____	B. above, over
3.	progress	_____	C. out, not
4.	extravagant	_____	D. below, under, supporting
5.	hyperactive	_____	E. below, placed under
6.	superior	_____	F. excessive
7.	extract	_____	G. outside, beyond
8.	hypothesis	_____	
9.	extraordinary	_____	
10.	prolong	_____	
11.	subterranean	_____	
12.	superlative	_____	

NAME: _____

DATE: _____

Student Resources

In this section you will find:

- SR.1—Glossary for *The Time Machine*
- SR.2—The Writing Process
- SR.3—Proofreading Symbols

NAME: _____

DATE: _____

Glossary for *The Time Machine*

A

abruptly, *adv*. suddenly

academic, *adj*. in the manner of a scholar

accustomed, *adj*. familiar with, used to

alternation, *n*. a shift between two or more things (**alternations**)

antennae, *n*. long, thin sensory appendages

artificially, *adv*. made by people, not naturally

assumption, *n*. an idea held without proof

astonishment, *n*. great surprise

C

cab, *n*. taxi, carriage (**cabs**)

charred, *adj*. burned

communism, *n*. a system of government without classes or private property

conscious, *adj*. aware

convenient, *adj*. easy to do, comfortable

cramped, *adj*. enclosed or hemmed in to the point of causing physical pain

credible, *adj*. believable

D

declaration, *n*. an announcement

degradation, *n*. a condition of being a lot less than it was before

E

explicit, *adj*. stated clearly

F

feverish, *adj*. with the symptoms of a fever; agitated

fragmentary, *adj*. in pieces, incomplete

frail, *adj*. weak or breakable

G

geometry, *n*. the branch of mathematics that deals with the relationships between points, lines, and surfaces

gesture, *n*. a movement of the body to indicate something

glimmer, *n*. faint light

glimpse, *n*. a quick look

groove, *n*. a cut or channel

gnat, *n*. a tiny flying bug (**gnats**)

H

headlong, *adv*. headfirst

I

indicator, *n*. a sign or signal (**indicators**)

intellect, *n*. intelligence

interpret, *v*. to understand or explain the meaning of something

L

lurk, *v*. to hide (**lurking**)

M

mineral, ***n***. a rock or ore (**minerals**)

miniature, ***n*.** a small version (**miniatures**)

mountaineering, ***n*.** the climbing or scaling of mountains

N

newfound, ***adj***. recently discovered

nip, ***v***. to make small bites (**nipping**)

O

overpower, ***v***. to defeat someone with strength (**overpowered**)

P

paradox, ***n*.** an illogical or contradictory idea

pattering, ***n*.** a faint tapping sound

penetrate, ***v***. to go into (**penetrating**)

pensive, ***adj*.** thoughtful, contemplative

plausible, ***adj***. believable

principles, ***n***. basic or fundamental facts

projection, ***n***. an image

R

rayless, ***adj*.** sunless, lightless

realization, ***n***. discovery or new awareness

retreat, ***v***. to run away (**retreating**)

S

shriveled, ***adj*.** dried up and wrinkled

sloping, ***adj*.** at an angle leading up or down

specialization, ***n***. the adaptation of a person to a particular role or way of life

specimens, ***n***. pieces of evidence, examples

speculate, ***v***. to propose a theory without hard evidence (**speculating**)

splendor, ***n***. grandeur, a wonderful appearance

T

tamper, ***v***. to interfere, to mess with (**tampering**)

tilted, ***adj***. at an angle

turf, ***n*.** grass

V

vapor, ***n*.** liquid suspended in the air, like a cloud

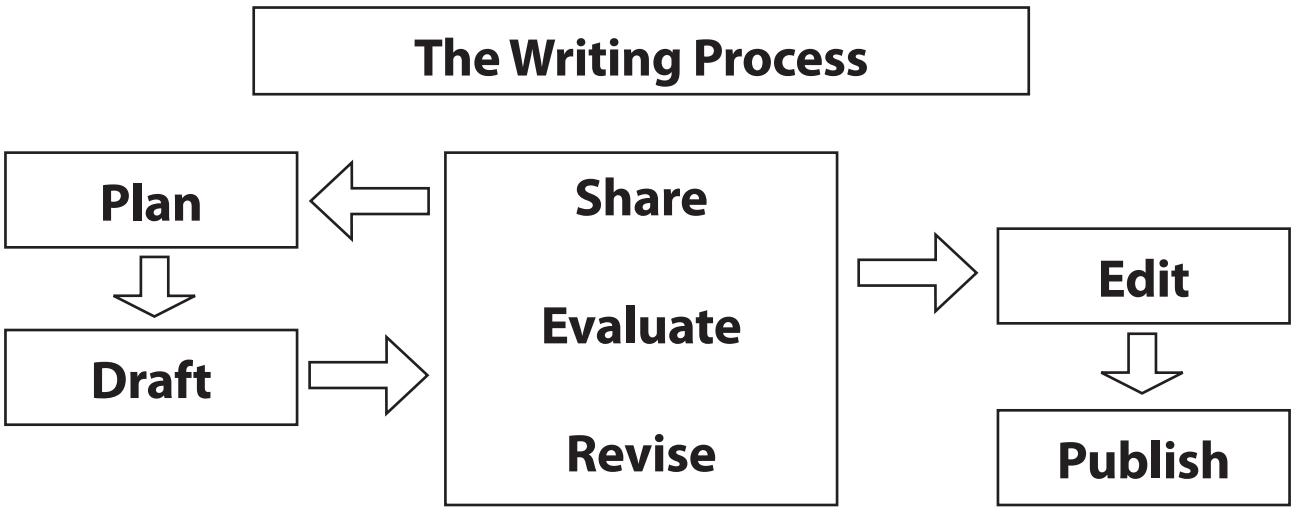
verification, ***n***. proof or demonstration

vibrate, ***v***. to rattle, shake (**vibrated**)

NAME: _____

DATE: _____

The Writing Process



NAME: _____

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Proofreading Symbols

∧	Insert
⊙	Insert period
∧,	Insert comma
∨	Insert apostrophe
#	Insert space
¶	New paragraph
no¶	No new paragraph
⌒	Close up the space
≡ cap	Capitalize
~~B~~ lc	Make lowercase (small letter)
ℓ	Delete
rwd.	Reword
←	Move according to arrow direction
∫e∪tr	Transpose
[	Move to the left
]	Move to the right
∧a	Add a letter

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