

Lesson 7**Putting Your Reading Skills to Work**

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Exercise

Using all the skills you have learned in this unit, read the following article for the purpose of understanding and remembering its main points and details. Make a survey to ask purpose-setting questions. Then decide on a suitable method and rate of reading. Be prepared to answer questions on the material as you are reading.

Mysterious work of art reported to possess strange powers.

THE CRYSTAL SKULL

by Seymour Simon

In the early 1970s, the Museum of the American Indian in New York City had an unusual object on display. It was a life-size sculpture of a human skull carved from quartz. As the crystal skull turned slowly on its rotating base, it glittered and sparkled like a huge diamond.

The discovery of the skull is hidden in mystery. It is reported to have been found in 1927 in an ancient Mayan city. The Mayans were an American Indian people who lived in Central America and Mexico. The skull was discovered beneath a broken altar by Anna Mitchell-Hedges.

1. Where was the crystal skull found?

2. Is the crystal skull life-size or a miniature?

Description of the skull

While many carved Mayan skulls have been found, most are made from clay, wood, or bone. A few are made of crystal, but the Mitchell-Hedges skull is the only one with movable parts. Also, its workmanship is far better than that of other crystal skulls.

The skull is beautifully made from clear rock crystal. It seems to have been carved without the use of metal tools, since no scratches or tool marks have been seen under a microscope.

The lower jaw of the skull is a separate piece of quartz. The jaw fits tightly into two polished sockets and can be moved up and down so that it looks as if the mouth is opening and closing. Channels have been hollowed out in the skull, reaching from the bottom to the eye sockets. If a light is passed beneath the skull, it makes the eyes flicker in a spooky way.

The skull measures about five inches high by seven inches long and five inches wide. It weighs eleven pounds, seven ounces. If it were to be sold, it would be worth a great deal of money. But for many people it is truly priceless.

3. In the first paragraph under the subhead "Description of the skull," what is compared and contrasted?
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Strange powers

Ever since the skull was found, its discoverer and other people who have examined it have claimed that it has some strange powers. Anna Mitchell-Hedges says that when she found the skull, three hundred Indians who were working nearby fell to their knees and kissed the ground.

In 1956, Frank Dorland, an art expert, started to study the skull. Some of his claims about the skull are very surprising and even frightening.

For example; Dorland claims that when he kept the skull in his house to study, weird things began to happen. When he went to sleep, he and his wife were awakened by unusual noises. They heard what sounded like a large jungle cat prowling through the house. They also heard the sounds of chimes and bells.

Dorland goes on to state that when he awoke the next morning, the rooms in his house were in a mess with things scattered all over. But the windows to the rooms had all been closed and locked.

Anna Mitchell-Hedges says that her father thought that the skull was an evil thing. He believed that the skull brought death.

Dorland and other persons who viewed the skull insist that its color changes from clear crystal to shades of green, violet, purple, red, blue, and amber. It also sometimes has a heavy odor like that of moist earth.

It is difficult to know what to make of all these claims of mysterious powers. One thing that can be said is that when the skull was displayed at the Museum of the American Indian, no special powers were noticed.

4. After the subhead "Strange powers," a listing pattern is used. What are some of the strange powers that are listed?
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The mystery continues

As for the questions about who made the skull or when it was made, no proof has been found. Most observers are fairly sure that the skull is Mayan, and they believe the story of the find by the Mitchell-Hedges family.

The skull was examined in close detail by the Hewlett-Packard crystal laboratories in Santa Clara, California. Some of the laboratory people felt that the lenses and prisms in the skull show a knowledge of physics that has only recently been understood.

Perhaps in the future the crystal skull will be studied further by scientists and more will be found out. Until that time the crystal skull remains a beautiful and mysterious relic of an age long past.

5. What did the laboratory that examined the skull say about it?
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Lesson 13

Dependent Clauses

A dependent clause has a subject and a predicate but does not make sense by itself.

