

## Suffixes *-ous/-eous/-ious*; Greek Root *onym*

### **FOCUS**

The suffixes *-ous/-eous/-ious* mean “possessing the qualities of.” These suffixes create adjectives. For example, the word *humor* becomes an adjective, *humorous*, meaning “possessing the qualities of humor.”

The Greek root *onym* means “name.” For example, the word *anonymous* means “without a name.”

**PRACTICE** Write the word from the box that matches each definition below.

acronym	courageous	glorious
outrageous	repetitious	studious

- possessing the qualities of courage \_\_\_\_\_
- possessing the qualities of studying \_\_\_\_\_
- a word formed using the first letter of each word in a phrase \_\_\_\_\_
- possessing the qualities of glory \_\_\_\_\_
- possessing the qualities of outrage or anger \_\_\_\_\_
- possessing the qualities of repeating \_\_\_\_\_

**APPLY** Complete the “word-math” problems below by combining the base word and suffix or the prefix and root and writing the word on the line. Then use each word in a sentence.

7. fury + ous = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. adventure + ous = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. syn + onym = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. nausea + ous = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. hilarity + ious = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. extra + eous = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. anti + onym = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. advantage + ous = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Vocabulary

**FOCUS**

Review the selection vocabulary words from “Heading Home.”

**attendant**  
**authentic**  
**awnings**  
**candlelight**  
**croissant**  
**dormitory**

**excursion**  
**kabob**  
**suburbs**  
**subtle**  
**trekked**  
**waterfront**

**PRACTICE** Read each sentence. Think about the meaning of the underlined word or words. Write the vocabulary word on the line that is similar in meaning.

1. The photographer made a long journey on foot up the mountain to take some amazing pictures.

\_\_\_\_\_

2. My cousin lives in the residential area just outside the city on the east side.

\_\_\_\_\_

3. The flaky pastry shaped like a crescent moon tasted buttery and delicious.

\_\_\_\_\_

4. The person whose job is to provide assistance at the coat check took our coats at the theater.

\_\_\_\_\_

5. The college student went back to the building at her school used for housing so she could sleep.

\_\_\_\_\_

6. The magician used a stealthy hand movement to trick the audience.

\_\_\_\_\_

7. The best food at the festival was a stick with seasoned roasted meat and vegetables.

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8. People sat under the restaurant's canvas roofs so they could enjoy the shade.

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9. She walked along the section of town bordering the water and looked at the boats.

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10. We had dinner by the mild light provided only by candles when the electricity went out.

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11. The short trip taken for fun to the wildlife park took three hours.

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12. The name-brand bag was real and genuine and not a fake, like I thought at first.

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**APPLY** Read each question. Think about the meaning of the underlined vocabulary word. Write your answer on the line.

13. Where might you find an attendant to help you? \_\_\_\_\_

14. What are some things you might see on the waterfront? \_\_\_\_\_

15. What kind of sandwiches might be made with a croissant? \_\_\_\_\_

16. What is a subtle way to let someone know you agree? \_\_\_\_\_

17. If you could go on an excursion for the day, where would you go? \_\_\_\_\_

18. How can you tell if something is authentic or not? \_\_\_\_\_

# A Cultural Camp

Growing up in the suburbs, Ava longed to visit the city and to travel to different places around the world. She wanted to hear authentic music from different countries and taste authentically prepared ethnic foods. Her parents were uninterested in traveling far from home, so she had to imagine what these places might be like. When Ava's suburban neighbors returned from visiting a foreign country, she would pepper them with questions about the people, houses, music, and most of all the food.

When Ava went to the library to check out more books about world cultures, she saw a poster on the community bulletin board. It said "Travel the World in One Week! A Special Experience for Students!" As she read more, she learned that the students stay in dormitories at a campus in the city. Each day, the students will attend classes and go on excursions to explore a variety of cultures. Now, how could she subtly let her parents know about this summer experience?

Ava wrote down the website listed on the poster and when she returned home, she typed in the web address and the same heading popped up in the window. She left it on the screen and went to go make sure her chores were finished. The screen went dark and her mother walked by without even looking. Maybe her initial plan was too subtle.

Ava brought up the web page again just before her mother went to work on the bills. Her mother continued to look through the bills while the computer screen went dark again. Ava decided to forget subtlety, and just ask directly. "Hey, mom," Ava started, "I saw this great summer camp where I could experience world cultures. Would I be able to go?"

Ava explained all she learned from the website and the poster. She shared that she would stay in the dormitory with other students, go to classes on campus, and then go on excursions every day. Her mother said that they would have to talk to her father and do a little more research into the program. They would discuss it further when they had more information.

