



# Unit 7 American Revolution: The Road to Independence

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Lesson 11:

Five Years and 700 Miles



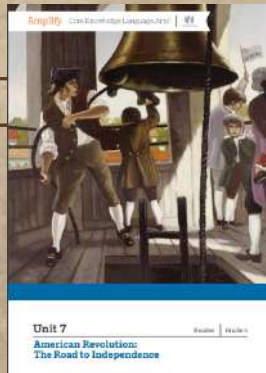
# MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Establish reading groups and partners/small groups for discussing the chapter
- Establish partners or small groups for grammar work.
- Optional: Print Subject-to *be* Verb Agreement poster (Slide 42), Spelling Word List (Slide 43)

## Spelling Word List

- |               |                 |
|---------------|-----------------|
| 1. easily     | 7. insufficient |
| 2. greasy     | 8. intolerable  |
| 3. immobile   | 9. loudly       |
| 4. imperfect  | 10. noisy       |
| 5. impossible | 11. tasty       |
| 6. inflexible | 12. temporarily |

SUBJECT-TO-BE VERB AGREEMENT POSTER			
Subject-to-be Verb Agreement			
To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.			
	Subject	Agreement in the Present Tense	Example
Singular	I	am	I <b>am</b> hungry.
	you	are	You <b>are</b> excited.
	he, she, it, George Washington, the girl, tea	is	She <b>is</b> tired. It <b>is</b> cute. The tea <b>is</b> bitter.
	we	are	We <b>are</b> helpful.
Plural	you	are	You <b>are</b> noisy.
	they, laws, colonists	are	The colonists <b>are</b> angry.





## Today's KUß Objectives

K- We will **KNOW** about the Revolutionary War

U- We will **UNDERSTAND** that obtaining independence takes time

B- We **BE ABLE TO** complete a timeline to demonstrate an understanding of the Revolutionary War, its time frame, physical area, and the various nations involved



**Reading:** I can make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved.

## Review Chapter 6 (10 min.)

We will review your responses to Activity Page 10.3, which was assigned for homework.

NAME: \_\_\_\_\_

10.3

TAKE-HOME

DATE: \_\_\_\_\_

### From Valley Forge to Yorktown

Read the following excerpt and answer the questions that follow.

Von Steuben taught the Continental soldiers how to march and stand in formation. He taught them how to advance on the battlefield. He also taught them how to use the bayonets attached to their muskets. Von Steuben trained a model company. Then, the members of this model company trained other companies.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** In this paragraph, what is the meaning of *model company*?

- ☐ a military company deserving to be copied by others
- ☐ a fashion company that employs people to model clothes
- ☐ a toy company that makes plastic parts to form model airplanes
- ☐ an art company that employs models to pose for portrait painters

**Part B:** Which sentence from the text best helps the reader determine the meaning of the term *model company*?

- ☐ Von Steuben taught the Continental soldiers how to march and stand in formation.
- ☐ He taught them how to advance on the battlefield.
- ☐ He also taught them how to use the bayonets attached to their muskets.
- ☐ Then, the members of this model company trained other companies.



2. Explain in your own words how one man, Friedrich Wilhelm von Steuben, was able to train so many men for battle in such a short amount of time.

3. **Part A:** In the first paragraph, what is the meaning of the word *reinforced*?

enforced new laws again

strengthened with new supplies or more people

angered

overpowered

**Part B:** Which sentence from the text best helps the reader determine the meaning of the word *reinforced*?

In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers.

The French navy arrived as well, and one of the first things they did was drive away a convoy of British ships that were carrying supplies for Cornwallis and his men.

That was when Cornwallis knew he was in trouble.

He was cornered by the French and Continental armies, and the French navy had cut off his escape route as well as his supplies!



4. **Part A:** In the third paragraph on page 51, what was the meaning of the word *fleet*?

cannons

generals

army

ships

**Part B:** Which phrase from the text best helps the reader determine the meaning of the word *fleet*?

the French and Continental armies set up cannons

the guns fired constantly

they could not sail away

no choice but to surrender

# We will reread Chapter 6, “From Valley Forge to Yorktown.”

First, briefly review the vocabulary words.

