

## WRITING PROMPT #2

Perseverance is a steady effort to maintain a course of action, purpose, or belief, often in spite of difficulty. Write a speech for a school assembly about the meaning of perseverance as it applies to personal success. You may use the following information as well as your own experiences, observation, and/or readings.

The greatest glory in living lies not in never falling, but in rising every time you fall. Source: Nelson Mandela

Pain is temporary. It may last a minute, or an hour, or a day, or a year, but eventually it will subside and something else will take its place. If I quit, however, it lasts forever.

Source: Lance Armstrong

I would go and look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it would split in two, and I knew it was not that blow that did it, but all that had gone before.

Source: Jacob A. Riis

Do not think of today's failures, but of the success that may come tomorrow. Remember no effort that we make to attain something beautiful is ever lost. Sometime, somewhere, somehow we shall find that which we seek.

Source: Helen Keller

It's not that I'm so smart; it's just that I stay with problems longer.

Source: Albert Einstein

If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it.

Source: Michael Jordan

As you write your speech, remember to

- Focus on the meaning of perseverance as it applies to personal success.
- Consider the purpose, audience and context of your speech.
- Organize your ideas logically and effectively.
- Include specific details that clearly develop your speech.
- Edit your speech for standard grammar and language usage

Write at least two pages.

**LESSON 9****Indefinite, Reflexive, and Intensive Pronouns****Indefinite Pronouns**

An **indefinite pronoun** points out a person, place, idea, or thing, but not a particular or definite one. Indefinite pronouns are listed below.

<b>Singular</b>	<b>Plural</b>	<b>Singular or Plural</b>
another	both	all
anybody	few	any
anyone	many	more
anything	several	most
each	others	none
each other		some
either		
everybody		
everyone		
everything		
much		
neither		
nobody		
no one		
nothing		
one		
one another		
somebody		
someone		
something		

**EXAMPLES****singular**

**Something** makes a ticking noise in the night.

**Everyone** is welcome to join us at the picnic.

**plural**

**Many** are eager to participate in the summer festival.

**Several** were missing the necessary information.

Don't be confused if a phrase comes between an indefinite pronoun and the verb in a sentence. When an indefinite pronoun is the subject of a sentence, it must agree in number with the verb. In the following examples, the indefinite pronoun and its verb are in boldface. The interrupting phrase is between them.

#### EXAMPLES

**No one** in our family **sleeps** very soundly.

**Both** of my brothers **sleep** in the attic bedroom.

The indefinite pronouns *all, any, more, most, none, and some* may be singular or plural. Often the object of an interrupting prepositional phrase determines whether the verb is singular or plural.

#### EXAMPLES

##### **singular**

**Most** of the garden **is** in full sun.

##### **plural**

**Most** of the tomatoes **are** bright red and plump.

## EXERCISE 1

### Identifying Indefinite Pronouns

Underline the indefinite pronouns in the following sentences.

1. *Something Wicked This Way Comes* is one of Ray Bradbury's science fiction novels.
2. Someone told several of us everything about the novel.
3. Has anyone read some of Bradbury's short stories?
4. Most of his novels belong to the science fiction or fantasy genre.
5. Only a few of writers we studied have been published as often as Bradbury.
6. It seems that everyone has read something of his.
7. Some of Bradbury's fiction warns all of his readers about the dangers of technology.
8. Much has been written about the positive and negative aspects of technology.
9. No one really knows everything about such matters.
10. Each of us can learn more by reading any of Bradbury's works.

## EXERCISE 2

### Understanding Indefinite Pronouns

Circle the indefinite pronoun in each of the following sentences. Then underline the word in parentheses that correctly completes the sentence. In the blank provided, write whether the indefinite pronoun is singular (S) or plural (P).

#### EXAMPLE

Many of my friends (enjoys, enjoy) reading science fiction books. (*Many, enjoy*, plural)

- \_\_\_\_\_ 1. One of our favorite books (is, are) *The Martian Chronicles*.