The next week, Ava's parents said she could attend if she earned some money to help pay her way. Her father suggested that she could be an attendant at the gym.

Ava followed her father's suggestion and worked as an attendant at the local gym. She was glad to go to work, knowing that the money she earned would go toward her summer experience. She liked meeting all the patrons of the gym, checking them in and answering their questions. After a few months, she was helping to train the new attendants.

The rest of the school year went by quickly, and Ava grew more excited about going to campus for the world culture experience. She was a little nervous about staying overnight in the dormitory until she received the name of her summer dormitory roommate, Makayla. Soon, they were writing back and forth and sharing ideas about what the classes and excursions would be like.

The week finally arrived, and Ava arrived at the dormitory with her parents on Sunday at the same time as Makayla. Their parents helped them unpack, make the bed, and get settled. As soon as they had her area set up, the two families decided to walk along the waterfront park nearby. After their walk, Ava and Makayla returned to the dormitory, met their counselor, and said goodbye to their parents. They talked until lights out, and finally got some rest.

The next morning, the counselor greeted Ava and Makayla, leading them to their first class. It was a trek to the first class, almost a mile of walking across the campus from the dormitory. They were greeted at the door of the classroom with "Bonjour!" and then they found a seat. After learning some basic French phrases and food items, they were off on their first excursion to a French café.

Makayla pointed out the green awnings over the windows of a restaurant ahead. When they arrived, they heard "Bonjour!" and they all responded with "Bonjour!" They sat down and enjoyed some croissants in the soft candlelight of the dark interior. And then they talked for what seemed like hours.

As they trekked back to the dormitory with their counselor after their excursion to the café, Makayla tried to guess where in the world they would go next, "Do you think tomorrow we will be able to experience Morocco?"

"Oh, then we could have kabobs! That sounds wonderful!" Ava exclaimed. She was not disappointed. They did have kabobs before the end of the week, and they were just as delicious as Ava imagined.

# Compare and Contrast

- FOCUS**
- When writers **compare**, they tell how things, ideas, events, or characters are alike.
  - When writers **contrast**, they tell how things, ideas, events, or characters are different.

**PRACTICE** Read each sentence below. Decide if the sentence is showing a comparison or a contrast. Then, rewrite each sentence reflecting the other term.

1. Jack and Chloe are both in my class at school.

\_\_\_\_\_

2. This movie is similar to the one we saw last week.

\_\_\_\_\_

3. Olive and Madison would prefer drinking water to tea.

\_\_\_\_\_

4. The mother signs “more” to her baby, and the baby also signs “more.”

\_\_\_\_\_

5. Both toddlers and teenagers are expected to attend the party.

\_\_\_\_\_

6. We both go to a tutor after school on Tuesdays.

\_\_\_\_\_

7. A bicycle has two wheels, in contrast to a tricycle, which has three wheels.

\_\_\_\_\_

8. Daniel has a great sense of humor; however, he isn’t able to tell a good joke.

\_\_\_\_\_

**APPLY** On the lines below, compare and contrast two things each about candlelight and a flashlight.

9. Compare: \_\_\_\_\_

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10. Contrast: \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Narrative Writing

## Think

**Audience: Who** will read your tall tale?

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**Purpose: What** is your reason for writing a tall tale?

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***PREWRITING*** The setting of a story is where and when the events take place. Writers include vivid and descriptive details about their settings so a reader can clearly visualize, or “see with their mind’s eye,” the action in the story.

Think of the setting descriptions you have read in other narrative fiction stories. Then close your eyes, and imagine yourself in a setting from your own story. Provide words and phrases that answer the questions below to use in your story.

What do you see? \_\_\_\_\_

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What do you smell? \_\_\_\_\_

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What do you hear? \_\_\_\_\_

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What do you feel? \_\_\_\_\_

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What is the landscape like? \_\_\_\_\_

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Do any of the details described above help show when the story takes place?

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# Revising

Use this checklist to revise your narrative writing.

- Does the story have a beginning?
- Does the story have a middle with rising action?
- Does the story have details about the setting?
- Does the story have a climax?
- Did you include enough humor and exaggeration?
- Is it clear that the story is a tall tale?
- Be sure all sentences have subject/verb agreement.

# Editing/Proofreading

Use this checklist to correct mistakes in your narrative writing.

- Did you use proofreading symbols when editing?
- Did you check for mistakes in subject/verb agreement?
- Did you check that each sentence has an end mark?
- Did you check for mistakes in comma usage?
- Did you check the writing for misspelled words?