A dependent clause has a subject and a verb, but cannot stand alone. All of the following word groups are capitalized and punctuated as sentences, but not all of them make sense by themselves.

We gathered wood for a fire.

The fire was lit, and the food was unpacked.

After we ate.

The first group of words is a simple sentence. It makes sense by itself. The second group of words is a compound sentence. Each of its independent clauses can stand alone and make sense by itself. The third word group is a dependent clause. It cannot stand alone as a sentence. It needs to be attached to an independent clause in order to make sense.

After we ate, we put out the fire.

Dependent clauses begin with words like *which, who, that, before, after, and since*. A dependent clause may come at the beginning of a sentence, in the middle, or at the end.

Before we started, we checked our backpacks.

The person who told us about a good campsite was a ranger.

We set up our tents when we arrived there.

Some other campers whom we met shared their campsite with us.

A dependent clause at the beginning of a sentence is usually followed by a comma, as in the first sentence.

Exercise A

Underline each dependent clause once and each independent clause twice.

Example: Laura was in charge because she is an expert camper.

Answer: Laura was in charge because she is an expert camper.

1. Although she was in charge, she was not bossy.
2. We found the stack of firewood that the ranger had mentioned.
3. My cousin Jan was the one camper who recognized the poison ivy.

Exercise B

Write SS if the group of words on the next page is a simple sentence or DC if it is a dependent clause.

Example: Light gleamed through the trees.

Answer: SS

1. Because the owls were awake in the forest. _____
2. Every sound in the distance frightened us. _____
3. The wind brushed our cheeks. _____
4. After a gentle rain fell over the area. _____
5. That glimmered darkly on the leaves. _____
6. We dashed through the dark woods on our way home. _____
7. Dry branches cracked beneath our feet. _____
8. Though we didn't notice at first. _____
9. Lightning flashed when least expected. _____
10. Which illuminated eerie, looming shapes in the shadows. _____
11. A frightened rabbit hopped before us through the bushes. _____
12. After someone accidentally stumbled over its burrow. _____
13. Because we were very noisy during the rainstorm. _____
14. Fluttering birds chirped in alarm. _____
15. Since it was getting light in the east. _____
16. Someone saw smoke rising from a chimney in the distance. _____
17. Before an hour had passed. _____
18. The cabin to the left of us was in view. _____
19. Though we were very tired and hungry. _____
20. Everyone ate a hearty breakfast before nine o'clock. _____

Exercise C

Write DC if the underlined part of each sentence is a dependent clause or IC if it is an independent clause.

Example: Everyone rose early because the alarm went off.

Answer: DC

1. It was time to leave, but the bus had not arrived. _____
2. A group leader whistled because he wanted everyone's attention. _____
3. People could rest, or they could take a short walk. _____
4. All the people chose to walk since they could nap on the bus. _____
5. A red bus came up the drive, and everyone rushed back. _____

Lesson 14**Complex Sentences**

A sentence that has one independent clause and one or more dependent clauses is a complex sentence.

Though a dependent clause has a subject and a verb, it cannot stand alone. It has to be joined with an independent clause to make a sentence. A sentence with one independent clause and one or more dependent clauses is called a complex sentence. Look for the dependent clauses in these sentences.

1. The locket **that Ted found in the desk** was his grandmother's.
2. **Before he could examine it**, his candle, **which had been flickering**, dimmed and went out.
3. **While he searched for his matches**, Ted heard strange noises.
4. He lit the candle **after he made several tries**.
5. **Although he searched carefully**, the locket, **which had been on the desk**, was nowhere in sight.

Exercise A

Answer these questions about the example sentences above.

1. Write the dependent clauses in the first two sentences.

2. Write the dependent clause that comes within the independent clause in the second sentence.

3. Write the dependent clause in the third sentence.

4. Write the dependent clause in the fourth sentence.

5. Write one of the dependent clauses in the fifth sentence.

Exercise B

Rewrite each sentence on the next page by adding a dependent clause to form a complex sentence. Use the word in parentheses to introduce the dependent clause.

