

**“Old Ben”** by Jesse Stuart  
**“Feathered Friend”** by Arthur C. Clarke

## Build Vocabulary

### Forms of *regulate*

Many words are forms of other words. For example, *regulate* means “to govern according to a rule.” The following words are related in form and meaning to the verb *regulate*: the noun *regulation* means “a rule”; the noun *regulator* means “a person who regulates”; and the adjective *regulatory* means “having to do with regulations.”

**A. DIRECTIONS:** Complete each of the following sentences by filling in the blank space with the correct form of *regulate*. Choose from the forms above.

1. There is a \_\_\_\_\_ that requires drivers to drive slowly near a school.
2. The factory employs a \_\_\_\_\_ to see that workers follow the rules.
3. Without umpires, there would be no one to \_\_\_\_\_ baseball games.
4. The government has a \_\_\_\_\_ agency that makes sure food is packaged according to strict health rules.

### Using the Word Bank

scarce	regulation	fusing	ceased
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**B. DIRECTIONS:** In the space provided next to each Word Bank word, write the letter of the word or phrase that is closest in meaning.

- \_\_\_ 1. FUSING: a. joining b. hitting c. breaking d. cutting
- \_\_\_ 2. REGULATION: a. goal b. question c. problem d. rule
- \_\_\_ 3. SCARCE: a. tricky b. frightening c. rare d. useful
- \_\_\_ 4. CEASED: a. fastened b. folded c. stopped d. arranged

### Recognizing Antonyms

**C. DIRECTIONS:** On the line, write the letter of the word that is most nearly *opposite* in meaning to the word in CAPITAL LETTERS.

- \_\_\_\_\_ 1. SCARCE: a. plentiful b. useful c. funny d. dull
- \_\_\_\_\_ 2. CEASED: a. cleaned b. covered c. began d. asked
- \_\_\_\_\_ 3. REGULATED: a. questionable b. guided c. clear d. unruly
- \_\_\_\_\_ 4. FUSING: a. bonding b. separating c. trusting d. halting

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## Build Spelling Skills: Adding Suffixes to Words Ending in Silent e

**Spelling Strategy** When a word ends in silent e, drop the final e when you add a suffix that begins with a vowel. Keep the silent e, however, when you add a suffix beginning with a consonant. *ventilate + -ing = ventilating* *precise + -ly = precisel*y

**A. Practice:** Add the suffix to each word. Write the new word on the line. Remember to use the rules above for adding suffixes that begin with vowels or consonants to words ending in silent e.

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. amaze + <i>-ing</i> = _____ | 6. skate + <i>-ing</i> = _____  |
| 2. rude + <i>-ly</i> = _____   | 7. polite + <i>-ly</i> = _____  |
| 3. brave + <i>-ly</i> = _____  | 8. drive + <i>-ing</i> = _____  |
| 4. hope + <i>-ful</i> = _____  | 9. spite + <i>-ful</i> = _____  |
| 5. write + <i>-ing</i> = _____ | 10. shake + <i>-ing</i> = _____ |

**B. Practice:** Complete the paragraph by adding the indicated suffix to each given word and writing each new word on the space provided.

While (take + *-ing*) \_\_\_\_\_ Old Ben home, the boy was not sure that his father would let him keep the snake. The boy thought that Old Ben would be (use + *-ful*) \_\_\_\_\_ on the farm, and eat the mice that were always (nibble + *-ing*) \_\_\_\_\_ the corn in the corncrib. However, his father had no (like + *-ing*) \_\_\_\_\_ for snakes. At first, his parents watched the snake (close + *-ly*) \_\_\_\_\_, because they did not know whether they could trust Old Ben. But, as time went by, the boy saw that his father was (come + *-ing*) \_\_\_\_\_ to like the snake. He even began (place + *-ing*) \_\_\_\_\_ bowls of water in the corncrib for Old Ben to drink.

**Challenge:** The author of “Old Ben” mentions two kinds of snake: the blacksnake and the copperhead. Both their names describe their appearance. The blacksnake is all black, and the copperhead has a copper-colored head. Below are some descriptions of other animals and a list of animal names. Write the letter of the animal name that matches each description.

- |                             |                     |                         |
|-----------------------------|---------------------|-------------------------|
| a. yellow-bellied sapsucker | c. hammerhead shark | e. walking stick        |
| b. praying mantis           | d. calico cat       | f. bottle-nosed dolphin |

- \_\_\_ 1. a three-colored, brightly marked cat
- \_\_\_ 2. an insect that is protected by looking like a twig or stick
- \_\_\_ 3. a sea animal with a long, narrow snout
- \_\_\_ 4. a fish with a flat, wide head
- \_\_\_ 5. a bird with a belly the color of an egg yolk
- \_\_\_ 6. an insect that folds its front legs to look like a pair of praying hands

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## Build Grammar Skills: The Perfect Tenses

The perfect tenses of verbs give narrative writers three ways of relating an event to what came before it. The perfect tenses include a form of the verb to *have* plus the past participle of the main verb.

- The **present perfect tense** shows that an event **began in the past** and continues into the present. The present perfect includes a **present-tense** form of *have* plus the **past participle** of the main verb: I have been a lucky man.
- The **past perfect tense** shows that an event took place before another past event or time. It includes a **past-tense** form of *have* plus the **past participle** of the main verb: He had cleaned the corncrib of mice.
- The **future perfect tense** shows that an event will be completed before another future event or time. It includes a **future-tense** form of *have* plus the **past participle** of the main verb: You will have learned who committed the crime before you finish the book.