1. **impress**, *v.* to amaze; to cause others to feel admiration or interest (**impressed**) (48)
2. **bayonet**, *n.* a sharp piece of metal attached to the muzzle of a musket (**bayonets**) (49)
3. **model company**, *n.* a group of soldiers deserving to be copied or imitated by others (49)
4. **foraging**, *adj.* for the purpose of searching for something, usually food or supplies (49)
5. **recruit**, *v.* to search for people to join a group or organization (e.g., the army) (49)
6. **decisive**, *adj.* important; without any doubt (49)
7. **reinforce**, *v.* to make a group more effective by adding more people or supplies (**reinforced**) (51)
8. **convoy**, *n.* a group of ships traveling together for safety (51)
9. **fleet**, *n.* a group of military ships that sail under the same commander (51)

Turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

Can I have a volunteer read The Big Question aloud?

## Chapter 6

# From Valley Forge to Yorktown

### THE BIG QUESTION

What European country joined the Continental Army to fight the British, and how did their help influence the outcome of the war?

We will read  
over what

isted and



I will be reading with a small group of students. The other students will read individually or in partners.

If you are not in a group with me and you finish reading early, complete **Activity Page 11.1**.

NAME: _____	<b>11.1</b>	ACTIVITY PAGE
DATE: _____		
<b>From Valley Forge to Yorktown</b>		
<i>Answer the following questions as you read the chapter. Be sure to write in complete sentences and support your answer with evidence from the text.</i>		
1. How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?		
_____		
_____		
Page(s) _____		
2. The colonial troops traveled nearly 700 miles by foot from New York to Virginia. How long did it take them to cover all these miles?		
_____		
_____		
Page(s) _____		
3. How much time passed between the British surrender at Yorktown and the signing of the Treaty of Paris?		
_____		
_____		
Page(s) _____		

*After reading the entire chapter, sequence the events from first to last by numbering them from 1–5.*


\_\_\_\_\_ The Continental Army left Valley Forge, reinforced with necessary supplies and military training.

\_\_\_\_\_ The Treaty of Paris was signed and Great Britain recognized American independence.

\_\_\_\_\_ The French joined the Continental Army at Yorktown, helping cut off supplies to the British and blocking British escape routes.

\_\_\_\_\_ The Continental Army endured a hard winter at Valley Forge.

\_\_\_\_\_ The British surrendered to the Continental Army at Yorktown.


  
**Teacher  
group slides**

## Close Reading “From Valley Forge to Yorktown” (20 min.)

**I will have a student read the first paragraph on page 48 aloud.**

There is a saying, “what doesn’t kill you makes you stronger.” The winter of 1777 to 1778 was a difficult time for Washington and his men. Those who survived that winter in Valley Forge came to think they were strong enough to survive just about anything!

**Did all of Washington’s army survive the bitter winter of 1777 to 1778 at Valley Forge? Cite evidence from the text to support your answer.**



**Follow along as I read the first sentence of the final paragraph on page 49 aloud.**

By the time the Continental Army marched out of Valley Forge in June 1778, they were much better prepared to fight as an army. The newly trained

**Go back and skim the first two paragraphs on page 49 and cite examples of how the Continental Army was better prepared to fight as an army.**

They had received military training, had more food and



How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?

Record the answer to question 1 on Activity Page 11.1.

