

READ THE PASSAGE

Pause after each paragraph and consider what that paragraph was mostly about.

Prometheus

In ancient Greek mythology, Prometheus was a Titan, one of the most powerful gods. Yet even though he was a god, he found humans interesting. Zeus, the ruler of all the gods, did not care about human struggles, but Prometheus wanted to help mortals.

According to the myths, Prometheus looked for ways to help humans solve their problems. For example, he taught people how to make bricks to build homes, how to tell the seasons by looking at the stars, and how to navigate their ships. Humans, with the help of Prometheus's knowledge, began to advance. They became more independent.

Zeus ordered Prometheus not to help the humans, but Prometheus continued. After Prometheus stole fire from Zeus and gave it to people, Zeus grew incredibly angry. Until then, Zeus alone had controlled fire. By giving it to the humans, Prometheus was offering them the final power they needed to grow and prosper without the help of the gods.

Zeus was furious. "You dared to defy me?" cried Zeus. "You brought fire to those too foolish to use it properly. Now you must be punished!" Zeus chained Prometheus to a mountain and sent an eagle to tear at his flesh. While Prometheus remained bound and helpless, the eagle ate his liver. Each day, the liver grew back, and the eagle attacked it anew.

Prometheus's torture continued for years. Finally, Heracles, a brave warrior and one of Zeus's sons, could no longer stand to see Prometheus suffer. Heracles killed the eagle and set Prometheus free.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Which of these statements best tells the main idea of the passage?
 - Zeus and Prometheus fought about Heracles.
 - Zeus told Prometheus to avoid humans.
 - Prometheus was chained to a mountain, and an eagle ate his liver.
 - Prometheus disobeyed Zeus by sharing knowledge with humans.
- Which of these is the main idea of the second paragraph?
 - Prometheus wanted to see humans prosper.
 - Prometheus thought humans were foolish.
 - Zeus kept Prometheus away from humans.
 - Prometheus helped humans, but they were ungrateful.
- Which detail explains why Zeus finally decided to punish Prometheus?
 - Prometheus gave fire to humans.
 - Prometheus was a Titan.
 - Prometheus taught humans to make bricks and build homes.
 - Prometheus got help from Heracles.
- Which of these details shows that Prometheus's torture was ongoing?
 - Zeus chained Prometheus to a mountain.
 - Prometheus's liver grew back, and the eagle attacked it again and again.
 - Prometheus was bound and helpless.
 - Heracles killed the eagle and freed Prometheus.

STRATEGY PRACTICE

Summarize what you learned about Prometheus for a partner.

READ THE PASSAGE

Write questions about the parts of the passage you find difficult to understand.

Ancient Greek PE

If your favorite class is physical education, you would have been happy in ancient Greece, especially if you were a boy. The ancient Greeks believed that physical fitness was important and that a strong body was necessary for a strong mind. Teachers taught boys gymnastics and other sports. Boys also learned to swim, wrestle, and throw a discus and spear.

From the time they were seven years old, boys went to school at a gymnasium, where all of their education took place. On the other hand, young girls were educated at home, mostly by their mothers. All girls learned domestic skills, and wealthy girls learned to read and write. While they did learn to dance, physical education was not thought to be as important for girls.

In the gymnasiums, live music accompanied physical training. Ancient Greeks believed that music was important for the soul. As wealthy boys grew into young men, they trained to take part in important competitions like the Olympic Games. The best athletes competed for their regions. Although winners did not receive prize money, they did win fame. Greeks believed the winners were favored by their gods. The physical training that boys received also helped turn them into the strong and fit soldiers that they were expected to become.

