



“But they that will be rich fall into temptation and a snare, and into many foolish and hurtful lusts, which drown men in destruction and perdition.”

1 Timothy 6:9

Develop Your Diction

pacific

egotism



Write a synonym for each vocabulary word.

1. pacific _____
2. egotism _____



Read “After Twenty Years.”



Explain the meanings of these phrases from the story.

3. had well-nigh depeopled the streets. _____

4. “Going to call time on him sharp?” _____

You remember that *foreshadowing* refers to hints given by the author that give you an idea of what will happen later in the story. O. Henry, in “After Twenty Years,” used foreshadowing. The ending may have surprised you. But if you reread the story, you can see many small details that hint at the outcome.



Answer the questions.

5. Why did the policeman ask, “Going to call time on him sharp?” _____

6. What is the first hint that the plainclothesman is not Jimmy?

7. What details of Bob’s appearance and speech make you suspicious of his character from the start? _____

Where Roads Diverge

Twenty years before, Bob and Jimmy had been best friends, about the same age, young and ready to start a career. Each had choices to make, a road to choose. After twenty years, each had chosen his road. And it would be hard to imagine two roads diverging more.



Answer the questions.

8. The road Jimmy chose made him a _____ .
9. The road Bob chose made him a _____ .
10. Bob described Jimmy as being true and staunch. How did Jimmy prove that he had remained true and staunch? _____

The Story Verse

“But they that will be rich fall into temptation and a snare, and into many foolish and hurtful lusts, which drown men in destruction and perdition.”



Write two details from the story that show Bob placed a high importance on being rich. They can be details from his speech or appearance.

11. _____

Diction From the Roots Up

pedis

This Latin word means “foot.”



Write simple definitions for the underlined words.

12. When driving in town, watch for pedestrians who might step out into your path.

13. Mrs. Hall bought a pedometer so she could see how far she walked.

Review



Briefly define each term.

14. parody _____
15. protagonist _____
16. antagonist _____



“Out of whose womb came the ice? and the hoary frost of heaven, who hath gendered it?”

Job 38:29

Develop Your Diction

monotony	furtive	tactics	vigilance
menacingly	phenomenal	simultaneous	



Jean Henri Fabre was a French naturalist who lived in the nineteenth century. He loved to observe things in nature and write about them. He lived at a time when many scientists were beginning to accept Charles Darwin's idea that life had evolved rather than being created by God. Fabre enjoyed pointing out how impossible this notion was.

Below are several passages from Fabre's *Insect Adventures*. Some of them are adapted, some written as Fabre wrote them.



Write a form of the correct vocabulary word.

It is not easy to surprise a wasp hunting . . . but one day I had a quite unexpected experience as I was sitting in the hot sun under my umbrella . . . To while away the hours when I had nothing to do, it amused me to watch the golden eyes of some gadflies taking refuge under my silken dome.

1. The writer watched gadflies to relieve the _____ .

The wasp hesitates before alighting at her house because she sees her nest threatened by a very grave danger—a dwarf fly, whose offspring feed on the wasp's young!

2. The fly waits _____ for the wasp, in order to destroy its young.

From the tarantulas I have captured . . . I learn still more about their hunting. They are really magnificent, these captives.

3. Synonym of *magnificent* _____

With their great bodies inside their burrows, their heads outside, their glassy eyes staring, their legs gathered for a spring, for hours and hours they wait, motionless, bathing luxuriously in the sun . . . The tarantula has great patience, for the burrow has nothing that can serve to attract victims.

4. Synonym of *patience* _____

The tarantula came a little way up her tube to find out the meaning of the sounds at her door; but soon she sensed a trap. She remained motionless at mid-height and would not come any further.

5. The tarantula crawled _____ toward the opening.

The tarantula does not store up preserved food for her children, like the beetles; she is not a “paralyzer,” like the wasps. She is a killer, who makes a meal off her capture on the spot. I wished to find out how she kills them so quickly.

