

9th-grade English
Mr. Keene

Meeting Week Assignments

Due: Tuesday, March 7

You will need to complete all of the following in order to receive full credit. Remember that you are expected to be working in every subject for the entire week.

Assignments:

1. Complete *Spelling Power* Lessons 19-20
2. Read *Animal Farm* chapters 5-8
3. Select a topic for your argumentative essay using the ones I have given you. You may also pick your own if desired. Please inform me if you do so.
4. Complete rough draft of persuasive (argumentative) essay using handout and organizer.

As always, you may email me at mkeene@learningchoice.org . Also, you need to be referring to my website at mrkeenetlc.weebly.com .

Have a great week!

Spelling Power**Lesson 19: Verb Suffixes****Word Bank**

aggravate	conjugate	enlighten	invigorate	lengthen
liquefy	petrify	radiate	sanctify	strengthen

Key Concepts

Adding some suffixes changes the word root into a verb. The following patterns will help you recognize the spelling of some verb suffixes by their sounds.

1. The sound \āt\ at the end of a verb is spelled *-ate*, as in *aggravate*, *conjugate*, *invigorate*, and *radiate*.
2. The sound \ən\ at the end of a verb is spelled *-en*, as in *enlighten*, *lengthen*, and *strengthen*.
3. The sounds \ə fī\ at the end of a verb can be spelled *-efy* or *-ify*, as in *liquefy*, *petrify*, and *sanctify*. The *-ify* spelling is more common.

Spelling Practice

In each case below, decide which suffix should be added to make a verb. Then write the verb on the line provided.

- | | |
|-------------------------------|-------------------------------|
| 1. liqu + (efy, ify) _____ | 6. conjug + (ate, en) _____ |
| 2. length + (ify, en) _____ | 7. sanct + (efy, ify) _____ |
| 3. strength + (en, ate) _____ | 8. enlight + (ate, en) _____ |
| 4. invigor + (ify, ate) _____ | 9. radi + (ate, efy) _____ |
| 5. petr + (efy, ify) _____ | 10. aggrav + (ify, ate) _____ |

Spelling in Context

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line.

1. Before the wedding, the priest will sanctefy the field where the ceremony will take place. _____
2. Store the ice in a freezer because ice will liquify at room temperature. _____
3. Stage fright can petrefy actors, leaving them speechless and stiff. _____
4. When you conjugat a verb, you name the forms used to create various tenses. _____
5. To enlightan a class on an unfamiliar topic the instructor studied reference materials. _____

LESSON 19 continued**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Develop the habit of stretching every morning to invigorate yourself and strengthin your muscles. Begin with a brief routine, perhaps just five minutes of activity. Gradually lengthan the amount of time you spend stretching. Always stretch slowly and remain in control so that you do not aggravate injuries. After just a few weeks of daily stretching, you will feel relaxed and radiat energy.

1. _____

4. _____

2. _____

5. _____

3. _____

Spelling Application

Listed below are five additional verbs that use the suffixes you have learned. Find them in the word maze and circle them. Then write the words from the maze after the appropriate suffixes on the lines provided.

elaborate

generate

quantify

rectify

straighten

n s t r a l g q i t

r e e n e n q u f r

a e t a r o b a l e

t e a h t e a n r c

e u r t g n g t e t

q e e y f i a i c i

e t n h g l a u i f

a g e n e r a r q y

a f g s t r a u t f

y q u a n t i f y s

1. -ate _____

2. -ify _____

3. -en _____

Spelling Power

Lesson 20: Adverb Suffixes

Word Bank

crosswise	exotically	fully	passably	relatively
sideways	slyly	unknowingly	unsteadily	windward

Key Concepts

The suffixes *-ly* and *-ally* are most commonly used to create adverbs from adjectives. When adding these suffixes, keep the following guidelines in mind. Visualizing the words will help you remember their spellings.

- Add the suffix *-ly* directly to the end of most adjectives to form adverbs.
relative + ly = relatively sly + ly = slyly unknowing + -ly = unknowingly
- Drop the final *i* before adding *-ly* to a word that ends in *li*.
full + ly = fully
- Drop the *le* before adding *-ly* to a word that ends in *le*.
passable + ly = passably
- When a word ends in *y*, change the *y* to an *i* before adding *-ly*.
unsteady + ly = unsteadily
- Use *-ally* to turn an adjective that ends in *ic* into an adverb.
exotic + ally = exotically
- The suffixes *-wise*, *-ways*, and *-ward* also form some adverbs. These suffixes mean "to" or "toward."
cross + wise = crosswise side + ways = sideways wind + ward = windward

Spelling Practice

Listed below are six spelling patterns. On the lines following each pattern, write the word or words from the Word Bank to which it applies.

- When adding *-ly* to a word that ends in *li*, drop the final *i*.

- Change the final *y* to *i* before adding *-ly*.