Example: Ted had to find the locket. (because)

Answer: Ted had to find the locket because it was valuable.

1. Ted could find the locket. (if)

2. He heard strange noises. (before)

3. The locket could have been stolen. (although)

4. Ted might have to call the police. (if)

5. Ted found the culprit in the closet. (after)

6. It was a squirrel. (that)

Exercise C

Read each sentence below. If the sentence is complex, underline the dependent clause.

Example: Flying squirrels, which are nocturnal, come out only at night.

Answer: Flying squirrels, which are nocturnal, come out only at night.

1. Although the tree squirrel is a wonderful acrobat, it sometimes misses its mark.
2. If a squirrel should fall, its tail will fan out and function as a parachute.
3. Some squirrels have a permanent home and a temporary one.
4. A temporary nest, which is a loose pile of twigs and leaves, is cool enough for hot weather.
5. Because temporary nests fall apart easily, squirrels build several during the summer.
6. Squirrels prefer nests in tree holes, but sometimes there aren't enough around for all of them.
7. An outside nest is called a "dray."
8. Although tree squirrels do not hibernate in the winter, they may stay in their nests for several days at a time.
9. Tree squirrels, who are omnivorous, can eat almost anything.
10. The seeds and nuts that squirrels bury in the fall are used for food all winter.
11. Squirrels are great foresters because many of these seeds and nuts grow into new trees.

Vocabulary Practice 5: Prefixes

Prefixes: *ob-*, *oc-*, *op-*

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

Example: The prefixes *ob-*, *oc-*, and *op-* can all mean "in the way," "against," or "toward." Adding *ob-*, meaning "in the way of," to the root *ject*, which means "to throw," makes *object*, which means "to put forth in opposition" or "to oppose something."

Combine each prefix with each base word or root. Write the new word in the blank. Then, write the letter of the meaning that belongs with each word. The first one is done for you.

Prefix	Base/Root	New Word	Letter	Meaning
ob-	scure (darkness)	1. obscure	2. g	a. easily discovered, seen, or understood
ob-	struct (to build)	3.	4.	b. to crush or to burden
ob-	tain (to hold)	5.	6.	c. someone played or fought against
ob-	vious (way)	7.	8.	d. someone or something played or fought against
op-	ponent (position)	9.	10.	e. state of taking over or possessing
op-	position (position)	11.	12.	f. a commitment, promise, or debt; something someone is bound to
op-	press (to press)	13.	14.	g. hidden in darkness, not clear
ob-	ligation (state of binding or tying)	15.	16.	h. to get or attain, usually by effort
ob-	stacle (to stand)	17.	18.	i. something that stands in the way of progress or achievement
oc-	cupation (to seize)	19.	20.	j. to block or close up; to cut off

Name _____ Date _____ Pg

Spelling Practice 4: Vowels Before r

A vowel sound coming before an r is not easy to hear so it is not always a reliable clue to the spelling.

Rule: A vowel sound before r does not give a clear clue to the spelling. Always note the spelling of these vowels.

Examples: The word *occur* and *transfer* have the same vowel sound in the second syllable, but the letters that spell this sound are different.

A. Sort the words below according to the vowel or vowels that come before r. Write the words in the correct categories. **Note:** One word should be written in two categories.

adore	artificial	barbecue	bargain	career
charcoal	concern	courtesy	earnest	earth
enormous	fortunate	gargle	journey	majority
morning	murmur	nervous	normal	ordinary
parcel	pierce	regard	snarl	sparkle

ar 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	or 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____ er 18. _____ 19. _____	ur 20. _____ our 21. _____ 22. _____ ear 23. _____ 24. _____ ier 25. _____ eer 26. _____
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B. Write four words from Part A that contain the same vowel sound in *murmur* but are spelled differently.

1. _____	3. _____
2. _____	4. _____