- \_\_\_\_\_ 2. Each of us (has, have) highlighted different passages in the book.
- \_\_\_\_\_ 3. Sally said that everyone in her family (reads, read) at night.
- \_\_\_\_\_ 4. Both of my parents (encourages, encourage) us to read.
- \_\_\_\_\_ 5. On most evenings either of my parents (asks, ask) me what I'm reading.
- \_\_\_\_\_ 6. All the books in the library (has, have) been cataloged on the computer.
- \_\_\_\_\_ 7. Most of the catalog (includes, include) book titles that are unfamiliar to me.
- \_\_\_\_\_ 8. After school some of the students (remains, remain) in the library to read.
- \_\_\_\_\_ 9. None (wants, want) his or her reading time to be disturbed.
- \_\_\_\_\_ 10. If someone (suggests, suggest) a new book, I read it.

### EXERCISE 3

#### Using Indefinite Pronouns

Write ten sentences using the indefinite pronouns below.

1. nothing

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2. other

---

3. neither

---

4. most

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5. anybody

---

6. everything

---

7. no one

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8. several

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9. any (singular)

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10. any (plural)

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## Reflexive and Intensive Pronouns

A **reflexive pronoun** refers back to a noun or pronoun previously used. A reflexive pronoun includes the suffix *-self* or *-selves*. A reflexive pronoun serves a grammatical function in a sentence, acting as a direct object, indirect object, object of a preposition, or predicate nominative.

### EXAMPLES

I treated **myself** to a scoop of chocolate ice cream.  
My sister is not **herself** today.  
The Mullanes promised **themselves** a trip to Ireland.

An **intensive pronoun** is used to emphasize a noun or pronoun already named in a sentence and does not serve a grammatical function in a sentence. Intensive pronouns and reflexive pronouns use the same forms.

### EXAMPLE

The famous actress **herself** answered the door.

Adding *herself* to *actress* emphasizes that the actress answered the door; she didn't send someone else to answer it for her.

### EXAMPLE

I **myself** have always been near-sighted, but my siblings have perfect eyesight.

Adding *myself* stresses that I have poor eyesight while my siblings have excellent vision.

Reflexive and Intensive Pronouns		
	Singular	Plural
first person	myself	ourselves
second person	yourself	yourselves
third person	himself, herself, itself	themselves

## EXERCISE 4

### Identifying Reflexive and Intensive Pronouns

Underline the intensive and reflexive pronouns in each of the following sentences. In the blanks provided, indicate whether the underlined pronouns are *reflexive* or *intensive*.

1. Martha told us to help ourselves to the cold cans of soda.  
\_\_\_\_\_
2. After the successful mission, the astronauts themselves were relieved.  
\_\_\_\_\_
3. You can either cut the grass yourself or ask your sister to do it.  
\_\_\_\_\_
4. In gratitude, I myself donated money to the worthwhile charity.  
\_\_\_\_\_
5. Not a fan of tofu, Kendra forced herself to eat the vegetarian meal.  
\_\_\_\_\_
6. Truthfully, only you yourselves are responsible for the difficult situation.  
\_\_\_\_\_
7. Surprisingly, the president himself took his dog for a walk.  
\_\_\_\_\_
8. Perfectionists, Randall and Peter surpassed themselves on the latest project.  
\_\_\_\_\_
9. Every morning I must remind myself to take a multivitamin.  
\_\_\_\_\_
10. The sight of the tornado itself caused us to seek immediate shelter.  
\_\_\_\_\_

## EXERCISE 5

### Understanding Reflexive and Intensive Pronouns

Complete each of the following sentences with the correct reflexive or intensive pronoun. Then identify the pronoun as either reflexive or intensive.

EXAMPLE

Can you believe Leah locked \_\_\_\_\_ out of the house? (*herself*, reflexive)

1. I would rather take care of the problem \_\_\_\_\_.

\_\_\_\_\_

2. We really hope that you both enjoy \_\_\_\_\_ at the county fair.  
\_\_\_\_\_
3. The exam \_\_\_\_\_ should not take more than an hour to complete.  
\_\_\_\_\_
4. After stepping onto the podium, the athletes \_\_\_\_\_ accepted the medals.  
\_\_\_\_\_
5. With a blunt demeanor, Jerry \_\_\_\_\_ often creates many problems.  
\_\_\_\_\_
6. Somehow, the lost cat found the way back home all by \_\_\_\_\_.  
\_\_\_\_\_
7. My sister and I \_\_\_\_\_ will undertake the long, arduous journey.  
\_\_\_\_\_
8. Jim and Aaron volunteered to set up the soundstage \_\_\_\_\_.  
\_\_\_\_\_
9. Let's keep the party a secret between \_\_\_\_\_.  
\_\_\_\_\_
10. Should you \_\_\_\_\_ need help, please do not hesitate to call.  
\_\_\_\_\_

## EXERCISE 6

### Using Reflexive and Intensive Pronouns in Your Writing

Write a paragraph about a problem you and someone else recently solved. Describe the problem and the steps you took to find the solution. Correctly use at least five examples of reflexive and intensive pronouns in your paragraph.