1. How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?

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Page(s) \_\_\_\_\_

Continental Army  
leaves Valley  
Forge  
June 1778

Continental Army  
wins first decisive  
battle  
Fall 1781

**Read page 50 silently.**

**In August 1781, where was Lord Cornwallis camped with the British troops?**

**In August 1781, where was George Washington camped with the colonial troops?**

**outside New York City**

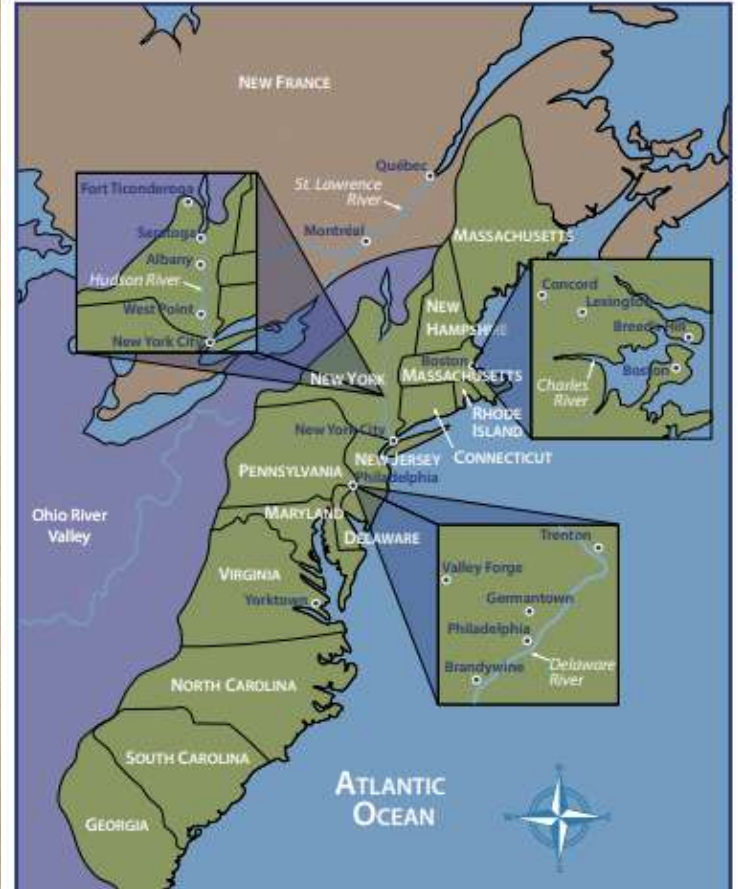
Turn to page 92 of the Reader.

Put a finger on New York and trace the route south- through New Jersey, Pennsylvania, Delaware, and Maryland- to Virginia.

Remember Washington intended to march his troops the whole distance, nearly 700 miles, on foot.

## Maps

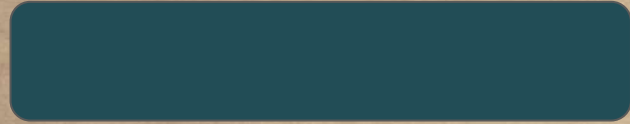
### Revolutionary War Battles





**Read page 51 silently.**

**How long did it take the colonial troops to reach Virginia?  
Support your answer with evidence from the text.**



S.



**Record the answer to Question 2 on Activity Page 1.**

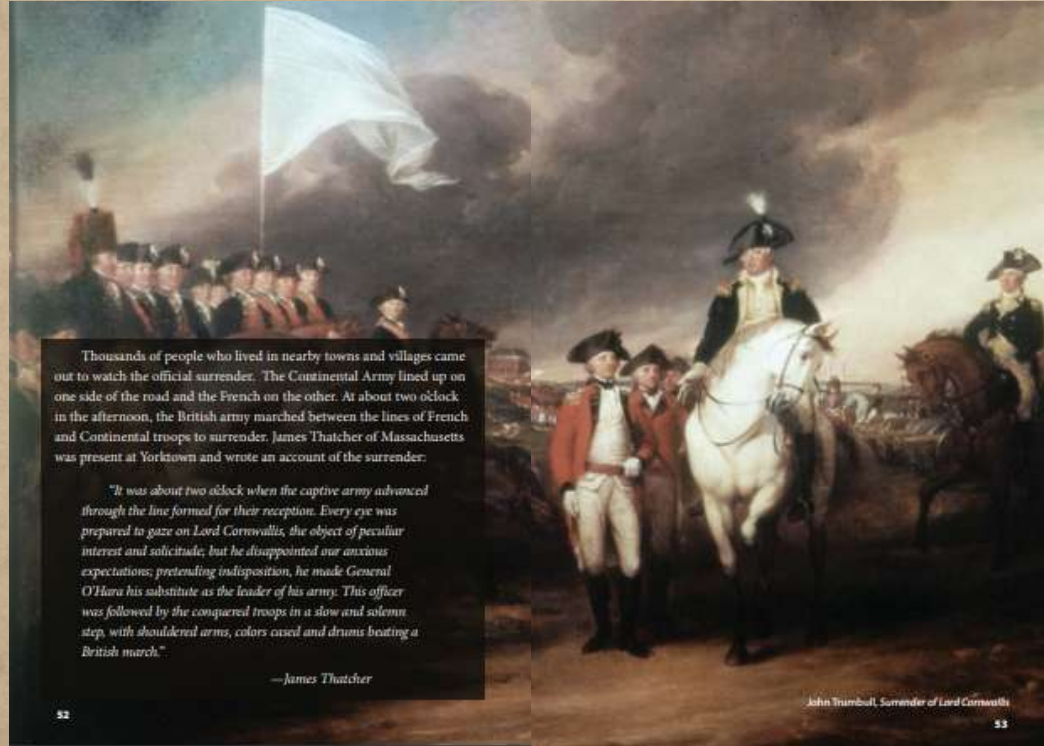
2. The colonial troops traveled nearly 700 miles by foot from New York to Virginia. How long did it take them to cover all these miles?

