

# no- glamour. language

# middle school

**Catherine E. Keeney**

Skills:	Reading and Vocabulary
Ages:	10-14
Grades:	5-9



**LinguiSystems**

LinguiSystems, Inc.  
3100 4th Avenue  
East Moline, IL 61244

**800-776-4332**

FAX: 800-577-4555  
Email: [service@linguisystems.com](mailto:service@linguisystems.com)  
Web: [linguisystems.com](http://linguisystems.com)

Copyright © 2002 LinguiSystems, Inc.

All of our products are copyrighted to protect the fine work of our authors. You may only copy the worksheets as needed for your own use. Any other reproduction or distribution of the pages in this book is prohibited, including copying the book to use as another primary source or "master" copy.

Printed in the U.S.A.

ISBN 10: 0-7606-0466-5

ISBN 13: 978-0-7606-0466-3

## About the Author

---



Catherine E. Keeney, M.A., CCC-SLP has been a speech-language pathologist for 13 years. She has worked in rehabilitation hospitals, long-term care facilities, and in public schools. For the past three years, she has worked with middle school and high school students in the Joplin, Missouri school district.

She earned her Bachelor's Degree in Education from Missouri Southern State College with majors in elementary and special education. Her academic credentials also include a Master's Degree in Communication Disorders from Southwest Missouri State University. Language has always been an area of interest for Catherine, and she feels that the adventure

of raising three children—Michelle, Abbey, and Paul—provided a great deal of hands-on experience in the observation and nurturing of language development.

Catherine is an avid reader and lover of nature and animals. Her other interests include cooking, baking, gardening, listening to bluegrass music, and writing the occasional poem. *No Glamour Language: Middle School* is Catherine's first publication with LinguiSystems.

### Dedication

To my husband Charlie, who has always been there for me.  
Thank you for your support, encouragement, and love, as I spent many hours thinking, writing, rewriting, and typing this manuscript.

# Table of Contents

---

<b>Introduction.....</b>	<b>5</b>
<b>Chapter 1: Vocabulary .....</b>	<b>7</b>
Using Context to Determine Meaning .....	7
Terms Related to Numbers.....	10
Testing Words .....	12
Language Arts .....	15
Social Studies .....	22
Science & Health .....	31
<b>Chapter 2: Comprehension .....</b>	<b>39</b>
Identifying Flag Words .....	39
Identifying Sequence Words .....	42
Understanding Sequence Words .....	45
Following Directions .....	47
Identifying Passive Voice Sentences .....	50
Understanding Passive Voice Sentences .....	52
Paragraph Comprehension: Content Areas.....	56
<b>Chapter 3: Expression .....</b>	<b>64</b>
Defining Words .....	65
Asking Wh— Questions .....	68
Asking Questions to Obtain Information .....	71
Relating Events .....	72
Identifying Complete Sentences.....	85
Using Complete Sentences .....	88
Giving Directions.....	89
<b>Chapter 4: Grammar &amp; Syntax .....</b>	<b>96</b>
Irregular Plural Nouns.....	96
Plural vs. Possessive Nouns .....	98
Irregular Past Tense Verbs.....	102
Subject and Verb Agreement.....	105
Irregular Comparatives.....	112
Its vs. It's .....	114

## Table of Contents, continued

---

Whose vs. Who's .....	115
There, Their, and They're.....	116
Capitalization .....	118
<b>Chapter 5: Multiple Meanings .....</b>	<b>120</b>
Multiple Meaning Words .....	120
Multiple Meaning Phrases .....	130
Multiple Meaning Sentences.....	138
Explaining Multiple Meaning Sentences with Cues .....	141
Explaining Multiple Meaning Sentences without Cues .....	142
<b>Chapter 6: Figurative Language .....</b>	<b>143</b>
Identifying Meanings.....	143
Explaining Meanings .....	149
Associating Meanings.....	152
Using Figurative Language.....	159
<b>Chapter 7: Reasoning .....</b>	<b>162</b>
Comparing & Contrasting.....	162
Analogies .....	167
General vs. Specific Terms—Identifying.....	171
Language -Specific Terms—Providing.....	173
Ordering from General to Specific .....	175
Inferring .....	177
Determining Most Relevant Information.....	179
Evaluating/Determining/Applying Criteria.....	181
<b>Chapter 8: Language Skills &amp; Articulation .....</b>	<b>189</b>
Synonyms & Antonyms.....	189
Prefixes & Meanings .....	195
Parts of Speech .....	203
Artic-Connect Games .....	211
<b>Answer Key .....</b>	<b>215</b>
<b>References.....</b>	<b>228</b>

# Introduction

---

Many of the activities in *No-Glamour Language: Middle School* were written over a period of time in response to specific needs which I saw in students on my caseload. Other activities were written with an eye to what I perceived to be more general needs in language skills for students at this age level.

In public education, the trend continues toward the use of standardized tests to assess student knowledge and progression in the direction of established objectives. Increasingly, these tests require students not only to respond to objective-type questions such as multiple-choice, but to associate and apply information to a variety of situations. Students have a strong need to develop skills that allow them to understand exactly what a question is asking and how to respond to a variety of types of questions. They also need to develop the ability to use language as a reasoning tool to assist in academic endeavors, as well as to help prepare them for life in a complex world. In addition to providing activities that reinforce basic skills, I have attempted to provide activities addressing the above areas and needs in this book.

In my own practice, I believe in maximizing therapy time by addressing multiple skill areas whenever possible. Some students at the middle school level still have speech articulation goals for sounds they have yet to master or carry over consistently. I like to incorporate language skills into articulation therapy activities for these students. Chapter 8 provides exercises containing target sounds /r/, /s/&z/, /l/, and /th/. These exercises also provide practice with vocabulary, synonyms & antonyms, prefixes, parts of speech, sentence formulation, and story construction. Of course, these exercises may also be used with any students needing practice with these language skills, regardless of their articulation abilities.

I hope that the activities in *No-Glamour Language: Middle School* will help you in your very busy and important job of fostering acquisition of essential skills in your students!

Catherine