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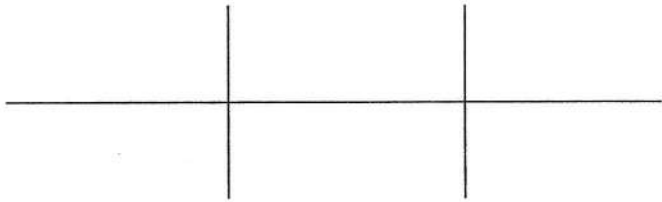
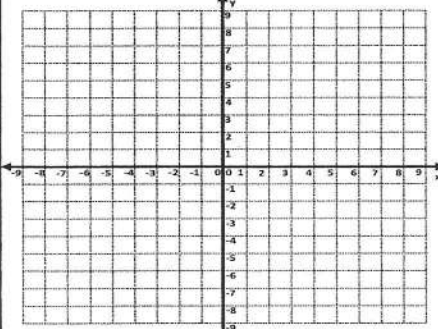
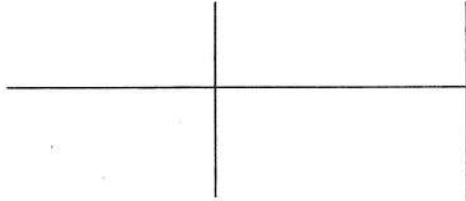
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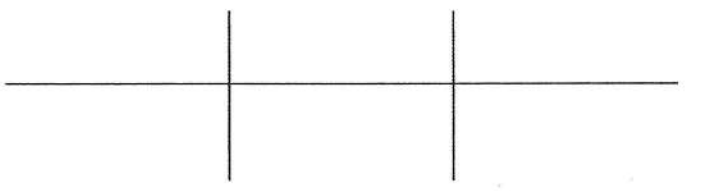
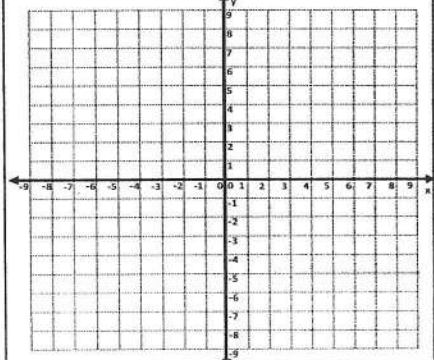
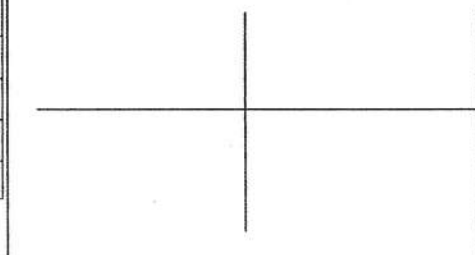
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# Algebra 1 Builder 13