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Page(s) \_\_\_\_\_

Look at the illustration on pages 52 and 53. Remember General O'Hara stood in for Lord Cornwallis when the British troops surrendered.



Thousands of people who lived in nearby towns and villages came out to watch the official surrender. The Continental Army lined up on one side of the road and the French on the other. At about two o'clock in the afternoon, the British army marched between the lines of French and Continental troops to surrender. James Thatcher of Massachusetts was present at Yorktown and wrote an account of the surrender:

*"It was about two o'clock when the captive army advanced through the line formed for their reception. Every eye was prepared to gaze on Lord Cornwallis, the object of peculiar interest and solicitude, but he disappointed our anxious expectations; pretending indisposition, he made General O'Hara his substitute as the leader of his army. This officer was followed by the conquered troops in a slow and solemn step, with shouldered arms, colors cased and drums beating a British march."*

—James Thatcher

John Trumbull, *Surrender of Lord Cornwallis*

Follow along as I read page 54 aloud.

What was the significance of the Treaty of Paris?

Record the answer to question 3 on Activity Page 11.1.

3. How much time passed between the British surrender at Yorktown and the signing of the Treaty of Paris?

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Page(s) \_\_\_\_\_

British surrender  
at Yorktown  
October 1781

Treaty of Paris  
September 1783



## Work with a partner to sequence the events of Chapter 6 on Activity Page 11.1.

*After reading the entire chapter, sequence the events from first to last by numbering them from 1–5.*

- ☐ The Continental Army left Valley Forge, reinforced with necessary supplies and military training.
- ☐ The Treaty of Paris was signed and Great Britain recognized American independence.
- ☐ The French joined the Continental Army at Yorktown, helping cut off supplies to the British and blocking British escape routes.
- ☐ The Continental Army endured a hard winter at Valley Forge.
- ☐ The British surrendered to the Continental Army at Yorktown.

The group should now come back together to discuss the chapter and wrap-up.

## Discuss the Chapter and Wrap-Up (10 min.)



### Check for Understanding

**How might the war have ended if the French had not joined it?**  
Mix students from reading groups into pairs. Each partner develops an answer, the partners share their answers with each other, they work together to form a synthesis that is better than either individual response.



## Word Work: *Fleet* (5 min.)

In the chapter you read, “Cornwallis and his men could not protect themselves and, because of the position of the French fleet, they could not sail away.”

Say the word *fleet* with me: fleet

*Fleet* means a group of military ships that sail under the same commander as in:

The fleet protected the harbor from foreign invaders.

What are some other way a fleet of ships might be used?