STRATEGY PRACTICE

Write a question about something that confused you in the passage.
Discuss it with a partner.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- The author's purpose in writing this passage is mainly to _____.
 - convince readers to improve physical education programs in this country
 - inform readers about physical education in ancient Greece
 - entertain readers with a story about the Olympic Games
 - persuade readers to exercise more
- What is one difference in the way boys and girls were educated in ancient Greece?
 - Girls were educated at home.
 - Girls were educated in a boarding school.
 - Boys were educated by their mothers.
 - Boys were educated at home.
- Why does the author include information about girls' education in ancient Greece?
 - to show what happened at gymnasiums
 - to illustrate the equal treatment that boys and girls received
 - to explain how girls became skilled musicians
 - to contrast how boys and girls were educated
- What physical fitness activity did girls learn?
 - homemaking
 - dancing
 - running
 - jumping

READ THE LETTER

Think about how people today and from long ago have dealt with natural disasters.

A Letter from Antioch

Antioch, Syria
Saturday, May 23, AD 526

Dear Father,

I write to tell you the shocking news that has happened since your departure last month. On Wednesday, Antioch suffered a terrible earthquake. Mother and I are safe, and our house is damaged but still standing. However, over 220,000 people in the city have died, and officials expect even higher numbers as the survivors search the rubble for their loved ones. Hundreds are fleeing the city, carrying their few undamaged belongings on their backs.

Many of the familiar churches, markets, theaters, and monuments have been destroyed. Some buildings that withstood the initial quake collapsed during aftershocks. One of the saddest losses was the Great Church. Although it survived the aftershocks, it caught fire yesterday and burned.

Looters are going into collapsed buildings and stealing valuables. Thieves have attacked some people who are fleeing the city. But all hope is not lost. Just this morning, brave people rescued a young woman and her child from the ruins of a house. As I write, volunteers are retrieving many of our pieces of fine mosaic art. They are loading them into boats to transport them to other locations. And messengers arrived from Emperor Justin this morning. He has pledged to help us rebuild.

I wish you a safe journey and urge caution on your return.

Your son,
Simeon

STRATEGY PRACTICE

Do you think people in the past reacted any differently to disasters from the way people do today? Explain.

SKILL PRACTICE

Fill in the bubble next to the correct answer for each question.

- From the letter, you can conclude that _____.
 - Antioch was a small village in the year AD 526
 - most people were calm after the earthquake
 - as days pass, the death toll will decrease
 - in AD 526, Antioch was a large, cultured city
- Why are people probably fleeing the city?
 - They are afraid to be caught with stolen items.
 - They are afraid of more earthquakes.
 - They are going to search for lost loved ones.
 - They want to save the city's mosaics.
- Which theme does the letter communicate?
 - Most people stay calm during catastrophes.
 - People only appreciate what they have after they lose it.
 - Even in tragedy, good things happen.
 - Saving people is more important than protecting art.
- How does Simeon feel about Antioch?
 - sad about the city's destruction
 - disgusted by the city's crime rate
 - frustrated by the city's leadership
 - amused by the Emperor's offer

Lesson 4 Using a Thesaurus

Teaching

Many English words are **synonyms**, or have similar meanings. To find the word that expresses exactly what you want to say, look in a **thesaurus**, or reference book of synonyms. A thesaurus entry will tell you the spelling, part of speech, and meaning of a word and its synonyms. To locate a word, look in the upper corners of the page for the **guide words**—or first and last words on the page. Words that come between those words in alphabetical order will be on that page.

conform congratulate

Guide words—first and last words on the page

confusion, n. **Confusion, disorder, chaos, jumble** come into comparison when they mean a state in which things are not in their right places. **Confusion** suggests mixing of various sorts of things; **disorder** implies lack of arrangement; as in “His desk was in *confusion* (that is, with objects of all sorts mixed together), in *disorder* (that is, with objects out of place). **Chaos** suggests hopeless confusion. **Jumble** implies the mixing of incongruous things, as in “Their house was an architectural *jumble*.”

