

Vocabulary and Comprehension

You may use your book to help you answer the questions below.

Holt Literature and Language Arts

pages 22–56

“Flowers for Algernon”

A. Match words and definitions. Write the letter of the correct definition next to each word.

- | | |
|----------------------------|---|
| _____ 1. hypothesis | a. fooled; led to believe something wrong |
| _____ 2. misled | b. prove wrong using evidence |
| _____ 3. regression | c. always |
| _____ 4. refute | d. return to an earlier or less advanced condition |
| _____ 5. invariably | e. theory to be proved |

B. Choose three words from above. Use each word in a sentence.

- 1.** _____

- 2.** _____

- 3.** _____

C. Answer each question below.

- 1.** Why did Charlie have to take tests before he had his operation?

- 2.** What did Charlie realize at the party he wrote about on April 20?

- 3.** What does Charlie conclude in his report called “The Algernon-Gordon Effect”?

VOCABULARY DEVELOPMENT**Flowers for Algernon**

Daniel Keyes

Pupil's Edition page 22

Prefixes and Suffixes

A **prefix** is a word part added to the *beginning* of a word to change its meaning. A **suffix** is a word part added to the *end* of a word to change its meaning. If you know the meaning of these word parts, you may be able to determine the definition of certain words. Use a dictionary to help you with the following assignment.

For each numbered item below, study the similarities between the Vocabulary word on the left and the word to the right. Then circle the letter of the word or phrase that matches the meaning of the boldfaced prefix or suffix.

- | | |
|--|--|
| 1. misl ed mism atch | 4. tang ible elig ible |
| a. previous | a. capable of |
| b. wrong | b. full of |
| c. very | c. familiar with |
| d. total | d. against |
| 2. intro spective intro vert | 5. reg ression depress ion |
| a. not | a. like |
| b. extremely | b. state of |
| c. inward | c. one who |
| d. under | d. study of |
| 3. in variably in correct | |
| a. into | |
| b. often | |
| c. not | |
| d. somewhat | |

Antonyms

For each word below, circle the letter of the choice that means the **opposite**, or nearly the opposite, of the boldfaced word.

- | | |
|--|--------------------------------|
| 1. based on hypo thesis | 4. ob scure the journal |
| a. theory | a. display |
| b. fact | b. take |
| c. lies | c. hide |
| d. biography | d. release |
| 2. the deter ioration of the body | 5. ref ute the attack |
| a. study of | a. confirm |
| b. erosion | b. regret |
| c. healing | c. deny |
| d. understanding | d. worsen |
| 3. ver ified the secret | |
| a. validated | |
| b. renounced | |
| c. hid | |
| d. proved | |

DECODING WORKSHEET**Flowers for Algernon****Daniel Keyes****Pupil's Edition page 22****Decoding Science Words**

Most science words come from Latin or Greek. Some, like *formulae*, came to English without changes. Others, like *logical*, were anglicized (made like English) centuries ago. You'll need to know them all as you continue your education, so now is a great time to learn to decode them.

analysis	formulae	mathematical	calculus	genius
psychology	equations	hypothesis	research	equivalent
laboratory	statistically	experiment	logical	theory

EXERCISE A In each space below, write the spelling word above that fits the description. Use a dictionary if you need to.

- The three words that may be pronounced with five syllables each: _____, _____, _____
- The word in which *iu* has the sound /yə/: _____
- A four-syllable word that begins with a silent letter: _____
- The two plural words (be careful!): _____, _____
- The word in which *ti* has the sound /zh/: _____
- The word in which the sound /k/ is spelled *c*—twice: _____
- A word that may be pronounced with either two or three syllables: _____
- Three words in which the letter *y* has different sounds:
_____, _____, _____
- A five-syllable word in which the second-to-last syllable is often left unpronounced: _____
- The word in which *ae* is pronounced /ē/ or /ī/: _____

EXERCISE B In the space provided, write the word that means the **opposite** of each expression below.

- Making no sense at all: _____
- A person like Charlie Gordon when his I.Q. is 68: _____
- Having unequal values: _____
- A wild guess: _____ or _____
- Failure to study a topic: _____

Vocabulary and Comprehension

You may use your book to help you answer the questions below.

Holt Literature and Language Arts

pages 57–60

“Memory a Matter of Brains and Brawn”

A. Choose a word from the Word Bank to complete each sentence.

1. Scientists now think the deterioration of the brain is not _____.
2. Keeping the brain active is _____ to keeping it strong and healthy.
3. That people can influence the health of their brains is a new and _____ idea.
4. If you keep your mind active, you may not lose your _____ abilities.
5. Until recently, scientists thought a person’s brain _____ weakened in old age.

Word Bank

cognitive
crucial
inevitable
irrevocably
provocative

B. Write T or F next to each statement to tell if it is true or false.

- _____ 1. Physical exercise has a powerful effect on the health of the brain.
- _____ 2. Watching television does not make your brain stronger.
- _____ 3. Scientists used to think the brain was wired by age 10.
- _____ 4. Teenagers can make their brains stronger by reading.
- _____ 5. The article says parents who read to their young children are wasting their time.
- _____ 6. Bad memory is linked to heart disease, diabetes, and a high-fat diet.
- _____ 7. Studies show that people who are less educated have less risk of Alzheimer’s disease.
- _____ 8. Scientists now know the brain continually rewires and adapts itself, even in old age.

VOCABULARY DEVELOPMENT**Memory a Matter of Brains and Brawn**

Lauran Neergaard

Pupil's Edition page 57

Question and Answer

Each of questions 1-5 contains an italicized Vocabulary word from “Memory a Matter of Brains and Brawn.” Answer the question and then explain your answer.

EXAMPLE: Is it possible to *counter* situations that might lead to bad memory? yes

Explanation: By living a healthier life, a person can reverse or work against risks such as heart disease, diabetes, or a high-fat diet in order to avoid developing a bad memory.

1. Is getting older an *inevitable* consequence of being alive? _____

Explanation: _____

2. Can reading be *crucial* to keeping your memory sharp? _____

Explanation: _____

3. Does *provocative* information leave you bored and unmoved? _____

Explanation: _____

4. If you haven't learned a foreign language by the time you're thirteen years old, is the opportunity *irrevocably* lost? _____

Explanation: _____

5. Do *cognitive* functions include problem solving, imagining, and communicating? _____

Explanation: _____

Additional Vocabulary Practice

You may use your book to help you answer the questions below.

Holt Literature and Language Arts

pages 22–60

“Flowers for Algernon”; “Memory a Matter of Brains and Brawn”

A. Match words and definitions. Write the letter of the correct definition next to each word.

- | | |
|------------------------------|---|
| ____ 1. introspective | a. seen and felt |
| ____ 2. tangible | b. highly important |
| ____ 3. deterioration | c. unavoidable |
| ____ 4. verified | d. worsening; decline |
| ____ 5. crucial | e. looking inward |
| ____ 6. inevitable | f. confirmed |
| ____ 7. provocative | g. in a way that cannot be undone or changed |
| ____ 8. irrevocably | h. stirring up thoughts or feelings |

B. Choose six words from above. Use each word in a sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____