What part of speech is the word *fleet*?

oun

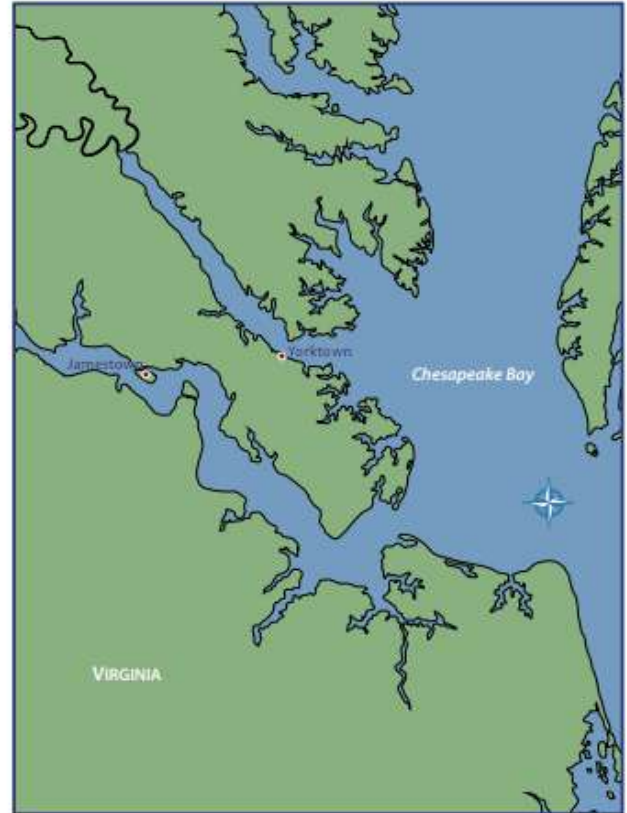


Turn to page 93 of the Reader.

Describe the location(s) of the French fleet, using the word *fleet* in complete sentences in your description.

## Maps

### Chesapeake Bay, Virginia



# Would you rather...



**be as cute as a kitten**



**or as fierce as a lion?**

## KUß Objectives

We will **KNOW** what subject-to-be verb agreement means.

We will **UNDERSTAND** that to be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.

We will **BE ABLE TO** demonstrate our understanding of subject-to-be verb agreement by mastering and completing Activity Page 11.2



**Grammar:** I can demonstrate understanding of subject-to *be* verb agreement in the present tense.

## **Introduce Subject-to *be* Verb Agreement (15 min.)**

Remember in the previous lessons, we learned about subject-action verb agreement. An action verb describes a subject's action.

**The British general surrenders at Yorktown.**

Identify the action verb. **surrenders**

In one minute, let's think of all the action verbs we can. I will record your answers on the board.

Today we will learn about a different kind of verb. This type of verb does not show action but represent a state of being.

SUBJECT-TO BE VERB AGREEMENT POSTER

	Subject-to be Verb Agreement		
	To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.		
	Subject	Agreement in the Present Tense	Example
Singular	I	am	I <b>am</b> hungry.
	you	are	You <b>are</b> excited.
	he, she, it, George Washington, the girl, tea	is	She <b>is</b> tired. It <b>is</b> cute. The tea <b>is</b> bitter.
Plural	we	are	We <b>are</b> helpful.
	you	are	You <b>are</b> noisy.
	they, laws, colonists	are	The colonists <b>are</b> angry.

Turn to Activity Page 11.2.

I will divide you into pairs or small groups to complete the chart in the first part of the activity page. We will review the completed chart as a class.

NAME: \_\_\_\_\_

11.2

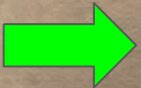
TAKE-HOME

DATE: \_\_\_\_\_

### Subject-to be Verb Agreement in the Present Tense

Fill in this chart and then use it to help you complete the activity page.

	Subject-to be Verb Agreement	
	To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.	
Singular	Subject	Agreement in the Present Tense
	I	
	you	
	he, she, it Write two singular nouns:	
	1. 2.	
Plural	we	
	you	
	they Write two plural nouns:	
	1. 2.	





Now I will review the directions and completed examples in the next two sections of the activity page. You will complete the remainder of the activity page for homework.



Complete the “Agreement” column of the following chart to combine the subject with the to be verb so the subject and verb agree. The first one is completed for you. Remember to use the present tense.