6. The writer wanted to discover the tarantula’s _____.

With her legs the tarantula breaks off one by one the threads that keep [her egg nest] stretched on the floor. At the same time, she grips this sheet with her fangs, lifts it, tears it from its base, and folds it over the globe of her eggs.

7. Synonym of *at the same time* _____



Read “On the Roof of the World.”

Setting and Language

This story is full of strong descriptive language. The writer uses vivid modifiers and specific nouns to create good descriptions of the unique arctic setting of the story.



Read the paragraphs and complete the exercises.

It seemed to be the very roof of the world, all exposed to the outer cold, this flat vast of solitude, dimly outspread beneath the Arctic night. A line of little hills, mere knobs and hummocks, insignificant under the bitter starlight, served to emphasize the immeasurable and shelterless flatness of the surrounding expanse. Somewhere beneath the featureless levels the sea ended and the land began, but over all lay the monotony of ridged ice and icy, wind-scourged snow. The wind, which for weeks without a pause had torn screaming across the nakedness, had now dropped into calm; and with the calm there seemed to come in the unspeakable cold of space.

8. Two nouns used to name the hills: _____
9. Look up the second of these nouns. Write a definition of it. _____
10. Even the starlight is described as _____.
11. The land is so flat that it is _____-less, so level that it is _____-less.
12. Write the compound adjective used to describe the snow. _____-
13. Which is the best synonym for this adjective?
 wind-blown wind-whipped wind-scattered wind-flattened
14. What word describes the sound of the wind? _____
15. What adjective is used to say how cold the space of the Arctic is? _____

Just at this moment a ghostly light waved broadly across the solitude. It paled, withdrew, wavered back and forth as shaken from a curtain in the heavens, then

steadied ephemerally into an arch of glowing silver, which threw the light of a dozen moons.

16. What adjective describes the light waving? _____
17. The adverb *ephemerally* is used to describe the steadying of the light. What does it mean? (You may use a dictionary.) _____

In a flash, the still silver radiance of the aurora broke up and flamed into a riot of dancing color. Parallel rays like the pipes of a titanic organ, reaching from the horizon to the zenith, hurtled madly from side to side, now elongating, now shortening abruptly, now seeming to clash against one another, but always in an ordered madness of right lines. Unearthly green palpitating into rose, and thinnest sapphire, and flame color, and ineffably tender violet.

18. Which word best describes the overall effect of the first four underlined words?
comical awe-inspiring monotonous
19. Write an antonym of *titanic*. _____
20. *Palpitating* means: clashing fading throbbing
21. If something is ineffable, you cannot _____ it.
imagine destroy describe understand

Inferring



Answer the questions.

22. Why did the polar bear suddenly run in the direction of the sound of the ice breaking?

23. Why did he suddenly drop flat and begin to crawl? _____

24. Why did the seals have to keep breaking open the ice?

25. Why did the man's eyes brighten when he realized that the weather had turned colder?

26. Why was the man's blood pumping hotly in his veins? _____
27. True or False: The Eskimo's musket was old, so he preferred to use a spear. _____
28. True or False: Ridges of sharp ice clearly marked where the sea ended and the land began.

29. What is the conflict in this story?
a. man against man b. man against nature c. man against himself

Figures of Speech



Match each of these things from the story with the figure of speech used to describe it.

- | | |
|---|--------------------------------------|
| 30. ____ the arctic landscape | a. a drifting wraith of snow |
| 31. ____ the movement of the polar bear | b. roar of a cannon |
| 32. ____ the eyes of the hunter | c. the roof of the world |
| 33. ____ the hunter's leap over the ridge | d. smoldering coals |
| 34. ____ the sound of the northern lights | e. stiff silk crumpled in vast folds |
| 35. ____ the musket | f. noiseless and swift as a panther |

The Gang-of-the-Cat-Who-Goes-Fishing, Part 1

Lesson 13



“Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous.”
1 Peter 3:8



Memorize 1 Peter 3:8 and say it to someone.

Develop Your Diction

occupation



Study the vocabulary word in your glossary. Complete the exercises.