Name: \_\_\_\_\_

Collecting Like Terms	$-6mn + 5mn - 3x^2 - 4x^2$	$-3xy - 8xy - 4x^2 + 3x^2$																			
Integer Operations	$-\frac{1}{2} \cdot \frac{3}{4} =$ _____	$-\frac{3}{4} \div \frac{5}{8} =$ _____	$-\frac{3}{5} \cdot \frac{4}{9} =$ _____																		
Equations Expressions	$6m - 4 = 3m + 12$	$3p - 3 = 8p + 15$	$16k + 4 = 4k - 8$																		
Order of Operations	$2 - 2 + 9 + 80 \div 10 + 3 \cdot 8$	$8 - 6 + 1 \cdot 7 + 24 \div 12 + 4$																			
Function Rules and Tables	<p>Identify the domain and range of the function.</p> <p>Domain:</p> <p>Range:</p> <p>Is it a function?</p>	<table border="1"> <thead> <tr> <th>X</th> <th>Y</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	X	Y													<p>Make a table of values for the function <math>y = 12x - 4</math> Use <math>\{-2, -1, 0, 1, 2\}</math> for the domain.</p> 				
X	Y																				
Write/Solve Equations	<p>The smaller of two numbers is 2 less than <math>\frac{1}{3}</math> the larger. The sum of the two numbers is 50. Find the value of the numbers.</p>																				
Representing Functions as Graphs		<table border="1"> <thead> <tr> <th>X</th> <th>Y</th> </tr> <tr> <th>Domain</th> <th>Range</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>y-int ( , )</p>	X	Y	Domain	Range															<p>Make a table. Graph the function <math>y = -5x - 7</math> when the domain is <math>\{-2, -1, 0, 1, 2\}</math>.</p>  <p><math>m = \frac{\text{rise}}{\text{run}}</math></p>
X	Y																				
Domain	Range																				
Distributive Property	$-6(b + 2) + b - 2(-4b + 6)$	$-8(m + 3) + 4m - 2(-3m + 5)$																			



Collecting Like Terms	$-8 + 8m^2 - 3m^2 + m^2$		$-8mn + 4mn - 3p^2 - 4p^2$																
Integer Operations	$(-6)(-4) + (-3)(5) = \underline{\hspace{2cm}}$		$\frac{3}{5} \cdot \frac{3}{8} = \underline{\hspace{2cm}}$																
Equations Expressions	$8m - 4 = 5m + 5$	$3p - 3 = 8p + 5$	$15k + 6 = 3k - 3$																
Order of Operations	$7 + 8 \div 1 + 2 - 1 + 8 \cdot 6$		$8 - 1 + 8 \cdot 8 + 6 + 8 \div 4$																
Function Rules and Tables	Identify the domain and range of the function.  Domain:  Range:  Is it a function?	<table border="1"> <thead> <tr> <th>X</th> <th>Y</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	X	Y													Make a table of values for the function $y = 15x - 4$ Use $\{-2, -1, 0, 1, 2\}$ for domain.  		
X	Y																		
Write/Solve Equations	Rachel bought one double pack of CDs for \$20. This is \$4 less than $\frac{3}{4}$ the cost of a triple pack of CD's?																		
Representing Functions as Graphs		<table border="1"> <thead> <tr> <th>X</th> <th>Y</th> </tr> <tr> <th>Domain</th> <th>Range</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> y-int (   ,   )	X	Y	Domain	Range													Make a table. Graph the function $y = -x$ when the domain is $\{-2, -1, 0, 1, 2\}$ .   <div style="text-align: right; margin-top: 10px;"> <math>m = \frac{\text{rise}}{\text{run}}</math> </div>
X	Y																		
Domain	Range																		
Distributive Property	$10b + 3b - 6(-5b + 5)$		$-7m - 3(8m + 5)$																