Subject	to be Verb	Agreement
George Washington	to be	George Washington is
French troops	to be	
Lord Cornwallis	to be	
thousands of villagers	to be	
I	to be	
we	to be	
you	to be	

Write expanded sentences for three subject-to be verb agreement statements from the chart above.

Example: George Washington is a clever general.

1. \_\_\_\_\_  
\_\_\_\_\_

**Morphology:** I can understand how the suffixes *-able* and *-ible* modify root words, form new words, and use those words in sentences.

## Introduce Suffixes *-able* and *-ible* (15 min.)

The two suffixes we will study are *-able* and *-ible*. The Latin suffixes both mean “able to.”

SUFFIXES POSTER		
Suffixes		
A <b>suffix</b> is a syllable or syllables placed at the end of a root word to change the word's meaning and/or to form a different word.		
<i>-able</i>	/ə*beɪ/	Able to
<i>-ible</i>	/ə*beɪ/	Able to

When *-able* and *-ible* are added to nouns or verbs, the word becomes an adjective.

**enjoy**

Enjoy means to take pleasure in doing or experiencing as in:  
I enjoy being outside when it is sunny.

Can I have a volunteer add the suffix *-able* to *enjoy* and read the new word?

enjoyable

Enjoyable means able to take pleasure in; able to enjoy as in:  
Grocery shopping is more enjoyable when the store is not crowded.

The suffix *-able* changes the part of speech from a verb to an adjective.



Can anyone create a sentence using the word *enjoyable*?

What are some synonyms of enjoyable?

Pl

Fun

Delightf

**collect**

Collect means to gather, as in:

The children collect leaves from the ground in the fall.

Can I have a volunteer add the suffix *-ible* to *collect* and read the new word?

**collectible**

Collectible means worthy of being collected, as in:

Baseball cards are collectible because they can be very valuable.

The suffix *-ible* changes the part of speech from b to an

Collectible can sometimes be spelled *collectable* (able to be collected).

Can anyone create a sentence using the word *collectible*?

What are some synonyms of collectible?

rare

valuable

collectable

We will continue studying -  
*able* and -*ible* words as time  
permits.

English Root Word	Meaning	Affixed Word	Meaning	Sentence
N/A	the Latin root <i>port</i> means to carry	portable	(adjective) able to be carried	The small suitcase is more <u>portable</u> than the big one.
predict	(verb) to know in advance	predictable	(adjective) able to be known in advance	Sometimes it seems that the weather is not very <u>predictable</u> !
access	(verb) to enter or get near; to use or get something	accessible	(adjective) able to enter or get near; able to use or get something	The school has electric doors so it is <u>accessible</u> to people in wheelchairs.
comfort	(noun) the feeling of being relaxed or without pain	comfortable	(adjective) able to feel relaxed or without pain	My new shoes were <u>comfortable</u> because they were my size.
N/A	the Latin root <i>vis</i> means to see or to look at	visible	(adjective) able to be seen or able to look at	I was in the front row of the choir so I was <u>visible</u> to the audience.
eat	(verb) to consume; to put in the mouth, chew, and swallow	edible	(adjective) able to be consumed; able to be safely put in the mouth, chewed, and swallowed	I asked my teacher if the berries were <u>edible</u> before I ate them.



Turn to Activity Page 11.3. I will review the directions and we will complete the first two sentence as a group. If we run out of time, complete the Activity Page for homework.



NAME: \_\_\_\_\_

11.3

TAKE-HOME

DATE: \_\_\_\_\_

### Suffixes *-able* and *-ible*

Write the correct word to complete each sentence.

predictable

collectible

enjoyable

predict

edible

collect

1. Our daily routine is very \_\_\_\_\_ because we have the same schedule every day.
2. When my family goes to the beach we like to \_\_\_\_\_ the prettiest shells we can find.

Add the suffix *-able* or *-ible* to each of the following root words to create a new word. Then write the meaning of the new word and a sentence using the new word.

1. Root Word: *comfort*

Meaning: a relaxed feeling; without pain

New Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Spelling:** I can practice spelling content-based spelling words by using chunking to decode them syllabically.