- Choose the word that is a near synonym for *occupation*.
a. summary b. invasion c. inconvenience
- Place a check before the correct uses of *occupation*.
a. ____ ‘During the ‘Danes’ occupation of ‘England, the language of the ‘English people changed dramatically.
b. ____ The optometrist gave Jack an occupation test to see if he had a lazy eye.
c. ____ After two weeks of heavy fighting, the ‘Babylonian occupation of Jerusalem was over and the ‘Babylonian army moved into the defeated city.



Read “The Gang-of-the-Cat-Who-Goes-Fishing,” Part 1.

After “Before”



Answer the questions.

3. Often the children use the word *Before*. What does this mean?
 - a. the time before they started attending school
 - b. the days before Zézette came home
 - c. the time before the war
 - d. the years when they celebrated holidays
4. How did the war change the children’s lives?
 - a. Charles: _____
 - b. Rémi and Louise: _____
5. What year is most likely the setting for this story?
 - a. 1999
 - b. 1723
 - c. 1946
 - d. 1888
6. How did the children get to know each other so well?

7. In what time of year does the story take place? _____
8. In what way were country people better off than city dwellers during the time of the story?

“Good-bye,” said Charles, shaking hands with the gang. “Have to get home. It’s only four-thirty and Mother doesn’t come back from work before seven. Have to keep Zézette company.” They said good-bye a little sadly, but not too, because as Louise said, “Well, that’s life.” And Charles, wishing he were going to the garden with the gang instead of going up the old stairway alone to take care of Zézette, shrugged his shoulders and muttered, “That’s life!”

9. Which sentence *best* describes Charles’s attitude toward watching Zézette?
 - a. Charles was happy to watch Zézette.
 - b. Charles wanted to be with the gang, but he was willing to stay with Zézette.
 - c. Charles did not like having to watch his sister.

The Lesson Verse

“Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous.”



Answer the questions.

10. How were the children “all of one mind” in the story?



Write the characteristic that fits each passage.

compassion loyalty sacrifice persistence

11. _____ “Say,” Jules said, stopping the others on the Boulevard St. Michel, “the Gang-of-the-Cat-Who-Goes-Fishing should do something about this!”
“Sure,” hastened Paul, who was very fond of Zézette. “Zézette belongs to the gang too.”

12. _____ The next day, before going to school, she changed the water, which was very black, poured fresh water, and let the rag soak again. At night she changed the water once more and also the next day. On Saturday night, instead of using soap for her own bath, she used it on the rag. And the next day she rinsed and rinsed until the water came all clear.
13. _____ “Sure,” said Rémi. “It makes me sick. I wish we could give Zézette a beautiful Easter.”
14. _____ “So,” said Mother smiling, “you are trying to barter setting the table, wiping the dishes, taking the garbage down, and going to bed at once, for my little pieces of colored yarn?”
- “That’s it,” said Paul brightly. And as his mother remained silent he added thoughtfully. “Perhaps that’s not enough. You do have to offer a lot to get a little. If you wish, I can do it tomorrow too, and the day after, and the rest of the week, and the whole month . . .”

Diction From the Roots Up



Write the meaning of each word part.

15. _____ *pedis*
16. _____ *hydros*
17. _____ *terra*



Match the words with their meanings.

- | | |
|----------------------|--|
| 18. ____ pedal | a. having to do with the earth, as opposed to the sky or water |
| 19. ____ terrestrial | b. the foot of a tall column, or a supporting base for a statue |
| 20. ____ pedestal | c. a foot lever that, when pressed, activates or moves something |
| 21. ____ hydroplane | d. to skim on water; in a vehicle, to skid because of a film of water on pavement, causing the tires to lose contact with the pavement |

Hide God’s Word



Complete 1 Peter 3:8 from memory.

22. “Finally, be ye all of one _____
- _____

The Gang-of-the-Cat-Who-Goes-Fishing, Part 2

Lesson 14



“Their deep poverty abounded unto the riches of their liberality. For to their power, I bear record, yea, and beyond their power they were willing of themselves; praying us with much intreaty that we would receive the gift.”

2 Corinthians 8:2-4