# Publishing

Use this checklist to prepare your narrative writing for publishing.

- Write or type a neat copy of the narrative writing.
- Add a cover page with a title.

# Suffixes *-ous, -eous, -ious*; Greek Root *onym*

## FOCUS

- Understanding and identifying **Greek roots** and their meanings can help you define and spell difficult and unfamiliar words.

onym = name

- The **suffixes** *-ous, -eous, and -ious* mean “possessing the qualities of.” When they are added to base words, they form adjectives.

**PRACTICE** Add the suffix *-ous, -eous, or -ious* to the following base words to form spelling words. Write the spelling words on the lines.

### Word List

- |               |                   |
|---------------|-------------------|
| 1. acronym    | 11. humorous      |
| 2. ambitious  | 12. miscellaneous |
| 3. anonymous  | 13. mountainous   |
| 4. continuous | 14. nutritious    |
| 5. courteous  | 15. obvious       |
| 6. eponym     | 16. righteous     |
| 7. glorious   | 17. spontaneous   |
| 8. gorgeous   | 18. studious      |
| 9. hazardous  | 19. synonym       |
| 10. homonym   | 20. tedious       |

### Challenge Words:

- igneous
- industrious
- pseudonym

- |                     |                      |
|---------------------|----------------------|
| 1. hazard _____     | 6. industry _____    |
| 2. continue _____   | 7. ambition _____    |
| 3. miscellany _____ | 8. courtesy _____    |
| 4. humor _____      | 9. spontaneity _____ |
| 5. tedium _____     | 10. glory _____      |

**Fill in the missing root to form a spelling word.**

11. syn\_\_\_\_\_

14. pseud\_\_\_\_\_

12. hom\_\_\_\_\_

15. acr\_\_\_\_\_

13. ep\_\_\_\_\_

16. an\_\_\_\_\_ous

**APPLY** Use the phrase to help you determine the spelling word that fits the description best, and write it on the line.

17. has the quality of being dull \_\_\_\_\_

18. has the quality of studying \_\_\_\_\_

19. fake name \_\_\_\_\_

20. same name \_\_\_\_\_

21. has the quality of danger \_\_\_\_\_

22. has the quality of politeness \_\_\_\_\_

23. has the quality of carrying on \_\_\_\_\_

24. has the quality of beauty \_\_\_\_\_

25. has the quality of mountains \_\_\_\_\_

26. has the quality of being healthful \_\_\_\_\_

27. has the quality of being unknown \_\_\_\_\_

28. has the quality of being apparent \_\_\_\_\_

29. has the quality of being correct \_\_\_\_\_

30. has the quality of being assorted \_\_\_\_\_

# Subject/Verb Agreement

## FOCUS

- **Subject/verb agreement** in a sentence means the verb agrees with the subject in number.

- The subject of a sentence is either singular or plural. The verb must agree with the subject in number.

She **waits** at the table for her lunch.

They **wait** at the table for their lunch.

- With a singular subject, add -s or -es to the regular verb. With a plural subject (or with the pronouns *you* or *I*), do not add -s or -es to the verb.

Antonio **rides** the bus to school.

Antonio and his sister **ride** the bus to school.

- A compound subject that uses the conjunction *and* takes a verb that agrees with the plural subject.

Eli and Avery **hike** to the top of the mountain.

- A compound subject that uses the conjunction *or* takes a verb that agrees with the subject word that is closest to the verb.

The gymnasts or their coach **takes** pictures.

**PRACTICE** Read each pair of sentences below. Place a check mark next to the sentence that has subject/verb agreement.

1. \_\_\_\_\_ I stays with my aunt on Saturday and my grandfather on Sunday.

\_\_\_\_\_ I stay with my aunt on Saturday and my grandfather on Sunday.

2. \_\_\_\_\_ Lisbeth or her sisters throw a big party once a year.

\_\_\_\_\_ Lisbeth or her sisters throws a big party once a year.

**APPLY** Rewrite each sentence to correct mistakes in subject/  
verb agreement.

3. Paul go to the store while his friends stays home.

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4. Everyone in our family love fruit.

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5. Julius and Ryan plays in the tennis tournament.

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6. The gas station down the street close early today.

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7. The children or the teacher decorate the room for each holiday.

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8. Tony sing beautifully.

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9. Mia and Hannah always agrees about which show to watch.

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10. Cheetahs runs faster than any other land animal.

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11. Our turtles likes taking baths in water, but our gerbil prefer sand baths.

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12. My sister move to a different apartment every year.

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