## **Introduce Spelling Words (15 min.)**

You will practice 12 words related to prefixes and suffixes you have studied in morphology.

Apart from the prefixes and suffixes, these words do not follow one single spelling pattern.

You will be assessed on these words in Lesson 15.

I will introduce the words by writing them on the board.

I will say the word aloud, then sound out each syllable, naming each letter aloud as I write it. I will continue syllable by syllable until the word is spelled correctly.

1. easily  
insufficient

7.

2. greasy  
intolerable

8.

3. immobile

9. loudly

4. imperfect

10. noisy

5. impossible

11. tasty

6. inflexible

12. temperarily



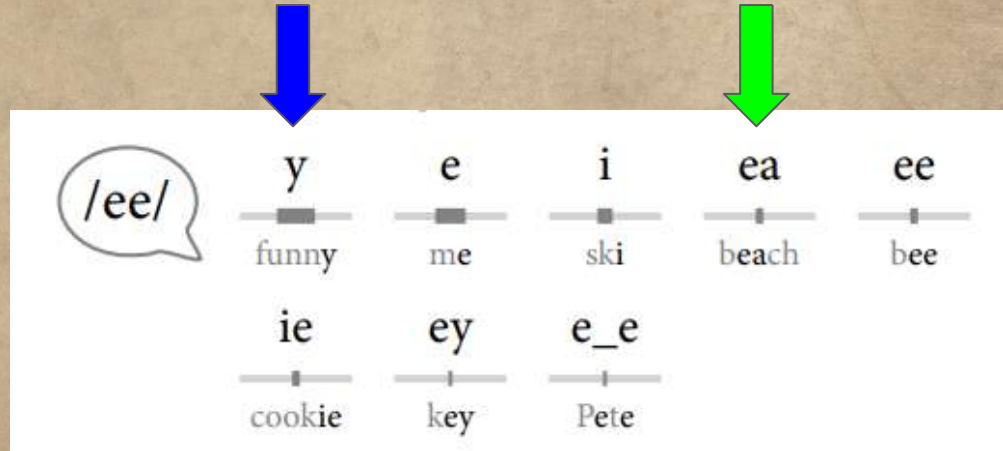
# Pronunciation/Syllabication Chart

Word	CK Code	Syllable Type
easily	/ee*za*lee/	digraph*ə*open
greasy	/gree*see/	digraph*open
immobile	/im*moe*bəl/	closed*open*ə
imperfect	/im*per*fəkt/	closed*r-controlled*ə
impossible	/im*pos*ə*bəl/	closed*closed*ə*ə
inflexible	/in*flex*ə*bəl/	closed*closed*ə*ə
insufficient	/in*sə*fish*ənt/	closed*ə*closed*ə
intolerable	/in*tol*er*ə*bəl/	closed*closed*r-controlled*ə*ə
loudly	/loud*lee/	digraph*open
noisy	/noi*zee/	digraph*open
tasty	/tae*stee/	open*open
temporarily	/tem*pə*raer*ə*lee/	closed*ə*r-controlled*ə*open

Students may find the Individual Code Chart located in the activity book helpful to find spelling patterns within each word.

The word *greasy* includes an /ee/ sound in the first syllable spelled 'ea' and an /ee/ sound in the second syllable spelled 'y'.

greasy



Use the following chart to define each word and provide examples of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
easily	(adverb) without difficulty	The horse <u>easily</u> cleared the jump.
greasy	(adjective) dirty from grease or oil; containing or cooked with a large amount of fat	The car mechanic wiped his <u>greasy</u> hands on an old rag.
immobile	(adjective) unable to move	My grandmother fell and broke her hip, leaving her <u>immobile</u> for a month.
imperfect	(adjective) having mistakes or problems; not perfect	The Continental Army was made up of an <u>imperfect</u> militia.
impossible	(adjective) unable to be done or happen; not possible	Without the help of the French, it would have been <u>impossible</u> to surround the British at Yorktown.