- Use the suffix *-ally* to make an adverb out of a word that ends in *ic*.

- Use the suffixes *-wise*, *-ways*, and *-ward* to form three adverbs.

- Add the suffix *-ly* directly to the end of most adjectives to form adverbs.

- Drop the *le* before adding *-ly* to a word that ends in *le*.

LESSON 20 continued

Spelling in Context

Decide which word from the Word Bank is defined in each phrase below. Then write the word on the line.

- | | |
|---------------------------------|--------------------------|
| 1. without being aware of _____ | 4. across; over _____ |
| 2. in a sneaky manner _____ | 5. toward the wind _____ |
| 3. somewhat; reasonably _____ | |

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

August 18, The Grand Canyon

Early this morning, we started our hike to Phantom Ranch, which is at the base of the canyon. The first part of Bright Angel Trail is relatively flat, but then the trail starts a steep descent to the Colorado River. The path travels sidewase, cutting back and forth down the canyon's side. At first we walked unsteadily down the path. By lunch, however, we were fully used to the incline. The land at the base of the canyon is so exoticy formed that we almost felt we were on another planet.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | |

Spelling Application

Listed below are ten additional words that use the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

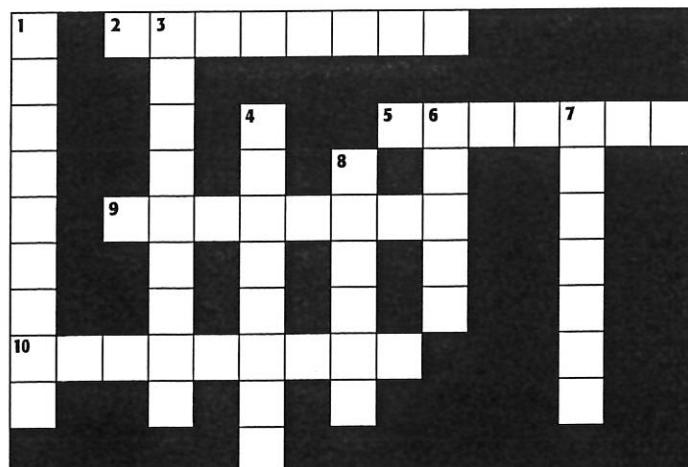
admirably	awfully	craftily	leisurely	longways
lovably	nicely	otherwise	unfairly	wryly

Across

2. along the long side
5. extremely; terribly
9. slyly
10. in a relaxed manner

Down

1. in a manner worthy of praise
3. differently; conversely
4. unjustly
6. in a twisted way; cleverly
7. adorably
8. pleasantly



Possible Persuasive Speech/Essay Topics

1. Should students be allowed to have cell phones in elementary and high schools?
2. Should students have to wear uniforms?
3. Should college athletes be paid for playing?
4. Should the elderly receive free bus rides?
5. Should state colleges be free to attend?
6. Should all American citizens have to complete a year of community service?
7. Should students be required to take Spanish classes?
8. Should marijuana be legal for medicinal purposes?
9. Should the voting age be lowered to thirteen?
10. Should the driving age be raised to twenty-one?
11. Should students be paid for having good grades?
12. Should illegal immigrants be allowed to get drivers licenses?
13. Should not wearing a seat-belt be illegal?
14. Should student's textbooks be replaced by notebook computers?
15. Should students have to pass a basic skills test to graduate high school?

Name _____ Date _____

Persuasive Writing Task



Think about a specific issue you would like to address, or a change you would like to see within your community, your school, or your family. This argument may be written in the form of a letter. This is your chance to communicate directly with the person or organization that can effect that change.

This option is more personal, and may contain ethos and pathos as rhetorical devices to support your arguments. However, make sure you also use logos (logic). In order to anticipate reader concerns, and provide effective arguments, you will have to conduct some research of your own. You need at least two sources cited in MLA format to support your arguments.

You may refer to the list of suggested topics available, or choose your own topic.

Procedure

1. Before writing, organize your thoughts by completing the prewriting activity attached to this packet.
2. In the first paragraph of your essay, use the background information to introduce your topic and state your proposal.
3. In paragraphs two, three, and four, state clear, logical arguments
4. In paragraph five, anticipate reader concerns, and offer counter-arguments.
5. In the concluding paragraph, provide a link to the thesis statement and provide a feeling of closure.
6. Use rhetorical devices to strengthen your claim. For example appeals to emotion, ethics or logic (ethos, pathos and logos).
7. Use transitional language to connect your ideas and/or paragraphs.
8. Reread your paper to see if it makes sense. Revise and edit your paper, checking for spelling, punctuation, paragraphing, margins, and content.
9. Your final draft should be typed using MLA format.
10. Cite the sources you used to support your claim.

Organizational Structure of an Argument

Background		
Claim or position		
Arguments for/reasons	Anticipate reader concerns or objections	Counterarguments
Conclusion		