Thesaurus entry for *confusion*

Part of speech—noun

Definitions that distinguish the synonyms, often with example sentences

Synonyms, may be presented in alphabetical order

A. Understanding Thesaurus Entries

1. What are the guide words on this thesaurus page? _____
2. Would you expect to find the word *congratulate* on this page? _____
3. According to the entry, what part of speech is *confusion*? _____
4. According to the entry, what part of speech is *disorder*? _____
5. Which three synonyms of *confusion* suggest “objects out of place?” _____
6. Which word has the most general meaning: *disorder, chaos, or jumble*? _____
7. Which synonym of *confusion* fits best in this sentence? My desk is incomplete _____
I can’t find anything.
8. Which definition do the three synonyms of *confusion* have in common—“lack of order” or “lack of distraction”? _____
9. Which synonym of *confusion* fits best in this sentence? That piece of art is a _____
of strange shapes.
10. Which synonyms of *confusion* is closest in meaning to *hysteria*? _____

Using a Thesaurus

More P

B. Thesaurus Entries in Action

Read the following entries from the page of a thesaurus. Then choose a more exact synonym to replace the underlined word in each sentence. Write the word in the blank.

question, v. **Question, ask, interrogate, examine, query, inquire, quiz** come into comparison when they mean the act of seeking information. **Question, ask, query, and inquire** are broad, general terms. **Quiz** implies authority or threat; **interrogate** implies extreme threat or assumption of guilt. **Examine** implies a critical look.

neglect, v. **Neglect, omit, ignore, forget** come into comparison when they mean to pass over without proper attention. **Neglect** implies intentional or unintentional failure to pay attention, as in, "Don't *neglect* to pay

your rent." **Ignore** implies intentional disregard. **Omit** implies leaving out part of a whole, as in, "*Omit* the last chapter and concentrate on the first three." **Forget** stresses loss of memory.

common, adj. **Common, ordinary, popular, familiar** come into comparison when they mean being of a generally known character. **Common** implies the lack of distinguishing qualities, as in, "That's a very *common* error."

Ordinary implies being in the regular order of things. **Familiar** stresses being generally known or easily recognized; **popular** expresses widespread favor.

- _____ 1. At our next meeting, we will question our club rules.
- _____ 2. It may rain, so don't neglect to bring your raincoat.
- _____ 3. His face is so common that I know I've seen him before.
- _____ 4. If you neglect your last name on your paper, your test will be discarded.
- _____ 5. My mother is sure to question me for hours about the broken vase.
- _____ 6. That common song is on every radio station this month.
- _____ 7. To neglect traffic signals is to ask for trouble.
- _____ 8. How could you neglect that our report is due today?
- _____ 9. It was just a common day, with nothing unusual happening.
- _____ 10. Where may I question about a lost umbrella?

C. Vocabulary Challenge

Read the passage and substitute a synonym for each underlined word. Use a thesaurus if needed.

Ana decided to receive the offer of a scholarship to summer music camp. The camp director came to receive Ana when she arrived. The director showed Ana to her cabin and told her to place her violin on her bunk. Ana hoped that music camp would be the place to improve her skills as a violinist.

1. receive—synonym _____
2. receive—synonym _____
3. place—synonym _____
4. place—synonym _____



Your voice can come through your writing in a variety of ways. Sometimes you need to write with a formal voice. Other times, it's OK to use an informal voice.

Read the paragraphs and fix the double negative in each one. Then write examples of the writing techniques used to create the voice of each paragraph.

Informal E-mail

Dublin, Ireland, is such a cool city! My favorite part is Trinity College. It's right in the city and is very old—more than 400 years old! Queen Elizabeth I founded it. In the library, which isn't nothing like our school library, I saw a book called The Book of Kells. It's even older than the college. Monks started working on it around the year 800. Do the math! That's about 1,200 years old! Anyway, you've got to see it. It's all decorated with colored pictures and designs and stuff. The monks made it all by hand because there weren't any printing presses back then. Can you imagine?

1. Slang: _____
2. First person: _____
3. Addressing the reader: _____
4. Contractions: _____

Formal Report

Dublin is a fascinating city. One of its most interesting features is Trinity College, which Queen Elizabeth I founded in 1592. An ancient manuscript called The Book of Kells is housed at its library. Monks created this manuscript approximately 1,200 years ago, at which time there were not no printing presses. Therefore, the monks hand-lettered the pages on vellum, or animal skin, and added colorful, elaborate illustrations and designs. Experts call this type of text an illuminated manuscript.

1. Academic-sounding words: _____
2. Defined terms: _____