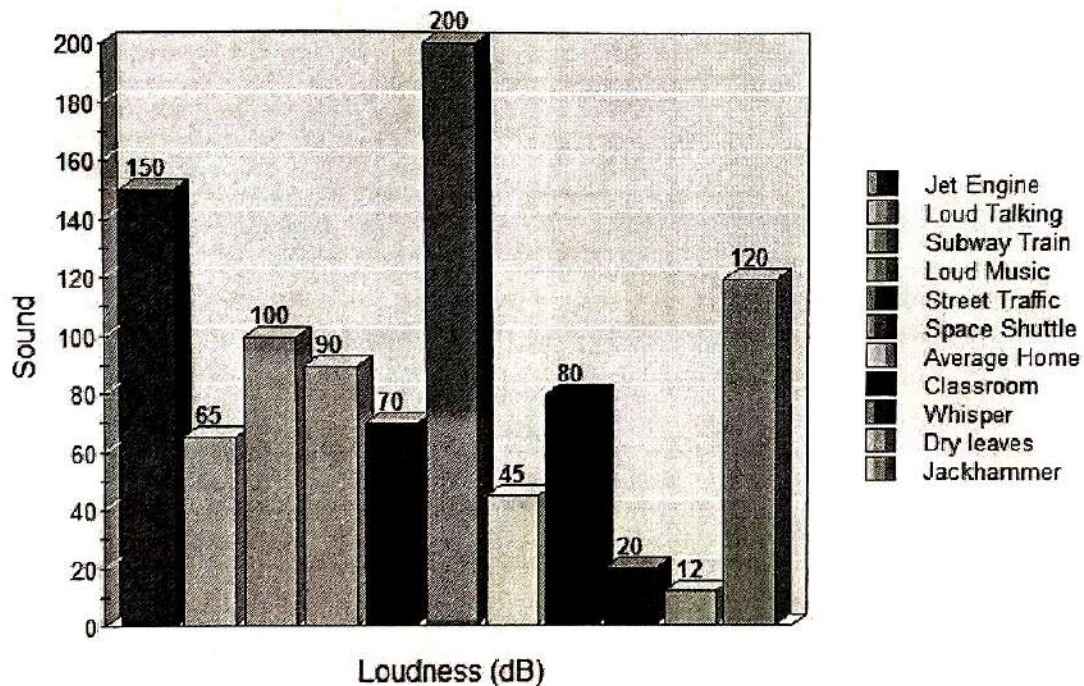
Name \_\_\_\_\_

## Sounds

Every day, we experience sound in our environment, such as the sounds from television and radio, household appliances, and traffic. Normally, these sounds are at safe levels that don't damage our hearing. But sounds can be harmful when they are too loud, even for a brief time, or when they are both loud and long-lasting. These sounds can damage sensitive structures in the inner ear and cause noise-induced hearing loss.

Jordan decided to research a few sounds he had heard to determine how loud they were.  
(graph 1)

### Loudness of Sounds



1. About how loud is a jet engine? \_\_\_\_\_
2. About how loud is a subway train? \_\_\_\_\_
3. How much louder is a jet engine than a subway train? \_\_\_\_\_
4. How many sounds did Jordan observe? \_\_\_\_\_
5. What is the quietest sound he listened to? \_\_\_\_\_

When he was researching, he learned that dB stands for decibels and measures the loudness of sound. The average human can hear anything above 0 dB. Hearing damage begins to occur at 85 db. The louder the sound, the faster the hearing damage.

6. Based on the passage and graph, which of the sounds on this graph can cause damage to hearing if you are exposed to the sound for a period of time? (There will be more than one answer.)  
\_\_\_\_\_

7. Which sounds are louder than street traffic but quieter than a jet engine?  
\_\_\_\_\_



8. Based on the graph, which sounds have a loudness of about 120 decibels? \_\_\_\_\_  
Investigation 1

Jordan decided to do a few experiments on sound so he could learn more. Jordan wanted to test the loudness of his refrigerator, his brother talking, the traffic from his street, his mp3 player, and the house alarm siren on his security system. He knew his distance from the source of the sound and the length of time he was exposed to the sound were important factors in getting accurate results. Jordan got a decibel meter from his teacher. He used a meter stick to make sure he was the same distance from the sound each time he measured the loudness of the sounds of his items. He decided to measure 2 meters from the edge of the object to the decibel meter.

**Investigation 1 Table 1**

Sound	Decibels
refrigerator	45
brother talking	60
traffic from street	85
mp3 player on maximum volume	105
security system alarm at house	120

In a second round of experiments, he decided he would try covering the decibel meter with ear muffs like he would cover his own ears to see if that made a difference on the loudness of the sounds he heard.

**Investigation 2 Table 2**

Sound	Decibels
refrigerator	35
brother talking	50
traffic from street	75
mp3 player on maximum volume	95
security system alarm at house	110

9. How was Jordan's experiment different in the second investigation than in the first investigation?

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10. According to the graph (graph 1) and Investigation table 1, which of the items in Jordan's first investigation had the closest decibel measurement to the subway train? \_\_\_\_\_

11. According to the text and investigation table 1, Which items from Jordan's 1st investigation could cause hearing damage or loss?

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M12. Compare investigation table one and investigation table 2 to explain what adding the ear muffs to the decibel meter did to Jordan's results? (Include 2 pieces of evidence)

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13. In investigation 1, if Jordan turned his mp3 on low, would his decibel sound be

- a. 105 dB
- b. less than 105 dB
- c. more than 110 dB
- d. between 95 dB and 105 dB

14. Which of the following would be a correct model for how Jordan measured the sound in his investigation 1?