inflexible	(adjective) not easily changed; not easily bent or twisted	Dad's <u>inflexible</u> schedule prevents him from attending my ball games.
insufficient	(adjective) not having or providing enough of what is needed; not sufficient	George Washington and his men at Valley Forge had <u>insufficient</u> food to last the winter.
intolerable	(adjective) too painful or hard to be accepted	The colonists found British taxation <u>intolerable</u> .
loudly	(adverb) in a noisy way; strong and noticeable in sound	The young boy played his bugle <u>loudly</u> , alerting the soldiers to the danger.
noisy	(adjective) full of loud or unpleasant noise	I found it difficult to talk to my family in the <u>noisy</u> restaurant.
tasty	(adjective) having a good flavor	The turkey and gravy were especially <u>tasty</u> at the Thanksgiving dinner.
temporarily	(adverb) for a limited amount of time; not permanently	The road was closed <u>temporarily</u> due to flooding in the plains.



**Take home Activity Page 11.4 to practice spelling the words and Activity Page 11.5 to complete for homework.**

# Take-Home Material

Take home **Activity Page 11.2** and **11.3** to complete for homework if you did not finish in class. Take home **Activity Page 11.4** to practice spelling the words and **Activity Page 11.5** to complete for homework.

Complete the "Agreement" column of the following chart to combine the subject with the to be verb so the subject and verb agree. The first one is completed for you. Remember to use the present tense.

Subject	to be Verb	Agreement
George Washington	to be	George Washington is
French troops	to be	
Lord Cornwallis	to be	
thousands of villagers	to be	
I	to be	
we	to be	
you	to be	

Write expanded sentences for three subject-to be verb agreement statements above.

Example: George Washington is a clever general.

- \_\_\_\_\_
- \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**11.3** TAKE-HOME

## Suffixes -able and -ible

Write the correct word to complete each sentence.

predictable	collectible	enjoyable
predict	edible	collect

- Our daily routine is very \_\_\_\_\_ because we have the same schedule every day.
- When my family goes to the beach we like to \_\_\_\_\_ the prettiest shells we can find.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**11.4** TAKE-HOME

## Spelling Words

The following is a list of spelling words. These words include prefixes and suffixes you have learned in morphology lessons. During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- spell the words out loud
- write sentences using the words
- copy the words onto paper

When you practice spelling and writing the word one syllable at a time.

- easily
- greasy
- immobile
- imperfect
- impossible
- inflexible

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**11.5** TAKE-HOME

## Practice Spelling Words

Sort the spelling words by their affix. Then answer the questions that follow.

tasty	greasy	immobile	inflexible
temporarily	noisy	impossible	easily
imperfect	intolerable	loudly	insufficient

in-	in-	-y	-ly

- What part of speech are the words with the suffix -ly? \_\_\_\_\_
- What part of speech are the words with the prefix in-? \_\_\_\_\_



# GREAT WORK TODAY!

**Reading:** I can make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved.

[RI.4.1, RI.4.3, L.4.4]

**Grammar:** I can demonstrate understanding of subject-*to be* verb agreement in the present tense.

[L.4.1]







# GREAT WORK TODAY!

**Morphology:** I can understand how the suffixes *-able* and *-ible* modify root words, form new words, and use those words in sentences.

[L.4.4]

**Spelling:** I can practice spelling content-based spelling words by using chunking to decode them syllabically.

[RF.4.3, L.4.4]



	Subject-to be Verb Agreement		
	To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.		
	Subject	Agreement in the Present Tense	Example
Singular	I	am	I <b>am</b> hungry.
	you	are	You <b>are</b> excited.
	he, she, it, George Washington, the girl, tea	is	She <b>is</b> tired. It <b>is</b> cute. The tea <b>is</b> bitter.
Plural	we	are	We <b>are</b> helpful.
	you	are	You <b>are</b> noisy.
	they, laws, colonists	are	The colonists <b>are</b> angry.

## Spelling Word List

- |              |     |
|--------------|-----|
| 1. easily    | 7.  |
| insufficient |     |
| 2. greasy    | 8.  |
| intolerable  |     |
| 3. immobile  | 9.  |
| loudly       |     |
| 4. imperfect | 10. |
| noisy        |     |