**A. Practice:** In the space provided, identify the tense of the italicized words as either present perfect, past perfect, or future perfect. The first one has been done as an example.

- past perfect      1. The boy's father *had hated* snakes before he met Old Ben.  
 \_\_\_\_\_      2. I *have had* many pets, but never as good a pet as that snake.  
 \_\_\_\_\_      3. The Spacers *had adopted* the canary as their pet before she saved their lives.  
 \_\_\_\_\_      4. By the time the new stadium is built, the team *will have played* for thirty years in the old one.  
 \_\_\_\_\_      5. We *have enjoyed* many evenings in the park.  
 \_\_\_\_\_      6. By noon tomorrow, we *will have finished* our homework.

**B. Writing Application:** Rewrite each of the following sentences on the lines provided, filling in the specified perfect tense of the verb in parentheses. The first one has been done as an example.

1. We \_\_\_\_\_ the test before the bell rang. (past perfect, *finish*)  
 We had finished the test before the bell rang.  
 \_\_\_\_\_
2. The players \_\_\_\_\_ the locker room to start the game. (present perfect, *leave*)  
 \_\_\_\_\_
3. By the end of the year, they \_\_\_\_\_ the whole book. (future perfect, *read*)  
 \_\_\_\_\_
4. Before going to the store, we \_\_\_\_\_ to the bank. (past perfect, *go*)  
 \_\_\_\_\_
5. The club \_\_\_\_\_ not to meet next week. (present perfect, *decide*)  
 \_\_\_\_\_

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## Reading Strategy: Using Context Clues

Sometimes you can figure out the meaning of an unfamiliar word by using **context clues**. Context is the material—words, sentences, or paragraphs—that come before and after the new word. For example, in “Feathered Friend,” Arthur C. Clarke writes that Sven Olsen *excelled* at space construction. If you have no idea what *excelled* means, you might look back at the statement that “Sven was one of our best construction men,” and guess that *excelled* had something to do with being the best. In fact, *excel* means *do better than others*, so this would be an accurate guess. You may also sometimes find words that seem familiar but that are used in a way that is new to you. For example, in “Old Ben,” the author mentions a *crib* several times. The fact that this crib is used on a farm, near the barn, and for corn, should alert you to the fact that this is a place to store grain, not a baby’s bed.

When you come across a new word in your reading, or a word that is used in a new way, look for context clues and try to figure out what it means. Then, check your guess against the definition in the dictionary.

**DIRECTIONS:** In each of the following passages from the selections, there is an italicized word. Look for context clues in the passage that may give you a hint about the word’s meaning. Then, write the context clue and the meaning of the word on the line provided. The first one has been done as an example.

1. There he lay coiled like heavy *strands* of black rope. He was a big bull blacksnake.

Context clue: “of black rope”      Meaning: corde, pieces of rope

2. The more I petted him, the more *affectionate* he became. He was so friendly I decided to trust him.

Context clue: \_\_\_\_\_      Meaning: \_\_\_\_\_

3. . . . it was a skilled and difficult job, for a space suit is not the most convenient of *garbs* in which to work.

Context clue: \_\_\_\_\_      Meaning: \_\_\_\_\_

4. . . . you will picture Sven at once as a six-foot-six Nordic *giant*. . . . Actually he was a *wiry* little fellow. . .

Context clue: \_\_\_\_\_      Meaning: \_\_\_\_\_

5. Though of course there is no “day” and “night” when you are floating in *permanent* sunlight . . .

Context clue: \_\_\_\_\_      Meaning: \_\_\_\_\_

6. My mind seemed to be very *sluggish* that morning, as if I was still unable to cast off the burden of sleep.

Context clue: \_\_\_\_\_      Meaning: \_\_\_\_\_

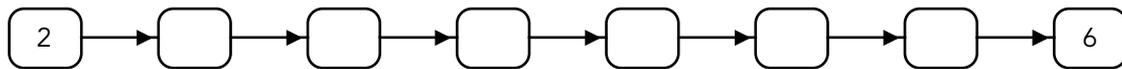
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## Literary Analysis: Narratives

A **narrative** is a story made up of events linked together. The events may be nonfiction (true) like “Old Ben.” They might be fiction (made up) like “Feathered Friend.” One way in which many narrative events are linked is that one event causes, or leads to, another. When you read a narrative, you may find it useful to keep track of the events and how one leads to another by using a graphic organizer like the one below.

**A. DIRECTIONS:** The following events all occur in “Feathered Friend,” but in a different order. In the graphic organizer below, write the number of each event in the order in which it occurs in the story. The first and last events have been filled in as examples.

1. Sven finds Claribel motionless and thinks the canary is dead.
2. Sven smuggles a canary on board a space station.
3. The narrator realizes that there is something wrong with the air in the space station.
4. Claribel revives after being given oxygen, but passes out again.
5. The narrator is startled to hear a bird song just behind his head while he is working.
6. Jim, the engineer, discovers that the air purifying system has not been working properly.
7. The crew make Claribel a company pet.
8. The narrator wakes up with a headache and feeling tired.



**B. DIRECTIONS:** On the lines below, write the events, thoughts, and statements of the narrator’s father that show how his attitude toward Old Ben changes from the beginning of the narrative to the end. Write the events, thoughts, and statements in the order in which they occur in the narrative.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_